

**DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF ILLINOIS AT CHICAGO**

**HANDBOOK FOR GRADUATE STUDY  
IN PSYCHOLOGY  
EFFECTIVE FALL 2000**

Department of Psychology (M/C 285)  
1009 Behavioral Sciences Building  
1007 West Harrison Street  
Chicago, IL 60607-7137  
Phone: (312) 996-3036  
FAX:(312) 413-4122  
*<http://www.uic.edu/depts/psch/>*

## TABLE OF CONTENTS

<b>CHAPTER 1: WELCOME TO THE UIC DOCTORAL PROGRAM IN PSYCHOLOGY.....</b>	<b>1</b>
THE BROADER UNIVERSITY, GRADUATE COLLEGE, AND DEPARTMENT CONTEXT .....	2
READ THE CATALOG/HANDBOOKS, AND SEEK GUIDANCE/SUPPORT FROM THOSE WITH EXPERIENCE.....	3
DEPARTMENT FACILITIES AND EQUIPMENT .....	3
Computers .....	4
Department Library .....	4
Mail Room.....	4
Photocopy Machine .....	4
Telephone.....	5
Keys .....	5
<b>CHAPTER 2: WHO'S WHO IN THE PSYCHOLOGY DEPARTMENT GRADUATE PROGRAM? .....</b>	<b>6</b>
DEPARTMENT PERSONNEL.....	7
Department Chair.....	7
Associate Chair .....	7
Executive Committee.....	7
Faculty and Divisions.....	8
Business Office and Support Staff .....	8
PERSONNEL AND COMMITTEES SERVING GRADUATE STUDENTS.....	8
Director of Graduate Studies (DGS).....	8
Graduate Coordinator .....	10
Committee on Graduate Studies (COGS).....	11
Graduate Association of Students in Psychology.....	11
Graduate Educational Opportunity Committee (GEOC).....	11
Office of Applied Psychological Services .....	11
DEPARTMENT HUMAN SUBJECTS REVIEW COMMITTEES .....	11
Human Subjects Compliance Committee (Departmental Review Board).....	11
Animal Facilities Coordinator.....	13
Subject Pool and Mass Testing Coordinator.....	13
DEPARTMENT COORDINATORS AND COMMITTEES FOR INSTRUCTIONAL SERVICES AND SUPPORTS.....	13
Colloquium Coordinator.....	13
Computer Facilities and Data Bases .....	13
Indirect Cost Recovery (ICR) Research and Travel Grants Coordinator.....	13
Library Coordinator.....	13
INFORMATIVE UNIVERSITY AND DEPARTMENT SOURCES OF INFORMATION.....	14
Graduate College Web Page.....	14
Graduate College Catalog: 1996-1998 .....	14
Graduate College Thesis Manual.....	14
Department of Psychology Student Orientation Handbook .....	14
UIC Timetable .....	14
<b>CHAPTER 3: OVERVIEW OF PH.D. REQUIREMENTS FROM ADMISSIONS THROUGH     COMMENCEMENT.....</b>	<b>16</b>
ADMISSIONS.....	17
Nondegree applicants .....	18
Limited status admission.....	18
ADMISSIONS FOR TRANSFER STUDENTS OR STUDENTS WITH A MASTER'S DEGREE .....	18
Credit for a Prior Master's Degree.....	18
READMISSION .....	19
ADVISORS.....	20
Changing Advisors .....	20

MAJOR DIVISIONS .....	21
Change of Division .....	21
REGISTRATION AND COURSE LOADS.....	21
DEPARTMENT REQUIREMENTS FOR THE MA AND PH.D. DEGREES.....	22
Requirements for the Master of Arts Degree.....	22
Requirements for the Doctor of Philosophy Degree.....	23
RESEARCH APPRENTICESHIP AND ADVISOR-APPROVED MA THESIS PROSPECTUS OR PROGRESS REPORT .....	23
DECLARING A MINOR .....	24
MASTER OF ARTS THESIS AND THE MASTER'S DEGREE .....	24
PRELIMINARY EXAMINATION AND ADMISSION TO CANDIDACY .....	25
DISSERTATION AND DOCTORAL DEGREE .....	26
GRADUATION REQUESTS FOR THE PH.D. DEGREE .....	27
COMMENCEMENT .....	27
<b>CHAPTER 4: PH.D. DEGREE PROGRESS AND TIMETABLES .....</b>	<b>28</b>
TIME LIMITS FOR PH.D. DEGREE REQUIREMENTS.....	29
SCHEDULING MEETINGS FOR MA THESES, PRELIMINARY EXAMINATIONS, AND DISSERTATIONS.....	29
LEAVE OF ABSENCE.....	30
ANNUAL REVIEWS.....	30
PROBATION AND DISMISSAL.....	31
TIMETABLE FOR STUDENTS ENTERING THE PROGRAM WITH THE BA DEGREE .....	31
TIMETABLE FOR STUDENTS ENTERING THE PROGRAM WITH THE MA DEGREE.....	33
<b>CHAPTER 5: THE RESEARCH APPRENTICESHIP AND ADVISOR-APPROVED MA THESIS PROSPECTUS OR PROGRESS REPORT .....</b>	<b>34</b>
DESCRIPTION AND PURPOSE .....	35
PROCEDURES.....	35
<b>CHAPTER 6: DECLARING AND COMPLETING THE MINOR.....</b>	<b>37</b>
DESCRIPTION AND PURPOSE .....	38
Course Requirements for Minors .....	38
DIVISIONAL MINORS.....	38
Biopsychology .....	38
Clinical Psychology .....	39
Cognitive Psychology .....	39
Community and Prevention Research.....	39
Social Psychology.....	39
SPECIAL TOPICS (ST) MINORS.....	40
Minor in Developmental Psychology .....	40
Minor in Psychology and Law (P&L) .....	41
Minor in Statistics, Methods, and Measurement (SM&M).....	42
STUDENT DESIGNED CURRICULUM (SDC) MINORS.....	44
PROCEDURES FOR DECLARING MINORS.....	44
COMPLETING THE MINOR .....	44
<b>CHAPTER 7: THE MASTER'S THESIS AND THE MA DEGREE.....</b>	<b>45</b>
DESCRIPTION AND PURPOSE .....	46
MA COMMITTEE COMPOSITION AND APPOINTMENT OF THE COMMITTEE MEMBERS .....	46
THESIS PROSPECTUS AND PROSPECTUS MEETING .....	47
SUBJECT APPROVAL AND DATA COLLECTION .....	48
THESIS-RELATED COURSE REQUIREMENTS.....	48
TIME LINE FOR MA THESIS COMPLETION AND REQUESTS FOR EXTENSIONS.....	49
MASTER'S THESIS DEFENSE MEETING.....	49
SUBMISSION OF FINAL COPY OF THE MASTER'S THESIS .....	50
FILING FOR THE MA DEGREE .....	52

<b>CHAPTER 8: THE PRELIMINARY EXAMINATION AND ADMISSION TO CANDIDACY.....</b>	<b>54</b>
DESCRIPTION AND PURPOSE .....	55
TIME LINES .....	55
COMMITTEE COMPOSITION AND APPOINTMENT OF COMMITTEE MEMBERS.....	56
GRADING THE PRELIMINARY EXAMINATION AND PROVIDING THE STUDENT WITH FEEDBACK.....	56
PRELIMINARY EXAMINATION PROCEDURES AND FORMS.....	56
PRELIMINARY EXAMINATION REQUIREMENTS FOR EACH DIVISION .....	58
Biopsychology .....	58
Clinical Psychology .....	58
Cognitive Psychology .....	59
Community and Prevention Research.....	60
Social Psychology.....	60
<b>CHAPTER 9: THE PH.D. DISSERTATION, DOCTORAL DEGREE, AND FILING FOR GRADUATION .....</b>	<b>72</b>
DESCRIPTION AND PURPOSE .....	73
TIME LINES FOR COMPLETING THE DISSERTATION AND PH.D. DEGREE .....	73
COMMITTEE COMPOSITION AND APPOINTMENT OF THE COMMITTEE MEMBERS.....	73
REGISTRATION AND COURSE REQUIREMENTS.....	74
Option A .....	75
Option B.....	75
DISSERTATION PROSPECTUS .....	75
DISSERTATION DEFENSE .....	76
Public Announcement .....	76
Committee Chair Requests Two Forms Prior to the Defense.....	76
Grading.....	76
SUBMISSION OF FINAL COPY OF THE DOCTORAL DISSERTATION .....	77
FILING FOR GRADUATION .....	79
<b>CHAPTER 10: COURSE REQUIREMENTS FOR MAJOR DIVISIONS AND GRADING PROCEDURES .....</b>	<b>81</b>
DEPARTMENT COURSE REQUIREMENTS.....	82
Biopsychology .....	83
Clinical Psychology .....	84
Cognitive Psychology .....	85
Community and Prevention Research.....	86
Social Psychology.....	86
GRADING FOR COURSES.....	87
Letter Grades .....	87
DF—Deferred.....	87
IN—Incomplete .....	88
S/U—Satisfactory/Unsatisfactory .....	88
W—Withdrawn .....	88
M—Missing Grade .....	89
GRADE PROGRESS INDEX (GPI)--DEGREE GPA.....	89
GRADING POLICY AND GRIEVANCE PROCEDURES .....	89

<b>CHAPTER 11: FINANCIAL ISSUES, FINANCIAL AID, AND ASSISTANTSHIPS .....</b>	<b>91</b>
TUITION, FEES, AND OTHER CHARGES.....	92
FINANCIAL AID.....	92
PAY SCHEDULES FOR PSYCHOLOGY GRADUATE ASSISTANTS BASED ON DEGREE PROGRESS.....	92
THE DEPARTMENT'S FINANCIAL COMMITMENT TO GRADUATE STUDENTS.....	93
ASSISTANTSHIPS.....	94
Work schedule.....	94
Stipend.....	94
Waivers.....	94
Planning for the Assignment of Assistantships.....	94
Non-Department Assistantships.....	95
SUMMER ASSISTANTSHIPS.....	95
<b>CHAPTER 12: FELLOWSHIPS, TUITION AND SERVICE FEE WAIVERS, GRANTS, AND RESEARCH/TRAVEL FUNDS.....</b>	<b>97</b>
GRADUATE COLLEGE FELLOWSHIPS.....	98
University Fellowships.....	98
Graduate College Diversity Fellowship.....	100
Abraham Lincoln Graduate Fellowship.....	100
Dean's Scholar Award.....	101
Illinois Consortium for Educational Opportunity Program.....	101
Martin Luther King, Jr. Financial Award.....	102
Minority Academic Partnership Plan.....	102
Board of Trustees Tuition and Service Fee Waivers.....	103
EXTERNAL FELLOWSHIPS AND TRAVEL/RESEARCH SUPPORT.....	103
Department Rewards for Student Applications for External Fellowships.....	103
APA Research and Travel Awards.....	104
DEPARTMENT AND UNIVERSITY RESEARCH AND TRAVEL FUNDS.....	104
Department Support for Research.....	104
Department Support for Travel.....	104
Graduate College Student Travel Awards.....	104
Graduate Student Council Travel Awards.....	105
Committee on Institutional Cooperation (CIC) Traveling Scholar Program.....	105
<b>CHAPTER 13: TEACHING ASSISTANTSHIPS, TRAINING, AND TEACHING OPPORTUNITIES .....</b>	<b>106</b>
TA TRAINING.....	107
Psychology 508.....	107
University-wide Teaching Assistant Orientation.....	107
Teaching Practicum.....	107
TA RESPONSIBILITIES.....	108
FOREIGN TEACHING ASSISTANTS.....	109
<b>CHAPTER 14: DEPARTMENT AND GRADUATE COLLEGE PETITIONS AND DEPARTMENT POLICIES .....</b>	<b>110</b>
DEPARTMENT AND GRADUATE COLLEGE PETITIONS.....	111
Department Petitions and Forms.....	111
Graduate College Petitions and Forms.....	111
DEPARTMENT POLICIES AND REGULATIONS.....	113
Confidentiality of Student Records.....	113
Department Policy on Amorous Relationships.....	115
Grievance Procedures.....	116
<b>CHAPTER 15: UNIVERSITY REGULATIONS.....</b>	<b>118</b>
ACADEMIC GRIEVANCES PROCEDURES.....	119
ACADEMIC INTEGRITY.....	120
ACCOMMODATIONS FOR PERSONS WITH DISABILITIES.....	120

CONFIDENTIALITY OF RECORDS.....	121
MEDICAL IMMUNIZATION REQUIREMENTS.....	121
NONDISCRIMINATION POLICY .....	121
PARTICIPATION IN CLASS EXERCISES THAT INVOLVE USE OF ANIMALS .....	122
RESEARCH ON HUMANS OR ANIMALS.....	122
SEXUAL HARASSMENT POLICY.....	123
STUDENT DISCIPLINARY PROCEDURES.....	123
<b>CHAPTER 16: DEPARTMENT AWARDS TO RECOGNIZE OUTSTANDING GRADUATE STUDENT PERFORMANCE.....</b>	<b>124</b>
ANNUAL STUDENT AWARDS BANQUET .....	125
THE LEONARD D. ERON AWARD FOR OUTSTANDING SCHOLARLY ACCOMPLISHMENT .....	125
THE HARRY S. UPSHAW AWARD FOR EXCELLENCE IN TEACHING.....	126
THE MICHAEL J. PIORKOWSKI AWARD .....	127
<b>APPENDIX A: FACULTY, DIVISION AFFILIATION, AND RESEARCH INTERESTS .....</b>	<b>129</b>
<b>APPENDIX B: IRB PROCEDURES AND FORMS .....</b>	<b>136</b>
<b>APPENDIX C: SUBJECT POOL REGULATIONS .....</b>	<b>143</b>
<b>APPENDIX D: REQUIREMENT CHECKLISTS AND SAMPLE COURSE SCHEDULES FOR THE PH.D. IN PSYCHOLOGY.....</b>	<b>171</b>
D1: REQUIREMENT CHECKLIST AND SAMPLE COURSE SCHEDULE FOR BIOPSYCHOLOGY .....	172
D2: REQUIREMENT CHECKLIST AND SAMPLE COURSE SCHEDULE FOR CLINICAL PSYCHOLOGY .....	176
D3: REQUIREMENT CHECKLIST AND SAMPLE COURSE SCHEDULE FOR COGNITIVE PSYCHOLOGY .....	180
D4: REQUIREMENT CHECKLIST AND SAMPLE COURSE SCHEDULE FOR COMMUNITY AND PREVENTION RESEARCH.....	184
D5: REQUIREMENT CHECKLIST AND SAMPLE COURSE SCHEDULE FOR SOCIAL PSYCHOLOGY .....	188
<b>APPENDIX E: DEPARTMENT FORMS .....</b>	<b>192</b>
E1: ADVISOR-APPROVED MA THESIS PROSPECTUS OR MA THESIS PROGRESS REPORT APPROVAL FORM .....	193
E2: MINOR APPROVAL FORM .....	194
E3: COMMITTEE MEMBERS, PROSPECTUS, AND IRB APPROVAL FORM .....	195
E4: PETITION FOR AN EXTENSION FOR THE MASTER'S THESIS .....	197
E5: PETITION FOR AN EXTENSION FOR THE PRELIMINARY EXAMINATION .....	199
E6: PETITION FOR AN EXTENSION FOR THE DISSERTATION PROPOSAL.....	201
E7: PETITION FOR AN EXTENSION FOR DISSERTATION COMPLETION .....	203
E8: GRADUATE STUDENT SUMMARY DATA SHEET .....	205
E9: PETITION FOR CHANGE OF ADVISOR.....	208
E10: PETITION FOR CHANGE OF DIVISION.....	209
E11: INSTRUCTOR EVALUATION OF TEACHING ASSISTANT .....	210
<b>APPENDIX F: GRADUATE COLLEGE FORMS .....</b>	<b>211</b>
F1: COMMITTEE RECOMMENDATION FORM .....	212
F2: EXAMINATION REPORT TO THE GRADUATE COLLEGE .....	213
F3: GRADUATE COLLEGE CERTIFICATE OF APPROVAL.....	214
F4: DEPARTMENT CERTIFICATION OF THESIS FORMAT AND PRESENTATION .....	215
F5: GRADUATION REQUEST FORM .....	216
F6: GRADUATE PETITION FOR TRANSFER CREDIT TOWARD AN ADVANCED DEGREE.....	217
F7: REGISTRATION REVISION FORM .....	218
F8: REQUEST FOR CHANGE IN THESIS TITLE/COMMITTEE MEMBER(S).....	219
F9: GRADUATE STUDENT PETITION .....	220
F10: GRADUATE PETITION FOR LEAVE OF ABSENCE.....	221
<b>APPENDIX G: FUNDING REQUEST FORMS .....</b>	<b>222</b>

G1: GRADUATE STUDENT REQUESTS FOR RESEARCH FUNDS OR TRAVEL FUNDS FOR SCIENTIFIC CONVENTIONS .....	223
G2: GRADUATE COLLEGE STUDENT TRAVEL AWARDS GUIDELINES.....	224
G3: GRADUATE STUDENT COUNCIL TRAVEL AWARD APPLICATION .....	225
G4: CIC TRAVELING SCHOLAR PROGRAM PROCEDURES.....	230

# **Chapter 1: Welcome to the UIC Doctoral Program in Psychology**



# **CHAPTER 1: WELCOME TO THE UIC DOCTORAL PROGRAM IN PSYCHOLOGY**

Welcome to the University of Illinois at Chicago (UIC) Department of Psychology! We are delighted that you have enrolled in our graduate program, and we will support your efforts to achieve your Ph.D.

The Department of Psychology offers graduate training leading to the Doctor of Philosophy degree in Psychology, with the Master of Arts degree earned as part of this program. The Department's goal is to produce scholars and researchers who will contribute to the growth of psychological knowledge whether they work in academic or applied settings. The Department has five Divisions:

Biopsychology  
Clinical Psychology  
Cognitive Psychology  
Community and Prevention Research  
Social Psychology

Graduate students major in one of these five Divisions. To attain the Ph.D. in Psychology, students must satisfy requirements of the Department, their major Division, and an approved Minor area.

## **The Broader University, Graduate College, and Department Context**

Graduate students are governed by the policies of the University, the Graduate College, the College of Liberal Arts and Sciences, the Psychology Department, and a major Division. It is important to become familiar with these policies. The UIC Graduate College Catalog and this Handbook for Graduate Study in Psychology are the primary sources for Graduate College and Department policies. When a Department requirement is approved by and exceeds that of the Graduate College, it replaces the Graduate College standard.

Graduate College and Department policies and requirements change periodically and may not be immediately reflected in campus publications. New degree requirements, however, are not imposed retroactively on continuing graduate students. If degree requirements are changed, students may complete their degree programs under the requirements in effect at the time of their initial enrollment (readmission, if they have discontinued degree status) in the Graduate College. They have the option, however, of electing to be governed by the new requirements if they so desire provided that all requirements in one catalog are met.

## **Read the Catalog/Handbooks, and Seek Guidance/Support from those with Experience**

Graduate school policies and procedures can seem like a complex maze. It may be instructive to seek guidance from graduate students, your Advisor and other faculty, the Chair of your major Division, the Department's Graduate Coordinator, the Director of Graduate Studies (DGS), and Graduate College staff as you make decisions about your graduate education. This Handbook of Graduate Study in Psychology (referred to as the Department Handbook) provides the most comprehensive and accurate overview of program requirements and other matters related to graduate study in Psychology. Keep the Department Handbook in a readily accessible place because you will refer to it often.

We encourage all graduate students and faculty Advisors to read the UIC Graduate Catalog, the Department Handbook, and your Division Handbook (if available). The Department Handbook strives to be compatible with Division and University regulations and requirements. This 2000 Department Handbook builds on the 1997 Department Handbook. Although it has been updated, it contains the same regulations from 1997 unless these rules have been officially changed by the Department faculty.

The Department Handbook and Department information can also be found on the Department's Web Site at <http://www.uic.edu/depts/psych/>. In addition, announcements about Department policies and activities are made on the Psychology Department's listserv (psychall@uic.edu) which includes all faculty, students, and staff. It is critical that students check their computer accounts regularly for timely announcements--especially since the Department tries to minimize the use of paper in sharing information.

Students who work to complete each Department requirement may have questions about specific actions to take, even after reading the Department Handbook. One excellent source of information is your graduate student colleagues who may have just completed the requirement you face. Your Advisor and the Chair of your major Division are also valuable sources of guidance. When it comes to graduate study policies and procedures, the Graduate Coordinator has the most practical day-to-day expertise and experience. He/she will provide guidance to ensure that you follow Department and University procedures properly and efficiently. Questions about the Psychology Business Office, Department support services, and issues related to personnel/budget concerns should be addressed to the Department's Business Manager. You may also address questions about the graduate program to the DGS.

## **Department Facilities and Equipment**

Physical facilities of the Department include seminar rooms, animal laboratories, human research labs, clinical observation rooms with one-way observational windows and video recording and biofeedback equipment, a well-equipped electronics shop, a Department Library/Lounge (BSB 1080), and faculty and graduate student offices. The Office of Social Science Research, located in the lower level of BSB, provides additional research space.

## **Computers**

The Department provides graduate students and faculty with access to computers in our Computer Room, BSB 1059. Undergraduates who are conducting research supervised by Department faculty may use the Computer facilities only if they have authorization by the Department Chair. The Computer Room is locked at nights and on weekends for security reasons, so the MDE key is required for entry at these times.

There are a number of IBM-compatible computers and Macintoshes. These computers are hooked to a university/departmental LAN and have a variety of software and internet services available for access. In addition, there are three laser printers.

**Never** leave personal files on the hard drives of departmental computers -- they consume precious space and will be erased. All Department computers are protected by virus detection programs to help protect both your files and the Department's computer.

All of the computers have hook-ups to the University's mainframe system. Once students have a University photo ID card, it is possible to activate their university computer account. For information on account activation or other questions, contact the department staff person in charge of computer support or call the University Computer Consultants Client Services (413-0003). For specific information or to make recommendations about Department computers, contact the Chair of the departmental Committee on Computer Facilities and DataBases.

## **Department Library**

The Department Library has a number of Psychology journals which are housed in BSB 1080. Students and faculty are encouraged to borrow items from the library. However, be sure to sign them out and return them within one week. The lounge also has a refrigerator, microwave, and sink available for graduate student use. In addition, issues of *The Chronicle of Higher Education* are left in the mail room lounge area for all to read. Please respect your colleagues and do not remove copies of *The Chronicle* or food that doesn't belong to you from the mailroom. For security reasons, we recommend that people do not leave valuables in mailboxes.

## **Mail Room**

All Psychology faculty, staff, and graduate students have mailboxes in the main Department office. You will receive important information about assistantships, course offerings, deadlines and the like so you should check your mailbox regularly.

## **Photocopy Machine**

The Department photocopy machine has a wide range of capabilities and may be used by graduate students who have a photocopy account. To set up an account in the Department, see the staff person in charge of Duplicating. All copies must be prepaid. You can establish your account by making out a check payable to UIC (copies at \$.05 each in increments of 100 copies). Certain restrictions apply to the use of the copy room. The copy room personnel and faculty have priority access to the machines during normal business hours. In addition, graduate students may make copies from 12:00 - 2:00 p.m.

and 4:40 p.m. to 10:00 a.m., or other times of the day if the machine is available.

### **Telephone**

Students are permitted to use the telephone in BSB 1009 for local calls regarding issues related to their graduate training, teaching, or research. In addition, the phone in BSB 1059 may be used for campus calls.

### **Keys**

The Department Library is locked at all times and the computer lab, duplicating room, mail room, and Department Reception Office (BSB 1009) with the telephone are locked after hours and on weekends. These rooms can be unlocked with the MDE key, which is available from the department (see the Business Manager).

# **Chapter 2: Who's Who in the Psychology Department Graduate Program?**

## **CHAPTER 2: WHO'S WHO IN THE PSYCHOLOGY DEPARTMENT GRADUATE PROGRAM?**

Each year, the department issues a master list of Faculty Committees and Administrative Positions. Keep this handout with your Handbook so that you will be able to determine who currently holds the positions or committee memberships described below.

### **Department Personnel**

The Psychology Department is a community that currently has approximately 120 graduate students, 30 faculty, and 14 staff members. Every three years the Department holds elections in which the faculty votes to select the Department Chair, the Director of Graduate Studies, and the Director of Undergraduate Studies (the current term is from 1996 to 1999). Faculty members from each of the five Divisions elect a Division Chair. This chapter briefly describes Department committees and structures that establish graduate student policies and procedures and help to implement them on a daily basis.

### **Department Chair**

The Chair is the principal executive officer of the Department. The chair is appointed by the Dean of the College of Liberal Arts and Sciences, based on the vote of the Psychology faculty and recommendation of the Department's Executive Committee. He/she is responsible for the formulation and execution of departmental policies and for the execution of University and College policies insofar as they affect the Department. The Chair is responsible for such matters as may be delegated by the voting faculty or by the Executive Committee. He/she is an ex officio member and Chair of the Executive Committee, and is an ex officio member of each Division. He/she is responsible for calling and presiding over meetings of the Department and of the Executive Committee. The Chair is responsible for the conduct of departmental elections.

### **Associate Chair**

The Associate Chair is appointed by the Department Chair. He/she works in collaboration with the Chair on a variety of Department issues including the assignment of research/office space, responding to student grievances, etc.

### **Executive Committee**

The Chairs of the five Divisions of the Department of Psychology, along with the Directors of Graduate and Undergraduate Studies and the Associate Chair, constitute the Executive Committee of the Department. The Executive Committee collaborates with the Department Chair in the preparation of the budget, and decides, subject to prevailing University and College Policies, the purposes for which departmental funds may be expended. The Executive Committee also serves as a review committee for course outlines and minor program changes which have been previously approved by one of the Divisions or the Chair. Any course addition or change, which is approved by the majority of the Executive Committee, will be transmitted to other units of the University bearing the official approval of the Department.

## **Faculty and Divisions**

The Psychology Department typically has approximately 30 tenured and tenure-track faculty members. In addition, many non-tenure track faculty and faculty from other campus units (e.g., College of Education, School of Public Health) participate in the instructional, research, and service programs of the Department.

The Department has five Divisions: Biopsychology, Clinical Psychology, Cognitive Psychology, Community and Prevention Research, and Social Psychology. Each year faculty members are asked to indicate the Divisions in which they wish to participate. The basic requirements for membership in a Division are participation in its teaching program and the conduct of research in its substantive areas. Faculty with greater than a 25% appointment in Psychology have the option of splitting their Division membership in two Divisions. Faculty members may also request affiliation with one or more Divisions. Such affiliations are subject to the approval by members of that Division.

Each Division serves as the prime committee for consideration of matters involving instruction, research, and service in those areas of its concern. In the spring of every third year, the faculty members of each Division elect the Chair of that Division from candidates nominated by the Division. **APPENDIX A** provides a list of faculty as of Fall 2000, their Division memberships and affiliations, and their research interests.

## **Business Office and Support Staff**

The Department support staff work with faculty and students to keep day-to-day operations running smoothly. The staff is usually composed of people in the following positions:

- Business Manager
- Grants/Department Accountant
- Graduate Coordinator
- Undergraduate Advisor
- Computer Support/Dept. Administration
- Personnel/Payroll
- Duplicating, Supplies, Keys
- Reception/Room Reservations/FAX
- Electronics/Equipment
- Animal Care
- OAPS Coordination
- Word Processing
- Duplicating

## **Personnel and Committees Serving Graduate Students**

### **Director of Graduate Studies (DGS)**

The role of the DGS is to supervise and coordinate all aspects of graduate work within the Department and to maintain effective liaison with the Graduate College. A full-time Graduate Coordinator assists the

DGS in these efforts. The DGS is responsible to the Department Chair who is responsible to the Dean of the Graduate College with regard to graduate affairs. The DGS also serves as Chair of Committee on Graduate Studies (COGS).

The DGS and an alternate are appointed annually by the Dean of the Graduate College upon the recommendation of the Department Chair. The alternate acts for the DGS when the latter is unavailable, and one or the other must be available on campus during the summer months.

In order to facilitate the orderly progression of students through the graduate program, the DGS and Graduate Coordinator -- working with the Department Chair and the Graduate College -- have specific roles and responsibilities as follows:

- ?? To organize and coordinate the recruitment of graduate students, and to ensure that appropriate informational material is available.
- ?? To ensure prompt review of all applications for admission and financial award (fellowships, assistantships, tuition and fee waivers) by appropriate faculty groups and to forward recommendations to the Graduate College. To ensure that all missing materials needed to evaluate applications are requested and obtained with minimum delay. To keep the applicant informed of the status of his/her application. To ensure that special efforts are made to attract the most promising applicants.
- ?? To advise the Department Chair and Division Chairs on the appointment of an advisor for each graduate student, preferably prior to the student's first enrollment but certainly within the student's first term of residence. To assist new graduate students in arranging a program of study and ensure that the student receives continuing advice and counsel from the appropriate faculty.
- ?? To maintain student records within the program and monitor, with the major Advisors and Division Chairs, the academic progress of all students in the program. To review the academic progress of students on probation or limited admission status at least annually. To inform the student and Graduate College by letter as to the progress and performance of the individual. Such a review should note actual or potential academic problems and any recommendations to change a student's status (e.g., limited to full standing, nondegree to degree status).
- ?? To publicize and implement program requirements with regard to the timing and conduct of both program examinations and examinations required by the Graduate College. The DGS should be consulted on appointments to Preliminary Examination committees and Thesis Defense committees upon consultation with students, faculty Advisors, and Division Chairs. Effort should be made to see that the Preliminary Examination is taken within a reasonable time after the beginning of study.
- ?? To maintain a list of faculty advisors and of Preliminary Examinations and Thesis Committees for each student.
- ?? To inform all students and their Advisors of the policies, rules, and procedures of the Graduate



College, particularly as they may be revised from those published in the Graduate Catalog.

- ?? To ensure that all student petitions for the Graduate College include adequate academic or reasonable personal explanations for each request, that the views of the student's Advisor are included, and that they are accompanied by necessary supporting documents.
- ?? Whenever possible, to conduct exit interviews with all students who withdraw from the University to determine the reasons for withdrawal.
- ?? To maintain up-to-date records of employment of degree recipients.
- ?? To maintain program records which contain all the information required by the Illinois Board of Higher Education, the American Psychological Association Committee on Accreditation, and the Graduate College program reviews.

### **Graduate Coordinator**

The Graduate Coordinator works closely with the DGS to coordinate the daily running of the graduate program. The Graduate Coordinator is involved with many activities that affect the lives of graduate students from the time they apply to graduate school to the time of being awarded the Ph.D. These include:

- ?? overseeing sending application materials to prospective candidates, organizing the graduate admissions application materials of students who apply to graduate school, and sending follow-up information to candidates about the outcome of their application
- ?? coordinating the orientation for incoming students (with the Committee on Graduate Studies student representatives)
- ?? working with the DGS to prepare fellowship application materials for students nominated by the Department for University, state, or national awards
- ?? helping to process paper work and forms required for students as they complete their MA Progress Report or Prospectus, Minor, MA Thesis Defense, MA Degree, Preliminary Examination, Ph.D. Dissertation Prospectus and Defense, and Ph.D. Degree
- ?? maintaining records of graduate student progress as well as the computerized data base about student accomplishments, and communicating that information to students, faculty Advisors, and Division Chairs
- ?? keeping updated lists of graduate students for Department listservs including PSYCHALL (the Department listserv for all Department members), PSYCH-F (a faculty listserv), PSYCH-S (a student listserv), and listservs for each Division
- ?? checking that students have completed all of their requirements to certify that they are eligible to

receive their MA and Ph.D.

?? coordinating the Department's Annual Banquet to honor graduate student achievements

The Graduate Coordinator is a key contact person with information about procedures and forms that students must follow and complete as they move ahead in graduate school.

### **Committee on Graduate Studies (COGS)**

The COGS consists of five elected members: three faculty and two graduate students. The Committee works with the DGS in reviewing the graduate program, considering suggestions for changes, and developing proposals to be presented to the faculty for possible action. The faculty on the Committee participate in discussions and decision-making concerning students' status in the program and student petitions. Both faculty and graduate student members vote on other issues.

Faculty representatives are elected to 3-year terms on the Committee, whereas student representatives are elected to 1-year terms. Candidates are recruited by the DGS through a Department-wide call for nominations and self-nominations, and elections are held by secret mail ballot as needed. Both faculty and graduate students are eligible to vote for all committee positions.

### **Graduate Association of Students in Psychology**

At present there is not a Graduate Student Association. However, the Department is supportive of seeing students develop such an organization. In the meantime, the faculty has passed a policy that faculty meetings are open to all graduate students, except where the cases of individual graduate student cases and confidential personnel matters are discussed. The agenda for all faculty meetings should be published and distributed to faculty and student representatives at least three days before the meeting.

### **Graduate Educational Opportunity Committee (GEOC)**

The mission of GEOC, which was established in 1971, is to actively recruit and admit minority students and to provide whatever additional resources are necessary to support their effective participation in the Graduate Program.

### **Office of Applied Psychological Services**

The UIC Department of Psychology maintains an in-house outpatient clinic called the Office of Applied Psychological Services (OAPS) on the third floor of BSB. OAPS functions as a departmental training, research, and service facility. Clinical faculty and students conduct diagnostic testing and/or individual or group intervention, often within research protocols. The Director of OAPS is generally assisted by the Associate Director and a faculty Advisory Committee.

## **Department Human Subjects Review Committees**

### **Human Subjects Compliance Committee (Departmental Review Board)**

The Human Subjects Compliance Committee (HSCC) or Departmental Review Board (DRB) is a Departmental Standing Committee that reviews all human subjects research. It is comprised of three

persons appointed by the Department Chair.

All research conducted by Department members that involves human subjects requires approval by either the HSCC or the University-wide Institutional Review Board (IRB). After students successfully propose their Master Thesis or Dissertation, and before they begin collecting data, the Department requires that they certify that they have IRB approval. In fact, the Graduate College and Department both require students to include a copy of their official IRB approval in the final, Department-approved copy of the Masters Thesis or Dissertation.

The IRB is a federally mandated campus-wide body, which meets once a month that must approve the ethics of all human subject research. The IRB is coordinated through the Office for Protection from Research Risks (OPRR), housed in the Office of the Vice Chancellor for Research (OVCR) on the second floor of AOB, M/C 672, on 1737 West Polk Street.

The level of risk involved determines whether departmental review is adequate or whether IRB approval must be obtained. The DRB and IRB follow the federal regulations for the ethical conduct of research involving human subjects. In addition, the DRB is guided by the American Psychological Association's ethical principles. The primary emphases of reviews include examination of procedures related to: informed consent, deception, debriefing, confidentiality, and risk/benefit ratio.

OPRR also has an Animal Care Committee which reviews all research involving animal subjects to ensure that the Department complies with University, state, and federal regulations. Students who conduct research with Animal Subjects are required to take GC 470 (Essentials for Animal Research).

There are three possible types of review a proposal may pass through before it is assigned an OPRR number and research may begin. All reviews begin with submitting three copies of a Human Subjects Proposal to the HSCC Chair. The three types of review are Exempt, Expedited, and Full Review. The Department procedures for obtaining human subjects approval are outlined in **APPENDIX B**. The most updated version of these procedures appear on the Department web page, and the latest forms to use can be found on the OPRR web page at:

<http://www.uic.edu/depts/ovcr/oprr/>

After Departmental approval, protocols go to the OPRR for further review (if needed) and assignment of a number. The IRB number is prefixed **H-**, followed by the two-digit year, another dash, and a three-digit sequence number. Research may only commence after the OPRR number is assigned.

The DRB Chair is responsible for coordinating all aspects of the human subjects review process at the Department Level and also serves on the University-wide IRB.

### **Animal Facilities Coordinator**

The Animal Facilities Coordinator oversees the operations of the animal laboratories.

### **Subject Pool and Mass Testing Coordinator**

The Subject Pool and Mass Testing Coordinator works collaboratively with the Department's Undergraduate Advisor. The Psychology Department Subject Pool consists of all students enrolled in Psychology 100. The students in the course are required to participate in eight hours worth of experiments in exchange for credit that is figured into their final course grade. Students who wish to reserve Subject Pool hours typically must do so prior to the start of the semester. Students who wish to have questionnaires administered during the mass testing must have all of them approved by the DRB before submitting them for inclusion in the Mass Testing Packet. Detailed guidelines and procedures for using the Subject Pool and Mass Testing effectively and ethically are presented in **APPENDIX C**.

## **Department Coordinators and Committees for Instructional Services and Supports**

### **Colloquium Coordinator**

The Colloquium Coordinator is in charge of scheduling colloquia. About 6 to 8 times per year (typically on Fridays from 2:30 to 4:00) the Department invites distinguished scholars to present their latest conceptual and research work in a Department-wide colloquium. These are major presentations that all faculty and graduate students are encouraged to attend.

### **Computer Facilities and Data Bases**

The Department has a number of Computers in BSB 1059 that graduate students and faculty is welcome to use. These include a number of IBM-compatible computers and Macintosh computers. These computers are hooked to a University/Department LAN and have a variety of software and Internet services available for access. In addition, there are laser printers. The Committee on Computer Facilities and Databases makes recommendations about computer use in the Department.

### **Indirect Cost Recovery (ICR) Research and Travel Grants Coordinator**

ICR funds may be used to support faculty and graduate student research or travel, typically on a matching basis with other University sources such as the Graduate College and Graduate Student Organization. The ICR Fund receives 20% of the money paid to the University as "indirect costs" on sponsored research grants obtained by Department faculty members. Requests should be submitted on an "ICR request" form. Forms should be submitted directly to the ICR Coordinator in advance of the expenditure. An Advisor must sign student requests. See Chapter 12 for details on applying for Research and Travel Grants.

### **Library Coordinator**

The Library Coordinator oversees the library and keeps the department informed about new university library acquisitions and resources. The Department has a number of psychology journals. These

materials are housed in the Department Library in BSB 1029. Students and faculty are permitted to borrow items from the library, but be sure to sign them out and return them. The library also houses the UIC chapter of Psi Chi, the undergraduate psychology honor society.

## **Informative University and Department Sources of Information**

### **Graduate College Web Page**

The UIC Graduate College World Wide Web Home Page address is:

<http://www.uic.edu/depts/grad/>

This page contains the most up-to-date information available, and it is updated more frequently than the print publications. Included on the Web Page are the complete Graduate College Catalog, graduate course descriptions, application deadlines, current tuition and fees, the Graduate College Thesis Manual, and various downloadable forms.

### **Graduate College Catalog**

The Graduate College Catalog is designed to be used as a reference book for continuing students and their Advisors. The expense of printing the catalog makes it unsuitable for a "first line" recruitment tool. As a reference book, the catalog contains all the rules and regulations which govern the academic life of the graduate student. Every graduate student and faculty Advisor should have a copy of the current catalog, and should familiarize themselves with its contents. In person, the Graduate College Catalog may be purchased from any of UIC's three bookstores for a few dollars. Free copies of the Graduate College Catalog are mailed to Deans, Department Chairs, Directors of Graduate Studies, support staff and all graduate faculty. In addition, all newly admitted/readmitted applicants are mailed a free copy towards the beginning of the term in which they matriculate.

### **Graduate College Thesis Manual**

When submitting the MA and Ph.D. Thesis, it is imperative to follow precisely the guidelines contained in the Thesis Manual. Copies of the Graduate College Thesis Manual are available in the Graduate College Office, 606 University Hall.

### **Department of Psychology Student Orientation Handbook**

The Student Orientation Handbook is given each year to incoming first-year students during the Department's annual orientation. This document also contains useful information about the UIC campus and some tips on apartment hunting and sightseeing in Chicago. It can be obtained from the Graduate Coordinator.

### **UIC Timetable**

The UIC Timetable is published each term. The Timetable lists all classes, including times, locations, call numbers, and instructors that Departments submitted to the Timetable Office. It contains information that students need regarding registration, refund, and other University policies and deadlines. The Timetable also includes instructions about how to register by phone. Students should receive a mailing at

home notifying them of their registration eligibility and the time frame during which they may register. This notice will also indicate the date at which that semester's Timetable will be available. Timetables are available at the Registration Center in the Student Services Building usually beginning about three months before the start of the term. Students may obtain one copy by presenting their ID's.

# **Chapter 3: Overview of Ph.D. Requirements from Admissions through Commencement**

## **CHAPTER 3: OVERVIEW OF Ph.D. REQUIREMENTS FROM ADMISSIONS THROUGH COMMENCEMENT**

This chapter provides an overview of Psychology Department Ph.D. requirements for graduate students across all Divisions, with an emphasis on timetables for completing these requirements. We present information about Department requirements sequentially from admission through to commencement. Chapters 5 to 10 provide more detailed descriptions regarding the rationales and procedures for major Department and Division requirements. **APPENDICES D1 TO D5** present checklists which students may use to monitor completion of Department and Division requirements.

At various times in a graduate student's career, it is necessary to submit completed forms to the Graduate Coordinator so that the Department and Graduate College maintain accurate records of your progress. It is the student's responsibility to see that the necessary documents are filed on time. You can obtain the current forms from the Graduate Coordinator. All completed forms and other required documents must be submitted on time to the Graduate Coordinator (see Chapter 11 for detailed information about pay schedules for Psychology graduate assistantship amounts based on degree progress). Students should keep copies of all forms submitted for their own records. More details about forms and procedures will follow in chapters 5 to 10 and photocopies of Department and University forms are included for your information in **APPENDICES E and G**, respectively.

### **Admissions**

The Department accepts only candidates seeking a Ph.D. Graduate students may obtain a Master's degree along the way to a Ph.D. if they do not enter the doctoral program with an MA degree. Applicants are not admitted as candidates for the MA as a terminal degree. Only full-time students are accepted, and students may enter the program only in the fall semester. Applicants for fall-term admission must be received by the previous January 1. Admissions decisions are typically announced between February 5 and April 5, and admitted candidates must inform the Department in writing of their intention to matriculate by April 15.

A qualified candidate for admission must possess an outstanding academic record and be committed to a research career. Fewer than 10% of all applicants are admitted. To be admitted, a candidate must be approved by a Division and selected as an advisee by a faculty member who is a member or affiliate of that Division. The Department Chair and DGS--acting as representatives of the Department's Executive Committee--must give final approval to all admissions.

In evaluating students for admission, the Department places no restrictions on the candidate's baccalaureate field. However, prior academic work must include the equivalent of 18 semester hours in psychology, including statistics and a laboratory course in experimental psychology; one year of college mathematics; and one year of laboratory courses in physical and/or biological sciences. Most students accepted for admissions achieve at least a 3.20 (A=4.00, starting in the Fall 2000 semester) GPA for the last 60 semester hours of undergraduate work. The GRE general and subject tests in Psychology are required, and admitted students typically score above 600 on each.



### **Nondegree applicants**

Nondegree applicants are rarely accepted. Nondegree applicants must submit all credentials and meet the same admission requirements as degree applicants. The Department only accepts nondegree applicants who have exceptional credentials and who desire to take a few specific courses for professional purposes. Nondegree applicants may not take practicum or individual study courses. Nondegree students will not be admitted to the degree program at a later time.

### **Limited status admission**

Although very unusual, the Department may recommend to the Graduate College a "Limited Status" admission for a candidate. The Graduate College makes the final decision in such cases. Limited status is a probationary status for degree students who have not met all of the admissions requirements, such as those who have less than a 2.75 grade point average (where A=4.00, starting in the Fall 2000 semester). For students admitted to limited status, the graduate program will recommend specific conditions for admission to full status in writing to the student and Graduate College at the time of their recommendation for admission. Students can be admitted on limited status for no more than two semesters or 16 semester hours, whichever occurs earlier. If the conditions are not met within the time limit, the program will notify the Graduate College to initiate drop action.

### **Admissions for Transfer Students or Students with a Master's Degree**

Occasionally, the Department admits a student with a Master's degree from an MA Degree granting program or as a transfer from another Ph.D. program. Students admitted to the graduate program who already hold a Master's degree (based on an experimental research thesis) in Psychology should take several steps to receive appropriate credit based on their past work.

### **Credit for a Prior Master's Degree**

Doctoral candidates who have previously earned a Master's degree or its equivalent may be granted 32 semester hours of credit toward the Doctoral degree if approved by the Department and the Graduate College at the time of admission. Or after admission, if the Department approves the previous MA, a letter sent from the Department to the Graduate College to request 32 hours of credit be granted toward the Ph.D. The 32 hours are subtracted from the total hours required for the doctorate by those who enter the graduate program with a baccalaureate. A petition is not required. In processing students for graduation with the Ph.D., the Graduate College automatically grants 32 hours of block credit for a Master's degree earned at another university in the same field. All other transfers of credit beyond these 32 hours require a petition on a Graduate College form. Students should submit the completed petition to the DGS, who, after consultation with the appropriate faculty, will make recommendations for transfer of credit to the Graduate College. The Department does not accept transfer credits earned through independent study.

The decision as to whether courses taken at another university may be considered in lieu of UIC Department of Psychology requirements is a Department decision made after the student has entered the program. To request such waivers, students should submit to the DGS a letter listing the requirements for which the waiver is requested, ideally prior to the start of the fall term of their first year (since they may be requesting waivers for courses which otherwise would be taken in their first year).

For each requested waiver, a description of the prior work that might be equivalent (course number, titles, descriptions, textbooks, and any other pertinent information) must be included. Students may be required to re-take courses at UIC even if they have already had courses with similar titles if the content of such courses differs substantially. Final approval regarding Division requirements will be made by the DGS based on the recommendation of the Chair of the student's major Division, after consultation with faculty who teach such courses.

Students who have completed an experimental Master's Thesis in Psychology may also request a waiver of the Department's requirement to complete a Master's research project at UIC. They should submit a copy of the thesis to the DGS by the first week of the fall semester. The DGS will appoint a reading committee -- with the student's Advisor, the Chair of the student's major Division, and one additional Division member (at the recommendation of the student and Advisor) -- to decide whether the Thesis is acceptable to satisfy the Department's Master's Thesis requirement. Within a month, this Committee will review the Thesis and may recommend acceptance of the Thesis as written, may suggest some additional work related to the Thesis, or may reject the Thesis. In the last case, a student would be required to do an MA Thesis at UIC. Even if the Committee accepts the Thesis, it is common for such students to enroll in Psychology 591 (Research Apprenticeship) for the entire first year as a way of launching a new program of research with the mentorship of an Advisor at UIC.

## **Readmission**

Applications for readmission compete with applications for regular admission. The procedures described below are intended to make the processing of readmission applications similar to that for regular admissions, while taking into account the special features of readmissions cases.

1. Applications for readmission will be considered only during the time of regular admissions processing (January 1 - April 15 each year) and in regard to readmission for the following fall semester.
2. Applicants must submit the standard UIC application for readmission as well as any support documentation that may be required by the January admissions deadline.
3. Applications will be reviewed first by the COGS faculty members, which will transmit its recommendations to the appropriate Divisions. The COGS is involved in the process because of the special need to assess matters such as the applicant's status at the time of separation from the program, course and other program requirements, deadlines, etc.
4. Applicants must identify a faculty "sponsor" -- a faculty member who would be willing to advise the student if he or she were to be readmitted. It is important to note that obtaining a faculty sponsor is necessary but does not guarantee readmission.
5. The Committee will conduct a thorough review of the applicant's past record in the Psychology graduate program as well as examining current documents. Advice and comment may be solicited from a variety of sources, including:

- ?? the faculty sponsor of the application for readmission
  - ?? the applicant's previous Advisors
  - ?? the Chair of the applicant's previous Division
  - ?? the Chair of the applicant's proposed Division (if different)
  - ?? members of Thesis, Preliminary Examination, or Dissertation Committees
6. If an applicant is readmitted, the letter approving readmission will also describe any conditions attached to the decision (e.g., required courses and/or grades, timetable for completing program requirements).
  7. One exception to the above procedures involves applicants who (a) had obtained Committee approval of the Ph.D. Dissertation Prospectus prior to the separation from the program, (b) had been separated from the program for less than one year, and (c) have the clear support of the Dissertation Advisor. In such cases, the application may be considered for readmission at any time during the academic year.

## **Advisors**

Throughout their graduate careers, students are required to have an academic Advisor on record with the DGS. The Advisor assists in planning a program of study that fits the needs of the students and satisfies Division, Department, and Graduate College requirements. All steps in completing the graduate program are the ultimate responsibility of the student, although the student's Advisor provides guidance and, in this sense, shares responsibility.

To serve as a student's Advisor, a faculty member must hold a tenure-track appointment as an Assistant, Associate, or Full Professor of Psychology and be a member of the Graduate College. A student's Advisor must be a member or affiliate of the student's major Division.

## **Changing Advisors**

The initial advisory assignment is made when the student is offered admission. Once graduate studies have begun, the student is free to file a request with the DGS to change Advisors. A student-advisor pairing officially exists when (a) the student asks a particular graduate faculty member to serve as his/her Advisor, (b) the faculty member agrees, and (c) an approved "Request for Change of Advisors" form is filed with the Graduate Coordinator's Office (See **APPENDIX E9**).

The Department is committed to ensuring that clear communications take place among faculty and students when there is a request to change Advisors. Accordingly, the Department requires that the current Advisor and future Advisor both sign the "Request for Change of Advisors" form when a student petitions to change Advisors. It is also helpful for both faculty members to talk directly with each other and the Division Chair about the proposed change as part of the approval process.

If, for any reason, a student no longer has an Advisor, the student should seek a new Advisor immediately and file a Change of Advisor form with the Graduate Coordinator's Office. If there is an unavoidable delay in finding a new Advisor, the DGS will temporarily fill that post for up to one

academic term until a new Advisor is found. At the end of that term the student must have found a permanent Advisor in order to continue in the graduate program. If the loss of an Advisor is out of the control of the student (e.g., the Advisor leaves UIC), the Division will help the student find a new Advisor.

Retired, emeritus, or relocating faculty members cannot serve as Department Advisors. They usually can, however, retain membership on established MA, Prelim, or PhD committees as long as their contact with the student is maintained. In such cases, the student should ask the department to request from the Graduate College approval of the retention of the faculty committee membership.

## **Major Divisions**

When students are admitted to the Graduate Program in Psychology, they are admitted to one of the five Divisions. The Advisor must be a member or affiliate of that Division. In addition to completing Department requirements, students must complete all of their Division's requirements (See Chapter 8 for information about Preliminary Examination requirements and Chapter 10 for Course requirements for each Division). As students make their educational plans, the Department encourages them to meet both with their advisor and the Chair of their major Division.

## **Change of Division**

Changing major Divisions represents a significant choice regarding a student's professional direction. Students who are considering proposing such a change are encouraged to discuss the implications of such changes at least with their current advisor, their current major Division Chair, the proposed Division Chair, and the DGS. Following these discussions, the student must complete a **Petition for Change of Division** form (**APPENDIX E11**). In addition to the form, a complete petition should include (a) a statement explaining the rationale for the proposed change, (b) a curriculum vitae, (c) a copy of an updated **Student Summary Record Sheet** for the Department's data base summarizing the student's progress and accomplishments (**APPENDIX E8**), and (d) a Graduate College Advising document summarizing the student's courses and grades. The latter two attachments are available on request from the Graduate Coordinator.

The student should submit these materials to the Graduate Coordinator who will make a copy for the Chair of the proposed Division. The Division faculty will meet to determine whether to admit the student to their Division. Following these deliberations, the Division Chair will inform the student and DGS of the outcome, and return the complete petition to the Graduate Coordinator. In some cases, a change of Division may also necessitate a change of Advisor. In such cases, the student should also complete the **Change of Advisor** form.

## **Registration and Course Loads**

Students may register through UIC Express, the University's touchstone telephone registration system (at 312-413-8429). Prior to calling UIC Express each semester, students are required to discuss course schedules and requirements with their Advisors.

All graduate students in Psychology are full-time students. The University as registration of 12 hours or

more defines a full-time load even if holding an assistantship. Students usually enroll for 12 to 16 credit hours each term. In exceptional cases, the Advisor and DGS may permit a student to enroll for up to 20 hours. Fellowship holders and Tuition-and-Service-Fee Waiver holders must register for at least 12 hours of credit per semester of award, and at least 6 hours in the summer. Assistantship (Research, Teaching, and Clinical) holders in Psychology also register for at least 12 hours of credit each semester, excluding summer. While summer enrollment is optional (except possibly for clinical students – see Chapter 10), assistants who wish to use their summer tuition and service fee waivers must register for at least 3 hours during that term. There are no tuition and service fee waiver benefits for students employed with less than 25% or more than a 67% appointment. Assistants who qualify for a spring tuition and service fee waiver automatically receive a summer waiver if registered for at least 3 hours in the summer.

Registration procedures and class offerings are published in the UIC Timetable each semester. The Timetable is the master schedule of classes listing call numbers, times, and locations of courses. Graduate students are responsible for knowing and adhering to the policies, deadlines, and procedures contained in the Timetable as well as the complete and accurate processing of their registration according to Timetable guidelines.

New students may register during the designated period before the beginning of the first term or during the late registration period (days 1 to 10 for the fall and spring, and days 1 to 5 for summer). Currently enrolled students should register during the priority registration period in the previous term. Registration information will be mailed to all currently enrolled and new students prior to registration. Continuing students who are not currently enrolled will not be sent registration information and must wait for the open registration period. Students who wait to register at late registration will be assessed a late registration fee and may experience limited course availability.

According to University policies, graduate students who fail to register for two terms in a row (excluding summer) without taking an approved leave of absence forfeit their admission to the Graduate College. When Psychology graduate students do not register in a particular semester without seeking an official Leave of Absence, the Committee on Graduate Studies will recommend to the Graduate College that the student be terminated from the Graduate Program in Psychology. Readmission is not guaranteed.

## **Department Requirements for the MA and Ph.D. Degrees**

### **Requirements for the Master of Arts Degree**

The minimum number of semester hours required to complete the Master of Arts is 32 hours. Students must complete:

1. Specified Core Major Division Courses (a minimum of 9 hours, although some Divisions may require more basic courses (See Appendices D1 to D5).
2. Psychology 543 (Advanced Statistics--4 hours)
3. Psychology 545 (Multivariate Statistics--3 hours)
4. Psychology 591 (Research Apprenticeship--5 hours; 2 hours in the fall term and 3 hours in the spring term of Year 1)

5. Psychology 598 (Thesis Research--6 hours; at least 3 hours in the fall and spring term of Year 2)
6. Presentation and Defense of a Committee-approved MA Thesis

### **Requirements for the Doctor of Philosophy Degree**

The minimum number of semester hours required to complete the Doctor of Philosophy is 96 hours. The Graduate College requires that at least 48 hours beyond the Master's level must be taken in residence at UIC. In addition to the required courses for the Master of Arts, students must complete:

1. All core/elective courses required by the Major Division (see Appendices D1 to D5)
2. All approved courses for a Minor Area (see Chapter 6)
3. Psychology 505 (Advanced History of Psychology--3 hours)
4. Psychology 599 (Dissertation Research--12 hours; at least 3 hours per semester during Years 4 or 5)
5. The Preliminary Examination administered by the Major Division
6. Presentation and Defense of a Committee-approved Ph.D. Dissertation

### **Teaching Experience Requirement (See Chapter 13)**

All graduate students, in their first four years, must accept the equivalent of at least two 50% Teaching Assistant (TA) assignments. Contact teaching is recommended, but not required. However, the assistantships must involve course-related tasks – i.e., working as a Colloquium TA or Library TA or in some other non-course-related role will not count towards the requirement. So that students will be adequately prepared for their roles as TAs, they are also required to participate in whatever teaching orientation the department offers (currently the PSCH 508 “Colloquium on the Teaching of Psychology” class), ideally during their first semester.

The TA experience can take place during the Summer semester, but summer TA opportunities are often limited so there is no guarantee that an assistantship will be available for all students who want them during any given summer semester.

Some students elect to take the PSCH 587 class, “Practicum in Instruction in Psychology” during their third or fourth years and then teach their own classes. Taking the practicum and teaching a course will count as a 50% TA assignment.

### **Research Apprenticeship and Advisor-Approved MA Thesis Prospectus or Progress Report (See Chapter 5)**

First-year students are required to enroll for 5 hours of Psychology 591 (Research Apprenticeship) which introduces them to empirical research and helps them prepare a Master's Thesis Prospectus. A draft of the MA Thesis Prospectus or MA Progress Report, acceptable to the Advisor, typically signifies successful completion of the apprenticeship. The Department requires first-year students to submit a signed **Advisor-approved MA Thesis Prospectus or MA Thesis Progress Report** to the Graduate Coordinator by the last day of instruction in the second semester (**APPENDIX E1**).

## **Declaring a Minor (See Chapter 6)**

The Department requires that students complete an approved Minor to assure that students are broadly exposed to bodies of knowledge and skills outside their major area that may help to improve the quality of their scholarship and research. The Minor educates a student about the core literatures, theories, and research methods of that area. Students have the option of completing one of three types of Minors: a Divisional Minor, a Student-Designed Curriculum Minor, or a Special Topics Minor. The Department requires that students submit a completed **Minor Approval Form** to the Graduate Coordinator by the end of the 3rd semester (**APPENDIX E2**). Students may modify their Minor after the 3rd semester with approval of their Advisor and the DGS.

## **Master of Arts Thesis and the Master's Degree (See Chapter 7)**

Students typically select their Thesis Committee, with their Advisor's guidance, during the 2nd or 3rd semester. The Committee must be approved by the DGS before it meets for the first time. Most students propose their Master's Thesis for Committee approval and then submit a completed **Committee Members, Prospectus, and IRB Approval Form** to the Graduate Coordinator, which certifies DGS approval of the committee members, endorsement by committee members of the project to be conducted, and IRB approval for their proposed Thesis (**APPENDIX E3**). They also submit copies of their Committee-approved Thesis Prospectus and a completed **Graduate College Committee Recommendation Form** (**APPENDIX F1**). Upon submission of these materials, the Graduate Coordinator sends the completed Committee Recommendation Form to the Graduate College for formal appointment of the Committee by the Dean of the Graduate College.

The Department requires students to register for at least 3 hours of Psychology 598 (Thesis Research) during the fall and spring semesters of their second year. The Department expects students to defend their MA Thesis before a Committee by the end of the 4th semester. Students who fail to meet this deadline must submit an MA Progress Report for approval by their Committee, and submit a **Petition for an Extension for the Master's Thesis** (**APPENDIX E4**) to the COGS two weeks before the end of the 4th semester. The COGS rarely recommends extensions for the Defense of the Master's Thesis beyond the 5th semester.

Candidates must have completed all MA requirements (or be on schedule to do so) and be in good academic standing to have their MA Defense. Prior to scheduling the Defense, students must inform the Graduate Coordinator who will check their academic record to certify that they have completed necessary requirements for the MA degree.

The MA Committee Chair should request copies of the **Examination Report to the Graduate College** (**APPENDIX F2**) and the red-bordered **Graduate College Certificate of Approval** (**APPENDIX F3**) prior to the Defense. Once the MA Thesis has been successfully defended and has been approved by the Committee, the Committee Chair or student returns the signed Examination Report and red-bordered forms immediately to the Graduate Coordinator who holds them until the student is ready to submit the final approved Thesis to the Graduate College.

In order to receive their MA Degree, students must submit two copies of their MA Thesis (conforming

with Graduate College Format as specified by the Department and by the Graduate College Thesis Manual) to the Graduate College along with the signed **Graduate College Certificate of Approval** (Red Border Forms, **APPENDIX F3**), Exam Report (**APPENDIX F2**), and the **Graduate College Department/Program Approval Form** (**APPENDIX F4**) which signifies Department approval of the Thesis Format and Presentation. The Advisor, Graduate Coordinator, and DGS check the manuscript to approve its format and presentation (**APPENDIX F4**) before the student submits copies to the Graduate College. The Graduate College no longer asks for corrections in format, except with the preliminary pages, title pages, envelopes, Certificates of Approval, and paper quality. Any corrections to these items must be submitted by the deadline given by the Graduate College Analyst.

Students also must file a **Graduation Request Form** (**APPENDIX F5**) and a **Graduate Petition for Transfer Credit toward an Advanced Degree** (**APPENDIX F6**) listing courses required for the MA (PSCH 543, 545, 5 hours of 591, up to 12 hours of 598, and 9 hours from their major division [at least 9 hours of non-independent study 500-level courses must be included]), to inform the Graduate College which 32 semester hours should be counted toward the MA degree. It is the student's responsibility to make sure that these forms get to the Graduate College (UH 606) -- with copies to the Graduate Coordinator -- by the established deadlines noted in the Graduate College Catalog.

Finally, students must also submit two additional copies of the format-approved Thesis on regular paper to the Department (to be bound at the Department's expense) by the end of the semester in which they will graduate. These are for your Advisor and the Department's Library. Students who would like up to two additional bound copies may submit Thesis copies to the Graduate Coordinator and pay for each copy (approximately \$10.00 a copy).

### **Preliminary Examination and Admission to Candidacy (See Chapter 8)**

Each student must complete a Preliminary Examination administered by the student's major Division. The purpose of the Preliminary Examination is to determine the candidate's readiness to undertake dissertation research, and passing it constitutes formal Admission to Candidacy by the Graduate College. The examination serves as the last major step toward the Ph.D. degree except for the completion and defense of the Dissertation. The Preliminary Examination may not be taken until the MA Thesis is approved. The deadline for completing the Preliminary Examination is the end of the 6th semester. Students may petition to COGS for a 1-semester extension (until the end of the 7th semester) if they have the support of their Advisor and major Division (**APPENDIX E5**).

Students must follow the Preliminary Examination procedures outlined by the Department and their Division). The Preliminary Examination Committee must be appointed by the Graduate College before the Examination is given. Students should consult their Division Chair regarding the composition of their committee. They obtain a Graduate College Committee Recommendation Form (**APPENDIX F1**) from the Graduate Coordinator which must be signed by the Division Chair in the space marked "Advisor" and by the DGS in the space marked "Program Head or Chairperson." The student returns the signed form to the Graduate Coordinator who forwards it to the Graduate College at least three weeks prior to the exam. The Graduate College returns an Examination Report to the Graduate College Form (**APPENDIX F2**) which will be available to the committee when the examination is given. The



Examination Report must be signed by all members of the Committee and returned immediately to the Graduate Coordinator. The results of the Preliminary Examination must be submitted to the Graduate College within two weeks of the completion of the exam. Once the student has passed the examination, the Dean of the Graduate College will notify the student that she/he has been Admitted to Candidacy.

### **Dissertation and Doctoral Degree (See Chapter 9)**

Students must be Admitted to Candidacy by the Graduate College prior to proposing their Ph.D. Prospectus for Committee approval. Students are required to complete at least 12 hours of Psychology 599 (Dissertation Research). This may be accomplished by registering for 3 to 6 semester hours per term during the 4th and/or 5th year of graduate school. Students should form their Dissertation Committee during the 7th or 8th semester. The Department deadline for proposing the Ph.D. prospectus is the 8th semester. Students may petition COGS for an extension, only if approved by their Dissertation Committee and Division (**APPENDIX E6**). Students who enter the Graduate College with a Master's degree must complete all Ph.D. requirements within 7 years. Students who enter without a Master's degree must complete the Ph.D. requirements within 9 years.

The DGS must approve the composition of the student's committee prior to the proposal meeting. Students notify the Graduate Coordinator that they have successfully proposed their Dissertation by submitting a copy of the approved Dissertation Prospectus, a signed copy of a **Committee Member, Prospectus, and IRB Approval Form (APPENDIX E4)**, and a completed **Graduate College Committee Recommendation Form (APPENDIX F1)**. The Graduate Coordinator will forward the Committee Recommendation Form to the Graduate College, and the Dean of the Graduate College officially appoints the members of the Dissertation Committee.

Candidates should have completed all Ph.D. requirements and be in good academic standing in order to have their Ph.D. Defense. Two weeks prior to scheduling the Defense, students should inform the Graduate Coordinator who will check their academic record to certify that they have completed necessary requirements for the Ph.D. degree. The Graduate College requires that there be a public announcement of the Dissertation Defense at least one week prior to its taking place. Accordingly, students must submit (via e-mail or computer disk) information about the title of their Dissertation, the abstract, the Dissertation Advisor and Committee members, and the location, date, and time of the defense to the Graduate Coordinator or the meeting may not take place.

If the Dissertation has not been approved within 3 years of Prospectus approval, the student must meet with the Dissertation Committee to request additional time. The Committee may require an updated literature review, a progress report, as well as modification of the project, including additional research. The Committee may grant a 1-year extension to complete the Dissertation. Written approval of the entire Committee is required (**APPENDIX E7**). This procedure must be repeated annually until the Dissertation is approved or the Committee decides not to grant an extension. Students who do not complete degree requirements within 5 years of passing the Preliminary Examination must retake the examination.

The Dissertation Committee Chair should request copies of the Examination Report to the Graduate

College (**APPENDIX F2**) and the red-bordered Graduate College Certificate of Approval (**APPENDIX F3**) prior to the Defense. Once the Committee has approved the Dissertation, the signed Examination Approval Form (**APPENDIX F2**) and signed red-bordered **Graduate College Certificate of Approval (APPENDIX F3)** should be immediately returned to the Graduate Coordinator. The Graduate Coordinator will return the forms to the student when the student is ready to submit the final format-approved Dissertation to the Graduate College.

Students must also submit two additional bound copies of the format-approved Dissertation to the Department (to be bound at the Department's expense) by the end of the semester in which they will graduate. These are for your Advisor and the Department's Library. Students who would like up to 2 additional bound copies may submit them to the Graduate Coordinator and pay the binding cost.

### **Graduation Requests for the Ph.D. Degree**

Upon completion of the Dissertation and Ph.D. requirements, students must file for graduation in order to be awarded the degree. All prospective Ph.D. graduates must file a Graduation Request Form (**APPENDIX F5**) with the Graduate College (UH 606), and provide a copy for the Graduate Coordinator. It is the student's responsibility to make sure that these forms get to the Graduate College (with copies to the Graduate Coordinator) by the established deadlines.

Students must also submit two final copies of their defended and Department-approved Dissertation to the Graduate College in order to graduate. The Advisor, Graduate Coordinator, and DGS check the manuscript to approve its format and presentation (See **APPENDIX F4**) before the student submits copies to the Graduate College. The Graduate College no longer asks for corrections in format, except for the title pages, preliminary pages, envelopes, Certificates of Approval, and paper quality. Any corrections to these items must be submitted by the deadline given by the Graduate College Analyst. Doctoral students must also submit a separate abstract, microfilm fee receipts, microfilm agreement form, and Survey of Earned Doctorate Form by the deadline.

### **Commencement**

The yearly commencement exercises in May recognize all students awarded MA or Ph.D. degrees in the previous three terms. Attendance at commencement is voluntary. Because doctoral candidates are individually recognized and hooded by their research Advisor at the ceremony, they must inform the Graduate College whether they will attend. Students may check the Graduate College web page for additional information on commencement.

# **Chapter 4: Ph.D. Degree Progress and Timetables**

## **CHAPTER 4: Ph.D. DEGREE PROGRESS AND TIMETABLES**

### **Time Limits for Ph.D. Degree Requirements**

Students are expected to make satisfactory progress in the degree program on a continuous basis. Students must complete major program requirements according to schedule, maintain an acceptable grade point average, meet the requirements of their Division, and meet Graduate College deadlines. A requirement is completed only when the appropriate documentation is submitted to the Graduate Coordinator's office.

Students admitted to the Graduate College without a Master's degree who proceed directly to the doctorate must complete degree requirements within nine consecutive calendar years of initial registration as a doctoral student. Students admitted to the Graduate College with a Master's degree must complete the degree requirements within seven consecutive calendar years after initial registration as a doctoral student. Students who do not graduate by these deadlines will be dismissed from the Graduate College for failure to progress. Time spent on a Leave of Absence approved by the Department and the Graduate College is not counted toward the degree time limit. The schedule of major program requirements is not altered by early completion of any requirement.

The timetables described below were based on the consideration of the total time students might take to complete the Ph.D. Completing the Ph.D. in 4 years is ideal, and in 5 to 6 years is desirable. Students who fail to complete all degree requirements within 9 years may be dropped from the program. Students who face extenuating circumstances may petition COGS for alternative time limits. Such petitions must be developed in concert with the student's advisor and other relevant faculty (e.g., Division Chair).

### **Scheduling Meetings for MA Theses, Preliminary Examinations, and Dissertations**

The academic year at UIC consists of two 16-week semesters (including the final examination periods) that begin in August (fall semester) and January (spring semester), with an 8-week summer session that begins in June.

Meetings concerning MA Theses, Preliminary Examinations, or Dissertations should be scheduled during the 15 weeks of instruction of the fall and spring semesters of the academic year. Requirements that are due by the end of a semester must be completed by the last day of instruction for that semester. Meetings during final exam weeks should be avoided. Faculty members are **not** obligated to meet during other times (e.g., the summer), although the Department permits students to meet during the summer if all committee members agree to do so.

The COGS recommends that required MA, Preliminary Examination, Ph.D. Committee meetings are held by the end of the 8th week of instruction. Revisions required by a Committee should be submitted to the Committee by the end of the 12th week of instruction. Should a second meeting be required, it

should occur by the end of the 14th week of instruction, allowing time for students to incorporate minor revisions prior to the final deadline. Following these guidelines will facilitate completion of requirements within program time requirements.

## **Leave of Absence**

With the exception of the summer term for students who have been continuously enrolled during the preceding academic year (see above), students must register each semester unless they are on an approved leave of absence. Requests for leaves of absence require a Graduate College "Petition for Leave of Absence" form (available from the Graduate Coordinator). Requests must be made prior to the semester in which the leave will begin; the maximum length of leave that can be approved is one calendar year. Leaves of absence require the approval of the student's Advisor, the DGS, and the Dean of the Graduate College. Leaves of absence will not be approved for students who are in the final semester allowed to complete a program requirement. Leaves of absence must be requested for Clinical Internships. Failure to register without a leave of absence may result in being dropped from the program. Readmission is not guaranteed in such cases. Leaves are not permitted between taking the prelim exam and defending the dissertation. The Graduate College requires that students be registered during this time, except summers (unless students plan to take the prelim or defend the dissertation during the summer).

There is one exception to the above rules: Clinical students may take leaves of absence when completing their clinical internships.

## **Annual Reviews**

The faculty of each Division meet annually at the end of the spring semester (during April and May) to review the performance and progress of each student. During these meetings faculty share perspectives on the quality of student work in all phases of graduate study from research to course work to gain an overall picture of each student's academic and professional development. Many Divisions solicit input directly from students and their Advisors as part of this assessment process.

For these meetings, upon request, the Graduate Coordinator provides Division Chairs with the following: (a) a printout of a **Graduate Student Summary Data Profile** identifying degree progress and academic achievement from the Department's Computer Data Base (**APPENDIX E8**); (b) a Graduate College transcript of each student's courses and grades; and (c) notification if the student has failed to meet a Department requirement deadline.

In March, students may request from the Graduate Coordinator provides a printout from the Department's computer database for review and input. Students are encouraged to provide corrections or additions by April 1 so that the Graduate Coordinator may enter this information in time to be shared with the Division Chairs by the end of April for the Annual Review Meetings.

Following the review, the Division Chair ensures that written feedback is provided to each student by July 1. These written comments should recognize student achievements and, where appropriate, identify areas for improvement. Division Chairs also submit annual reviews to the Graduate Coordinator to be

reviewed by the DGS and placed in each student's file.

### **Probation and Dismissal**

After students enroll in the Department and Graduate College, they may continue to register as long as they have a permanent Advisor (see end of this section) and remain in good standing. Good standing is determined by (1) academic progress and (2) conduct consistent with professional and academic norms.

Students are considered to be in good academic standing if they (a) have a minimum Grade Point Average (GPA) equivalent to a B grade (4.00 under the old 5-point system, 3.00 under the revised 4-point system), and (b) are making satisfactory progress toward completing degree requirements, including completion of the Minor, Master's, Preliminary Examination, and Dissertation requirements within the time limitations contained in the Department Handbook and the Graduate College Catalog.

When the GPA falls below the minimal level, the Graduate College places students on probation and sends them a warning letter (with copies to the DGS) which notifies them that they have two additional terms (including summer, if registered) of registration after the warning term to raise the average to B. The progress of students on probation status is reviewed each term. Students who do not remove themselves from probation status in subsequent semesters are notified of their continuing grade point deficiencies until they reach the two-term deadline. Students who raise the GPA to B or above within the deadline will be removed from probation. Students who fail to raise the GPA to B or above within the deadline will be dismissed from the university.

Failure to complete Department requirements by the Department's final deadline may also result in dismissal by the Graduate College. The DGS sends a Letter of Warning to students who fail to meet Department Deadlines for requirements related to declaring a minor, defending the Master's Thesis, passing the Preliminary Examination, and proposing the dissertation prospectus. Students who fail to meet Department deadlines may petition COGS for a 1-semester extension to meet particular requirements. COGS typically grants a maximum 1-semester extension, as long as the student's Advisor, committee, and Division support a student petition. Extensions beyond 1 semester are unusual since all major program requirements have deadlines that are known well in advance, and students are expected to complete these requirements before they are due or on time.

In cases where students fail to meet final deadlines, COGS may recommend that students who are pre-MA be allowed to complete requirements for the MA degree, assuming satisfactory performance on all remaining requirements. Students who are post-MA will be dropped from the graduate program and will be ineligible to register further.

As noted above, good standing also involves appropriate conduct. A Departmental recommendation of dismissal could also result from academic dishonesty, including but not limited to plagiarism, grade-tampering, or giving or receiving unauthorized aid in any assignment or examination; giving false information on an application or other departmental, college or university form; violating university rules of conduct including but not limited to policies regarding discrimination and sexual harassment; and

finally, from conduct that consistently or egregiously violates commonly recognized professional standards of behavior in classes, seminars, practica, student-faculty meetings, or any other context associated with one's graduate training. A Departmental recommendation of dismissal stemming from any such infractions, however, would be a prelude to the standard Student Disciplinary procedures and appeal processes described in the Graduate College Catalog (see also Chapter 15).

The Department engages in a thorough review prior to recommending to the Graduate College that a student be dismissed. When there is concern about a student's performance or behavior that may lead to dismissal, the student's Advisor, Division, and COGS will review the student's record, provide written comments about the deficits in performance or inappropriate behavior, and possibly outline steps that need to be taken according to specific time lines in order to receive a satisfactory evaluation.

As discussed in Chapter 3 of this Handbook, students also must have a permanent advisor in order to continue in the graduate program. The DGS will become the de facto advisor for one academic term if an enrolled student no longer has an advisor and needs time to find a new one. In addition, if the loss of an advisor is out of the control of the student (e.g., the advisor leaves UIC), the student's Division will help the student find a new advisor.

### **Timetable for Students Entering the Program with the BA degree**

<u>Requirement</u>	<u>Deadline</u>
Advisor-approved MA Thesis Prospectus or Progress Report	2nd Semester
Approval of Minor	3rd Semester
Committee-approved MA Thesis (Note: Students may petition COGS for an extension until the 5th Semester, only if supported by their Thesis Committee and Division)	4th Semester
Committee-approved Preliminary Examination (Note: Students may petition COGS for an extension until the 7th semester, only if approved by their Division)	6th Semester
Committee-approved Ph.D. Prospectus (Note: Students may petition COGS for an extension, only if approved by their Dissertation Committee and Division)	8th Semester
Completion of Teaching Experience requirement	8th semester
Committee-approved Ph.D. Dissertation (Note: Students may petition COGS for extensions in 1-year increments, only if approved by Committee)	3 years post-prospectus
Maximum Time Limit for Completion of Ph.D. Degree	9 years

## **Timetable for Students Entering the Program with the MA degree**

<u>Requirement</u>	<u>Deadline</u>
Approval of Minor	3rd Semester
Committee-approved Preliminary Examination (Note: Students may petition COGS for an extension until the 7th semester, only if approved by their Division)	6th Semester
Committee-approved Ph.D. Prospectus (Note: Students may petition COGS for an extension, only if approved by their Dissertation Committee and Division)	7th Semester
Completion of Teaching Experience requirement	8th semester
Committee-approved Ph.D. Dissertation (Note: Students may petition COGS for extensions in 1-year increments, only if approved by Committee)	3 years post-prospectus
Maximum Time Limit for Completion of Ph.D. Degree	7 years



**Chapter 5: The Research  
Apprenticeship and Advisor-  
Approved MA Thesis  
Prospectus or Progress  
Report**

## **CHAPTER 5: THE RESEARCH APPRENTICESHIP AND ADVISOR-APPROVED MA THESIS PROSPECTUS OR PROGRESS REPORT**

### **Description and Purpose**

First-year students are required to enroll for 5 hours of Psychology 591 (2 hours in fall, 3 hours in spring). Psychology 591 (Research Apprenticeship) is a 2-semester, individualized, independent study training experience -- between a graduate student and his/her Advisor -- that is designed to introduce incoming students to empirical research and help them prepare a Master's Thesis Prospectus.

At the start of the fall term, graduate students meet with their Advisors to clarify their Research Apprenticeship training plans and expected time lines for making satisfactory progress with research during the first year, as well as to discuss their Advisor's specific expectations for the Advisor-approved MA Thesis Prospectus or Progress Report that is due at the end of the second semester. The student and Advisor determine the specific requirements of Psychology 591 and the Advisor-approved Progress Report (or Prospectus).

The majority of students and faculty use their MA Thesis Prospectus or MA Progress Report to fulfill both the requirement for Psychology 591 and the Department requirement. The MA Thesis Prospectus is intended to be a short document highlighting the study's rationale, hypotheses, subjects, design, measures, and expected analyses and results. A Progress Report may be less specific than a Thesis Prospectus; it should describe work to date and plans for further work on the project. Its precise form will be what the Advisor requires. Some first-year students successfully present their MA Prospectus to their Thesis Committee. Such students -- with their Advisor's support -- may use the Committee-approved document to satisfy requirements for Psychology 591 and the Advisor-approved MA Thesis Prospectus. Finally, Advisors and students also have the flexibility to select another research project, separate from or preliminary to the Master's Thesis, to fulfill the requirement for Psychology 591. In such instances, the Department still requires students to turn in an Advisor-approved MA progress report by the end of the second semester.

Students who have completed an MA thesis elsewhere may be exempt from the second semester of Psychology 591 if the following conditions are met: (a) their Thesis is evaluated to be acceptable by a 3-member Review Committee (comprised of the Advisor, Division Chair, and one other faculty member), and (b) their Advisor, Division Chair, and the DGS approve a request for exemption.

### **Procedures**

The Department requires first-year students to submit a signed Advisor-approved MA Thesis Prospectus or Progress Report to the Graduate Coordinator by the last day of instruction in the second semester (See **APPENDIX E1**). By signing this form, Advisors are indicating that they believe the student has developed research skills and is making sufficient progress to complete the MA Thesis by the end of the 4th semester.



# **Chapter 6: Declaring and Completing the Minor**

## **CHAPTER 6: DECLARING AND COMPLETING THE MINOR**

### **Description and Purpose**

The Department requires that all students declare an approved Minor by the end of the 3rd semester. The purpose of requiring a Minor is to assure that students are broadly exposed to bodies of knowledge and skills outside their major area that may help to improve the quality of their scholarship and research. Although this exposure is not as extensive as the training a student receives in a major Division, the Minor educates a student about the core literatures, theories, and research methods of that area. There are three types of Minors that students have the option of completing: (a) Divisional Minors; (b) Special Topics Minors; and (c) Student Designed Curriculum Minors.

### **Course Requirements for Minors**

The standard requirement for the Minor is the successful completion of three approved graduate seminars (achieving the grade of "B" or higher) and two semesters of attendance at a Divisional or Special Topics Brown Bag (i.e., a Current Topics Course) for which a grade of "S" or Satisfactory is received. Students who complete a Student Designed Curriculum Minor are also encouraged to attend two semesters of a Brown Bag in an area outside their major Division; this is an excellent way of gaining broad exposure to the latest advances in knowledge, theory, research, and skills in an area outside the student's major. Another alternative is to take a fourth approved course for credit. Courses may not fulfill requirements for both the Major and the Minor. In addition, Independent Study courses may not be used to fulfill the Minor.

### **Divisional Minors**

Each of the Department's five Divisions offers a grouping of courses to fulfill the Minor. Typically, the Divisions require students to complete three seminar courses and two semesters of that Division's Brown Bag successfully. The Divisional Minor requirements for each Division are listed below.

#### **Biopsychology**

##### Required courses

Psychology 462: Advanced Physiological Psychology

Psychology 467: Fundamentals of Neuroscience

Psychology 569 (2 semesters): Current Topics in Biopsychology

Plus one elective course approved by the Biopsychology Division, such as:

Psychology 460: Advanced Learning

Psychology 463: Human Psychophysiology

Psychology 465: Sensory Processes

Psychology 466: Motivation

Psychology 568: Seminar in Biopsychology

Neuroscience 580: Themes in Neuroscience

Neuroscience 582: Methods in Modern Neuroscience

Neuroscience 583: Practicum in Neuroscience Methods

## **Clinical Psychology**

Required courses (One course from each of three core areas)

Psychopathology:

Psychology 526: Developmental Psychopathology

Psychology 571: Psychopathology

Assessment:

Psychology 572: Introduction to Clinical and Community Psychology

Psychology 573: Cognitive and Behavioral Assessment

Interventions:

Psychology 574: Techniques of Psychological Intervention

Psychology 575: Psychotherapy Theory and Research

Psychology 579 (2 semesters): Current Topics in Clinical Psychology

## **Cognitive Psychology**

Required courses (Two of three core courses)

Psychology 452: Human Learning and Memory

Psychology 454: Psychology of Language

Psychology 455: Psychology of Thinking

Psychology 559 (2 semester): Current Topics in Cognitive Psychology

Plus one elective course approved by the Cognitive Division, such as:

Psychology 551: Cognition and Instruction

Psychology 558: Seminar in Cognitive Psychology

## **Community and Prevention Research**

Required courses (Two of three core courses)

Psychology 530: History and Varied Epistemologies of Community Psychology

Psychology 531: Community Research

Psychology 532: Community Intervention

Psychology 539 (2 semesters): Current Topics in Community and Prevention Research

Plus one elective course approved by the Community and Prevention Division

Psychology 538: Seminar in Community and Prevention Research

## **Social Psychology**

Required courses (one of or both 512 and 513)

Psychology 512: Attitudes and Social Cognition

Psychology 513: Interpersonal Relations and Group Processes

Psychology 519 (2 semesters): Current Topics in Social Psychology

Plus one (or two) elective courses approved by the Social Division, such as:

Psychology 411: Stereotyping, Prejudice, and Racism

Psychology 415: Health and Social Behavior

Psychology 417: Psychology and Law

Psychology 514: Contemporary Trends in Social Psychology

Psychology 515: Theoretical Perspectives on Women and Gender

Psychology 518: Seminar in Social and Personality Psychology  
Psychology 570: Personality Psychology

## **Special Topics (ST) Minors**

ST Minors are proposed by Steering Groups of faculty and formally approved by the faculty and the Executive Committee. ST Minors typically represent important sub-areas of psychology and related fields around which faculty from various Divisions or disciplines have expertise. Students who declare ST Minors must submit a Minor Proposal that has been signed by their Advisor, Division Chair, DGS, as well as the Chair of the ST Steering Group. Currently, the Department has three approved ST Minors: (a) Developmental Psychology; (b) Psychology and Law; and (c) Statistics, Methods, and Measurement.

### **Minor in Developmental Psychology**

**\*\*PLEASE NOTE: SELECTION OF THE DEVELOPMENTAL MINOR HAS BEEN SUSPENDED AS OF FALL 2000\*\***

Students electing to minor in Developmental Psychology are encouraged to explore Developmental Psychology through course work as well as research in a variety of contexts. Faculty members engage in collaborative work within the Institute for Juvenile Research, the College of Medicine, the College of Education, and local school systems. Students who minor in Developmental Psychology must successfully complete three seminar courses and a 1-semester Developmental Psychology tutorial (Psychology 528).

#### Required courses

Psychology 521: Developmental Psychobiology  
Psychology 522: Cognitive Development  
Psychology 524: Social Development  
Psychology 528: Seminar on Developmental Psychology

With approval of the Developmental Minor Interest Group Chair, another graduate-level course pertaining to Developmental Psychology may be substituted for one of the three course courses. Examples of substitution courses include:

Psychology 422: Advanced Developmental Psychology and Educational Processes  
Psychology 429: The Theory of Jean Piaget  
Psychology 523: Developmental Psycholinguistics  
Psychology 526: Developmental Psychopathology

Students complete the one-semester developmental tutorial with a member of the Developmental Minor group by enrolling for 3 hours of credit in Psychology 528 (Seminar in Developmental Psychology). The student and faculty member jointly decide on a course of study for a semester and submit this to the Developmental Minor Interest Group for approval before the semester in which the tutorial is scheduled. This plan should also include anticipated products such as a review paper or research project. The

tutorial includes weekly meetings with the faculty member and monthly meetings of the students and faculty currently sponsoring developmental tutorials.

### **Minor in Psychology and Law (P&L)**

The Department offers graduate students an opportunity to develop an expertise in Psychology and Law through research and course work. Faculty members provide students with theoretical and methodological training in psychology, an ability to apply psychological research to legal issues, and an appreciation of the special attributes of legal settings. Training is designed to prepare students for research positions in academic and nonacademic settings.

Faculty and graduate students in P&L are currently involved in research on child abuse and children's testimony, jury and judicial decision making, the use of scientific evidence in the courts, deceptive advertising, procedural and distributive justice, sexual harassment and gender discrimination, victimization, aggression, and violence against women, delinquency and antisocial behavior, and community policing. Recent settings for this research include the American Bar Foundation, the Institute for Juvenile Research, the Cook County courts, and the Children's Advocacy Center. In addition to Psychology faculty, students can also draw on affiliated faculty resources in related departments (e.g., Criminal Justice, Political Science). Graduate students and faculty participate in a weekly P&L brown bag seminar that provides a regular informal forum for the exchange of research ideas.

#### Required courses

Psychology 417: Psychology and Law

Psychology 549 (2 semesters): Current Topics in Psychology and Law

Although Psychology 417 is presumptively the core course for the Minor, an appropriate Psychology 518 Seminar (e.g., Children and the Law; Evaluating Experts; Psychology of Eyewitness Testimony) may be substituted based on its relevance to Psychology and Law and to the student's research program. The Chair of the P&L Interest Group must approve such a substitution.

#### Elective courses

Students must take two additional relevant graduate seminars outside the student's major Division. The P&L Steering Committee must approve the courses. Courses are approved based on their relevance to P&L and the student's research program. Examples of appropriate courses are:

Psychology 518: Children and the Law

Psychology 518: Evaluating Experts

Psychology 518: Psychology of Eyewitness Testimony

Criminal Justice 421: Juvenile Justice System

Criminal Justice 491: Victimization

Criminal Justice 491: Legal Socialization

Criminal Justice 552: Dispute Processing

Health Information Management 431: Law and Public Health

Marketing 561: Consumer Behavior

Medical Education 494: Medical Decision-Making



**Minor in Statistics, Methods, and Measurement (SM&M)**

The goal of the SM&M Minor is to provide students with an extensive tool kit of design and analysis skills. This Minor is expected to have several benefits for the students who elect to enroll in it. One obvious advantage is that students who elect this Minor will have an expanded set of skills to apply to their own research. The Minor will provide a sufficiently complete background in statistics and methods for Minors to add these topics as teaching sub-specialties to their academic vitae, which could enhance marketability for teaching positions. Finally, graduate students who do not go on to academic positions may rely on their research experience to get jobs in the private sector. This Minor prepares students for any variety of research or data analyst positions.

Minor requirements are fulfilled upon the completion of four advanced graduate courses in methods, measurement, or statistics, above and beyond the two courses currently required of all graduate students (Psychology 543 and 545). At least two of the four SM&M courses must be approved advanced statistics courses. In other words, although more than two courses may be advanced statistics courses, no more than two may be methods or measurement courses.

Teaching Psychology 343 (the undergraduate Statistics course) as part of Psychology 587 (Practicum in Instruction in Psychology) can be used to fulfill one of the course requirements for the SM&M minor. This course option can be used in addition to, but not as a replacement of, the two advanced statistics courses that are required.

Finally, some Divisions require specific methods courses (e.g., Social, Clinical, and Community and Prevention Research). If a course is a major Division requirement for a particular student, it cannot be used to fulfill the Minor requirement. However taking a an approved methods course in a different division may be applied towards the Minor.

To propose a SM&M Minor, students should prepare a proposal that includes courses they wish to use to fulfill Minor requirements. Often students rely on one or two courses outside of the Department offerings to complete their Minor. For any courses from other Departments, students must include as part of their proposal the Graduate College Catalog description of the course and an indication that they have contacted the outside Department to ensure that they are eligible to enroll in that course (e.g.; have the appropriate prerequisites or can have them waived by the instructor), and can confirm that the course will be offered during the period of time the students intend to complete their Minor requirements. Once completed, the Chair of the SM&M Steering Committee must approve the Minor Proposal. Other members of the SM&M Steering Committee can also provide guidance for constructing the Minor.

The following list of courses can be used as a starting point for students wishing to declare the SM&M Minor. Besides the required graduate sequence of statistics courses and Division offerings of methods courses, the Department generally offers one "Advanced Special Topics in Psychology" (Psychology 594) or "Advanced Seminar in Psychology" (Psychology 595) course per year that is relevant to the SM&M Minor (e.g., Structural Equation Modeling; Categorical Data Analysis). To help students further round out their minor, several additional courses outside the Department are listed below. This list is by no means exhaustive. It is intended to provide some guidance to the broad set of University-wide offerings that focus on statistics, methods, and measurement.

Psychology 595: Advanced Seminars in Statistics, Methods, and Measurement

Meta-analysis

Scaling

Structural Equation Modeling

Psychology 516: Research Methods in Social Psychology

Psychology 595: Research Methods in Clinical and Community Psychology

Psychology 595: Program Evaluation

Biostatistics 401: Biostatistics II

Biostatistics 520: Nonparametric Statistics

Biostatistics 530: Survival Analysis

Biostatistics 540: Sampling and Estimation Methods Applied to Public Health

Biostatistics 550: Categorical Data Analysis

Biostatistics 594: Special Topics in Biostatistics

Biostatistics 595: Biostatistics Seminar

Community Health Sciences 447: Survey Research Methods

Information & Decision Sciences 476: Business Forecasting Using Times Series Methods

Mathematics 584: Applied Stochastic Models

Medical Education 494: Program Evaluation Methods

Public Administration 506: Data Analysis for Planning and Management I

Sociology 408/Anthropology 418: Ethnographic and Qualitative Fieldwork

Sociology 509: Special Topics in Sociological Research

Categorical Analysis

Field Methods

Network or Event History (time series)

Structural Equation Modeling  
Statistics 431: Introduction to Survey Sampling  
Statistics 473: Game Theory  
Statistics 486: Statistical Consulting  
Urban Planning and Policy 512: Policy and Program Evaluation

### **Student Designed Curriculum (SDC) Minors**

SDC Minors are proposed by individual students and approved by the student's Advisor, Division Chair, and the DGS. The SDC Minor typically involves taking four 1-semester graduate seminars, or three graduate courses plus two semesters of a Brown Bag. At least one SDC course must be a Psychology seminar; however, other Departments may offer other courses as long as they are approved by the Advisor, Division Chair, and DGS. Independent Study courses are not acceptable for fulfilling the SDC Minor. Students justify selection of the SDC Minor by including with their Minor Proposal Form -- requiring approval by Advisor, Division Chair, and the DGS -- a written rationale that indicates how a particular sequence of courses will broaden their scholarly approach to Psychology as well as their approach to research.

### **Procedures for Declaring Minors**

Students are required to submit a Minor Approval Form (**APPENDIX E2**) to the Graduate Coordinator by the end of their 3rd semester. Students who propose a Divisional Minor should discuss their plans with their advisor and Division Chair, as well as the appropriate Minor Division Chair before submitting the Minor Approval Form to the DGS for final signature. Students who propose a Special Topics Minor must write a justification that must be approved by their Advisor, Division Chair, and the appropriate Special Topics Interest Group Chair before final signature by the DGS. Students who apply for a Student Designed Curriculum Minor must develop a justification that is approved by their Advisor, the major Division Chair, and the DGS.

We encourage graduate students to be active in planning their Minor by seeking the advice of faculty Advisors, more advanced students, and Division Chair about the pros and cons of pursuing various courses of study. By the end of the 3rd semester, students typically have a clear enough sense of professional-development and career goals to propose a minor. Should it become necessary to change one of the courses to fulfill the Minor, students can submit an updated Minor Approval Form which requires only approval by their Advisor and the DGS. Students who wish to make substantial changes in their Minor should seek approval, once again, from their Advisor, major Division Chair, and DGS.

### **Completing the Minor**

Before students are permitted to defend their Dissertation, the Graduate Coordinator will review students' records to certify that they have successfully completed their proposed Minor courses.

# **Chapter 7: The Master's Thesis and the MA Degree**

## **CHAPTER 7: THE MASTER'S THESIS AND THE MA DEGREE**

### **Description and Purpose**

The MA Thesis is an APA-style report of research that has been designed, conducted, analyzed, and written up by the student during the first two years of graduate school. Typically, the MA Thesis should be the length of an article that would be submitted for journal publication -- i.e., the text should be approximately 25 manuscript pages. Detailed reviews of relevant literature that are substantially longer than the typical introduction of a journal article may be included as an appendix to the thesis.

The purpose of the MA Thesis is for students to demonstrate that they can use theory, empirical findings, and research methods to design and carry out a study where the final product could support a convention presentation or a journal article. However, publishing the final paper is not required for an acceptable MA Thesis. For example, finding non-significant results are acceptable for an MA Thesis, as long as the proposed study was judged to be well-designed and posed a scientifically interesting question.

There is no *a priori* restriction on the research methods to be used for an MA Thesis so long as they are approved by the Thesis Committee. It is essential that the scope and design of the thesis project will allow it to be completed reasonably within the first two years of graduate study.

In general, moving from the level of ideas to specific procedures for data collection is an important part of the research process. Furthermore, "hands-on" experience with data collection provides a unique learning opportunity and often yields important insights into the phenomenon under investigation. In conducting Thesis research, students are typically involved in all phases of a research project, including the formulation of the research question, development of procedures, data collection, and data analysis. However, in some cases, the use of an existing data set is acceptable when the Advisor and Thesis Committee believe that the final quality of the study and the student's learning experience would be enhanced by using existing data rather than collecting new data. Students must collect their own data for either the MA Thesis or the Ph.D. Dissertation. That is, they may not use existing data for both the MA Thesis and the Ph.D. Dissertation.

It is expected that students will receive guidance from the Thesis Advisor throughout all phases of Thesis work. Other Thesis Committee members may also provide occasional consultation regarding the conceptualization, conduct, and write-up of the thesis, as well as having the formal role of approving the Prospectus and final Thesis. Students are encouraged to meet informally with committee members prior to any formal meetings regarding the Thesis or Thesis Prospectus. Although faculty are available for training and support, the research is expected to be clearly the student's project such that the student would meet the criteria for being the senior author of any presented or published report of the research.

### **MA Committee Composition and Appointment of the Committee Members**

The Dean of the Graduate College on the recommendation of the DGS who represents the Department

officially appoints the Thesis Committee. The DGS must approve Committee members before the Committee meets formally for the first time. Students initiate the committee-assignment process by asking the DGS to approve proposed committee members listed on a **Departmental Committee, Human Subjects, and Prospectus Approval Form (APPENDIX E3)** prior to the Prospectus Meeting. Following the successful completion of the Prospectus Meeting, one of the forms the student submits to the **Graduate Coordinator is the Graduate College Committee Recommendation Form (APPENDIX FI)**, signed by the student's Advisor on the "Advisor" line and by the DGS on the "Program Head or Chairperson" line. The Graduate Coordinator typically forwards the Committee Recommendation form to the Graduate College after the Thesis Committee has met regarding the Prospectus. In all cases -- especially when a student does not have a formal Prospectus meeting -- the University requires that the Committee Recommendation Form be submitted to the Graduate College at least three weeks prior to the Thesis defense.

Students typically form their Thesis Committee -- with the Thesis Advisor's guidance -- during the 2nd or (at latest) 3rd semester of graduate study. This Committee consists of at least three persons, one of whom should be a tenured full member of the UIC Graduate Faculty. At least two members including the Thesis Advisor, must have tenure-track appointments in Psychology at the level of Assistant, Associate, or Full Professor. One member of the Committee may be from outside the Department, academic unit, or outside the university, in which case the member must demonstrate equivalent academic standards and his/her curriculum vitae must accompany the Graduate College Committee Recommendation Form.

### **Thesis Prospectus and Prospectus Meeting**

Although the Department does not require a formal Prospectus meeting for the MA Thesis, it is usually in the student's best interest to meet with the Thesis Committee for feedback and approval regarding the methods of a study before proceeding with data collection. Prior to a meeting, the student should provide the Thesis Committee with a Thesis prospectus--a written description of the proposed study describing the study's rationale, hypotheses, participants, design, measures, and expected analyses and results.

The candidate is responsible for scheduling the time and location of the Prospectus meeting, and for informing the Graduate Coordinator both when the meeting will take place as well as its outcome. He/she should bring a copy of the **Committee, Human Subjects, and Prospectus Approval Form (APPENDIX E3)** to the meeting. The MA Prospectus meeting is typically a collaborative effort where Committee members consult with the candidate about the proposed thesis research, and suggest modifications where appropriate. At the end of the meeting, the candidate is excused and the Committee votes whether the Prospectus should be approved as is and, if not, what course of action should be taken. The Thesis Advisor immediately informs the candidate of the committee's decision.

The committee may approve the Prospectus as is, may approve it conditionally subject to certain revisions, or may request another Prospectus meeting. Final approval of a Prospectus should be unanimous as the Prospectus represents what the student must do to satisfy the Committee. It is common practice for the candidate and his/her Advisor to take minutes during the meeting, and send a

follow-up memo of understanding immediately after the Prospectus meeting in which the candidate outlines his/her understanding of any changes recommended by the Committee for the Thesis plan. Once Committee members approve the follow-up memo, the Prospectus and memo may serve as a reminder of what the candidate must carry out to complete the Thesis successfully. If a candidate's Thesis design deviates from the approved Prospectus, it is wise practice to inform Committee members of significant changes as they occur rather than waiting until the final Defense.

Formal approval of the MA Thesis Prospectus requires the student to submit to the Graduate Coordinator (a) a copy of the prospectus, (b) a signed **Committee, Human Subjects, and Prospectus Approval Form (APPENDIX E3)**, (c) a photocopy of the approved Request for Ethical Review of an Experimental Project on Human Subjects (**APPENDIX B: FORM A**) or a University of Illinois at Chicago Protocol for Animal Use: Form A, and (d) a **Graduate College Committee Recommendation Form (APPENDIX F1)**.

If one or more committee members cannot approve a Prospectus even after revisions or one or more wish to withdraw from the committee, the DGS should be informed by the Thesis Advisor. The DGS in consultation with the Committee on Graduate Studies will adjudicate the matter.

Although most students have a Committee meeting to discuss the Thesis prospectus, the Department does **not** actually require that a formal Committee meeting be held. That is, in some instances, with an Advisor's approval, a student may complete a research project and present the final report for Committee approval without having an initial Prospectus meeting. In these cases, students are advised to meet individually and informally with Committee members to discuss their project prior to the Thesis Defense. Students who do not have a formal Prospectus meeting must submit a Graduate College Committee Recommendation Form to the Graduate Coordinator at least 3 weeks prior to a final thesis meeting.

### **Subject Approval and Data Collection**

Students may not begin their research until they obtain formal approval for their use of either human or animal subjects. The procedures for obtaining such approval are in **APPENDIX B**. In addition, updates and information about Department and University Procedures are available from the Chairs of the Human Subjects Compliance Committee (Department Review Board) or the Animal Subjects and Facilities Committee. Students are required to include the official University IRB notification of approval in the final copy of their MA Thesis.

### **Thesis-related Course Requirements**

First-year students must register in Psychology 591 (Research Apprenticeship) with their Advisor. The final requirement for Psychology 591 is typically a Thesis Prospectus or Progress Report that is approved by the Advisor which must be submitted to the Graduate Coordinator along with an Advisor-approved MA Prospectus or Progress Report Form (**APPENDIX E1**). Second-year students must register in Psychology 598 (Thesis Research) for a minimum of 3 hours per semester. Some Divisions also require first- and second-year students to enroll in additional, thesis-related courses.

## **Time Line for MA Thesis Completion and Requests for Extensions**

Students are expected to attain Committee approval of the MA Thesis by the end of their 4th semester of graduate study (spring of Year 2). Students whose MA Theses are not approved must attain Committee approval of an MA Progress Report, and submit a **Petition for Extension for the Master's Thesis** (APPENDIX E4) to the Graduate Coordinator and COGS two weeks before the end of the 4th semester. The Petition should include: (a) a statement regarding progress on the MA Thesis, barriers to completing the Thesis on time, and a precise time line for completing the Thesis; (b) a copy of the most current MA Thesis draft and/or Progress Report; (c) a statement from the Advisor describing the student's progress on the MA Thesis, the likely completion date, and other factors that COGS should consider; and (d) a brief statement from the Division Chair commenting on the students overall progress in the Graduate Program. By approving the MA Progress Report, the Thesis Committee is expressing their confidence that the student will complete the Thesis by the end of the 5th semester, which is the final deadline for gaining approval of the thesis. The COGS reviews MA Extension requests prior to the end of the semester and provides recommendations with students, Advisors, and Division Chairs prior to the start of the Annual Review by Divisions. The COGS generally supports MA extensions until the 5th semester, but rarely recommends extensions for the Defense of the Master's Thesis beyond the 5th semester.

## **Master's Thesis Defense Meeting**

Candidates should have completed all MA requirements (or be on schedule to do so) and be in good academic standing prior to scheduling the MA Defense. Prior to scheduling the Defense, students should inform the Graduate Coordinator who will check their academic record to certify that they have completed necessary requirements for the MA degree. Then the student may schedule a Committee meeting to defend their Advisor-approved MA Thesis draft before the Thesis Committee. Copies of the MA Thesis draft shall be signed by the Thesis Advisor signifying that he/she is satisfied with the draft and that the candidate is ready to be examined. The Thesis is shared with Committee members two weeks before the Defense. It should be a "polished" draft, including all relevant references, tables, figures, footnotes, appendices, etc. Copies of the Prospectus and Thesis are made at the candidate's expense.

The Committee examines the candidate on the Thesis research and relevant substantive and methodological matters. When the Defense is completed, the candidate is excused and the Committee considers its decision regarding the Thesis. All Committee members **must** be present at the oral defense, and immediately after the exam, report their recommendation in writing on the Examination Report Form to the Graduate College. If all members cannot attend the oral defense, the examination must be rescheduled. Each committee member votes pass or fail. A majority of the Committee must approve the Thesis. A candidate may not be passed if more than one vote of "fail" is reported. The Thesis Advisor will immediately convey to the candidate the Committee's decision.

The Graduate Coordinator will provide the Thesis Advisor with copies of the **Examination Report to the Graduate College** (APPENDIX F2) and two copies of the red-bordered **Graduate College Certificate of Approval** (APPENDIX F3) to bring to the Thesis Defense. If the Committee approves the Thesis as written, Committee members should sign the two forms at the meeting. Sometimes, the



Committee may require that specific conditions be met before the passing recommendation becomes effective. In such cases, when it is sufficient for the candidate's Advisor to monitor and approve final changes, Committee members typically sign the two forms. If the Committee members wish to approve final changes individually or in a follow-up meeting, they typically do not sign off on forms until they offer their final approval. It is important to have a written summary of the conditions that must be met before the passing becomes effective -- especially, if required changes are substantial and there is a chance that the candidate may not pass the Master's Defense. It is permissible to include these conditions on a separate piece of paper rather than listing them on the Examination Report to the Graduate College. In such instances, the Thesis Advisor should return the Examination Report and Certificate of Approval to the Graduate Coordinator; the student can pick them up again once the conditions are effectively met and Committee members are ready to sign them.

### **Submission of Final Copy of the Master's Thesis**

One traditional academic highlight for graduate work is the presentation of the Thesis, which serves as evidence that students have performed acceptable research or scholarly work in Psychology. The appearance and quality of workmanship on the Thesis reflect not only on the student, but on the Advisor, Department, and University as well.

The Graduate College has ultimate responsibility for the quality of the Thesis. It has delegated the responsibility for quality control of content, choice of style, proofreading, grammar (including word divisions and abbreviations), underlining, references and citations, etc. to the graduate program. The Advisor assumes the primary responsibility for this review. The Thesis Advisor is the closest representative of the Graduate College to the student, and is the best person to function as the primary editor. The Graduate Coordinator and DGS provide a secondary review of general Thesis format.

Detailed guidelines for the preparation of the Thesis which meet the Graduate College's technical specifications are contained in the document, Graduate College Thesis Manual or on the University's Web page. This document is available in the Graduate College Office, 606 University Hall, and students are urged to familiarize themselves with its contents early on. The following regulations and deadlines apply to all Theses:

- ?? Any research which involves the use of human subjects or animal subjects must be approved by the Department's HSSC and the University's IRB Animal Care Committee before the research is begun. It is University policy that Theses that are not in compliance with the OPRR will not be accepted for fulfillment of graduation requirements.
  
- ?? The format, as well as content, is the responsibility of the student and Department. The Graduate College Thesis Manual and the American Psychological Association Publication Manual (4th edition) should be used as a guide for format. Students should follow the Thesis Manual for Preliminary Pages. Students should follow APA format for the remainder of the Thesis with the following exceptions: (a) Every page of the Thesis must be numbered, including pages with figures on them (in the upper right-hand corner, except for the first page and chapters beginning on a new page, which are numbered on the bottom center); (b) The caption for each figure must be located

either on the figure page or on a facing page; (c) Students should not use a short title above page numbers or a running head as they are not relevant to the Thesis (preceded by the IRB approval letter). Remember to include a vita at the very end of the Thesis. The document must, of course, adhere to Graduate College requirements regarding paper quality, print quality, margins, and the like. Students must deal directly with the Graduate College regarding their acceptance of the format of the final, approved version of the Thesis.

- ?? Any problems in format which may affect publication through University Microfilms, or shelving in the UIC Library, are the responsibility of the student and not the Department to correct. Note that these problems, such as missing pages, may only be discovered months after the student has left UIC.
- ?? The complete, unbound copies of the successfully defended Department-approved formatted manuscript are due in the Graduate College by the Thesis deadline dates (See Graduate College Catalog or Web page for the term in which the student plans to graduate). Students must also submit two (2) **original Certificate of Approval Forms (APPENDIX F3)**, the **Department/Program Format Approval Form (APPENDIX F4)**, and Exam Report at this time.

The Graduate College will check, and ask corrections on only the following aspects of the Thesis:

- ?? Certificates of Approval (two originals): These include the student's name, Thesis title, Thesis Advisor, Department Chair, Committee Member signatures, and the date of the Exam. The student's name and thesis title must be precisely consistent with the Title Page.
- ?? Title Page (3 copies for the Master's, including two copies used as part of the Thesis): This includes the student's name, Thesis title, information under "THESIS" (exactly as in the Thesis Manual, with the student's information substituted) correct name of the Department and degree. The name and title must be consistent with Certificates of Approval.
- ?? Envelopes (2 for Master's): These should have the exact same format and content as the Title Page. See the Thesis Manual for size and type of envelope to be used. The name and title must be consistent with the Title Page.
- ?? Paper quality: Both copies must be on watermark bond white paper. (If printing off the mainframe or elsewhere where lesser quality paper is used, the document must be photocopied on the required paper.)

Students who have urgent timetables to meet should not wait until the deadline to submit their manuscript to the Graduate College for review. Due to the volume of manuscripts submitted, an immediate review is not guaranteed.

Two copies of the final thesis, including copies of the red-bordered **Graduate College Certificate of Approval (APPENDIX F3)** must also be submitted to the Graduate Coordinator, who will have them bound at Departmental expense: one for the Thesis Advisor and one for the Department Library.

Students will not be certified to graduate until the Department receives two final copies of the Thesis. Students who would like up to 2 additional bound copies may submit them to the Graduate Coordinator and pay for each copy (approximately \$10.00 each).

### **Filing for the MA Degree**

In addition to submitting two copies of their MA Thesis, students also must file a **Graduation Request Form (APPENDIX F5)** and a **Graduate Petition for Transfer Credit toward an Advanced Degree (APPENDIX F6)** to inform the Graduate College which 32 semester hours should be counted toward the MA degree. Students may pick up these forms from the Graduate Coordinator.

Students should complete the **Graduate Transfer of Credit Form** by including courses required for the MA such as (a) their early Major Division courses (at least 9 hours), (b) Psychology 543 and 545, (c) Psychology 591 (5 hours), (d) Psychology 598 (at least 6 hours), plus (e) 9 hours of additional courses of their choice from their major to total 32 hours. There must be 9 hours of 500-level non-independent study courses on the form. Partial credit cannot be transferred, so only full courses may be used; thus there is sometimes more than 32 credits on the form. When completing this form, students are advised to meet with the Graduate Coordinator to get a copy of their Advising Document (which includes all graduate courses and grades) to jog their memory about titles, numbers, and dates of the courses they have taken.

The Graduate Coordinator reviews the completed form and forwards, initials it, and forwards it to the DGS for signature. Once approved the form must be copied for the student's Department file. Then the Graduate Coordinator will have the information on hand when it is time to conduct a final certification of the student's course work for Graduation. The student may take the form over to the Graduate College when they submit their **Request for Graduation** or when they submit final copies of their Thesis. It is the student's responsibility to make sure that these forms get to the Graduate College (UH 606) -- with copies to the Graduate Coordinator -- by the established deadlines noted in the Graduate College Catalog.

### **The MA defense: A quick summary of procedures!**

When it is within several days to a week of your defense, you or your advisor (or committee chair) should pick up your red border forms and exam report from the Graduate Coordinator. These are generated in the Graduate College from the Committee Recommendation Form sent to the Graduate College around the time of your proposal. The red border forms become the first page of your thesis or dissertation. They cannot contain errors or corrections of any kind.

Take these forms with you to your defense meeting.

**AFTER PASSING, enter the successful defense date** on all three forms in the appropriate spaces (top right blank on red border forms, and in the spot marked Examination Date on the exam report). Your examiners will sign the forms, then have the Department Chair sign your red border forms.

**Remove the pink copy of the signed exam report and return it to the Graduate Coordinator with 2 photocopies of the original** of the completed exam report form. The others go with you to the Graduate College when you submit the thesis. If you wish, the Graduate Coordinator will be happy to hold the original for safekeeping for you until you submit your paper.

**Make 5 photocopies of one of the signed red border forms and give them to the Graduate Coordinator.** The originals go with you to the Graduate College when you submit your thesis. Again, the Graduate Coordinator will be happy to keep these forms for you until you are ready to submit your paper to the grad coll.

Please make sure the Graduate Coordinator gets the photocopies immediately following your defense so that the records are current. Do not walk off with your signed forms unless the Graduate Coordinator has the appropriate photocopies.

# **Chapter 8: The Preliminary Examination and Admission to Candidacy**

## **CHAPTER 8: THE PRELIMINARY EXAMINATION AND ADMISSION TO CANDIDACY**

### **Description and Purpose**

The purpose of the Preliminary Examination is to determine the candidate's readiness to undertake Dissertation research, and passing it constitutes formal Admission to Candidacy. The Examination serves as the last major step toward the Ph.D. degree except for the completion and defense of the Dissertation. The Examination provides the student with timely feedback of the faculty's views of his/her potential for completing the Ph.D. Program. The Preliminary Examination is distinct from the oral defense of the Dissertation project (see Chapter 9).

Chapter 8 begins by presenting general University and Department policies and procedures regarding the Preliminary Examination. Each student must complete a Preliminary Examination administered by the student's major Division. The end of Chapter 8 presents details about each Division's specific Preliminary Examination procedures including the following information: (a) the format and content of the Exam; (b) expected time lines for completing Exam-related tasks; (c) Division pre-requisites for taking the Exam; (d) guidelines for proposing the format and content of the Exam for Divisional approval; (e) information regarding how much faculty feedback will be provided versus how independently the student should perform during the Exam process; (f) the role of Advisors during the Exam process; and (g) evaluation and feedback procedures.

### **Time Lines**

The Preliminary Examination is usually administered during or near the end of the time the student has completed most, though not necessarily all, of the course work, but has not made a major investment of time and effort towards the Dissertation research project. According to Department rules, Preliminary Examinations may not be taken until the MA Thesis is approved. The deadline for completing the Preliminary Examination is the end of the 6th semester. Students may petition to COGS for a 1-semester extension (until the end of the 7th semester) if they have the support of their Advisor and major Division. The timing of the Preliminary Examination may differ in different Divisions, ranging from the summer after the 2nd year until the spring of the 3rd year (See Chapter 10). A minimum of one year has to elapse after passing the Preliminary Examination before the defense of the Dissertation. Only students in good academic standing are permitted to take the Examination. Students who do not complete the degree requirements within five (5) years of passing the Preliminary Examination must retake the examination.

## **Committee Composition and Appointment of Committee Members**

The committee for the Preliminary Examination is appointed by the Dean of the Graduate College upon the recommendation of the Department. University regulations require that the committee consist of at least five (5) members, of whom at least three (3) are UIC Graduate Faculty with full membership, and two (2) of whom must be tenured. The Chair of the Committee must be a full member of the UIC Graduate Faculty.

The major Division Chair appoints a Chair and members of the Examination Committee with the endorsement of the DGS. Division Chairs must appoint a minimum of two (2) faculty to serve on the committee that administers the oral or written portions of the Preliminary Examination. The role of a student's Advisor in relation to the Preliminary Examination committee may be determined by the Division.

Ultimately, Divisions appoint five (5) faculty from within the Division who will sign the **Examination Report to the Graduate College (APPENDIX F2)** after the Division meets to review the student's overall performance. If a division does not have as many as five members (or if it is for some other reason impractical to appoint five Division members to the committee), it is also permissible for the Department Chair, DGS, or Division Chair to serve as ex officio members who sign the Report to the Graduate College in accordance with the unanimous votes of the Division members who administer the Preliminary Examination.

## **Grading the Preliminary Examination and Providing the Student with Feedback**

According to University and Department procedures, each member of the Examination committee assigns a grade of "pass" or "fail." (Note: Some Divisions have decided that they may give students a "pass with distinction," "pass," or "fail." However, faculty will register a "pass/fail" grade on the Examination Report to the Graduate College). A candidate cannot be passed with more than one "fail" vote. The committee may require that specific conditions be met before the "pass" recommendation becomes effective. Students who fail their first Preliminary Examination may be given a second Examination on the recommendation of the Division faculty. In such instances the Division Chair or Chair of the Examination Committee will provide written feedback about the reason for failing the exam, whether or not a second exam will be permitted, and if permitted, what must be done to prepare for a second exam. If not permitted, then the appropriate Division Chair would recommend dismissal from the graduate program to COGS. A third examination is not permitted.

## **Preliminary Examination Procedures and Forms**

Students who take the Preliminary Examination initiate this process by informing their Advisor and Division Chair of their readiness, and to seek guidance about the best ways to propose and complete the Examination. All Divisions require that students propose their Preliminary Exam; however, the content, structure, and feedback mechanisms regarding these proposals may differ for each Division (See Chapter 10).

1. When students propose their Preliminary Examination, the Division Chair appoints Preliminary Examination Chair and Committee members who will administer and evaluate the proposal.
2. When the proposal is accepted, the Division Chair notifies the candidate and Graduate Coordinator, indicating whom the Examination Chair and Committee Members are.
3. The student submits a copy of the written Preliminary Examination Proposal (if required by a Division) and written feedback to the Graduate Coordinator. Then the student obtains a **Graduate College Committee Recommendation Form (APPENDIX F1)** from the Graduate Coordinator which must be signed by the Division Chair in the space marked "Advisor" and by the DGS in the space marked "Program Head or Chairperson." The student returns the signed form and a photocopy to the Graduate Coordinator who forwards it to the Graduate College at least three weeks prior to the Exam.
4. The Graduate College returns a **Graduate College Examination Report Form (APPENDIX F2)** -- listing names of the Committee members -- to the Graduate Coordinator who keeps it in the student's folder until the Examination Committee or the Division faculty review the student's Preliminary Examination performance.
  - ?? The Biopsychology and Cognitive Divisions administer an oral examination as part of the Preliminary Examination. Prior the oral examination, the Committee Chair will request a copy of the Graduate College Examination Report Form from the Graduate Coordinator. At the end of the oral examination, the Committee members will notify the student of the outcome, sign the Report, indicate a grade of pass or fail, and return the form immediately to the Graduate Coordinator.
  - ?? The Clinical, Community and Prevention Research, and Social Divisions administer a written examination and also engage in a Division Review of the student once the written portion has been completed and reviewed. Prior to the Division Review, the Division Chair will request a copy of the **Graduate College Examination Report Form** from the Graduate Coordinator. At the end of the Division Review, the Committee members sign the Report, indicate a grade of pass or fail, and return the Report immediately to the Graduate Coordinator. The Division Chair will inform the candidate in writing of the results of the Preliminary Examination.
5. When a paper is part of the Preliminary Examination process, students submit their written Examination and the written comments of committee members to the Graduate Coordinator. Upon receipt of the written materials and the Graduate College Examination Report, the Graduate Coordinator must submit the results of the Preliminary Examination to the Graduate College within two weeks of the completion of the Exam. Once the student has passed the Examination and the required paper work has been submitted, the Dean of the Graduate College will write a letter notifying the student that she/he has been admitted to Candidacy.
6. Students who fail a Preliminary Examination may request that the Division permit them to take a



second Examination. In considering the request, the Division faculty will review both the student's Examination performance as well as his/her performance in all aspects of graduate school. Based on this review, they may recommend that a student be permitted to take a second Examination specifying the nature and content of the Examination. Alternatively, they may recommend to the COGS that the student be dismissed from the Graduate Program. In such cases, the COGS will assess the student's situation gathering input from the student, Advisor, Division Chair before making a final Department recommendation to the student, Division, and Graduate College.

## **Preliminary Examination Requirements for Each Division**

### **Biopsychology**

Each student who enters the graduate program in Biopsychology will be given a list of topics (with a few broad readings included) for which he or she will be held responsible. In Biopsychology, the student proposes to take the Examination by informing the Division Chair prior to the semester in which the oral Examination will be administered. The Division Chair will appoint a subcommittee of three Division faculty at least a month before the Examination. The student's Advisor will normally chair the subcommittee. Once the Division Chair informs the Graduate Coordinator that the Committee has been appointed and who the members are, the student will complete a **Committee Recommendation Form (APPENDIX F1)** to be signed by the Division Chair and the DGS.

It is intended that the Biopsychology Preliminary Examination will be a non-confrontational oral examination probing of the student's knowledge and facility with these topics. Prior to the Examination, the Committee Chair will get a copy of the **Examination Report to the Graduate College (APPENDIX F2)** from the Graduate Coordinator. The Examination will last as long as necessary to satisfy the subcommittee that the student either is sufficiently well versed (pass) or requires some additional study. It is expected that an Examination will last two or three hours. At the end of the Examination, the Committee Chair will inform the student of the outcome, committee members will sign the Examination Report providing and grade of "pass/fail," and the Committee Chair will forward the Report immediately to the Graduate Coordinator.

If the subcommittee does not unanimously agree to pass the student, it will report to the faculty of the Division who will decide whether and under what conditions a further examination (of whatever nature) might be offered. A second examination may be permitted. However, according to Graduate College rules, a third examination is not allowed.

### **Clinical Psychology**

The Preliminary Examination in Clinical Psychology consists of two parts: a paper and a faculty review of the student's academic and clinical progress in the program. The paper may be a data based, journal-format article or a literature review that demonstrates the student's competence in integrating theory, research, and practice. In either case, the paper should demonstrate clear relevance to the field of clinical psychology. In addition, one important function of the paper is to provide the student an opportunity to gain a publication. The student should be the sole author of the Preliminary Examination paper. If the paper is associated with a collaborative publication with a faculty member on a book

chapter, literature review, or study, it is not acceptable to submit the co-authored manuscript as the final product. In other words, the Preliminary Examination must be a stand-alone document. The Division does not preclude ongoing faculty feedback in any phase of the project.

The second aspect of the Preliminary examination consists of an evaluation, by the Division faculty, of the student's entire academic and clinical performance, from entrance to the program to the completion of the Prelim paper. In the event that notable deficits are identified, the Division will decide whether to require remediation or deny admission to doctoral candidacy. The procedures for the Clinical Psychology Preliminary Examination involve the following steps:

1. The student submits a 3-5 page, single-spaced proposal for the paper to the Director of Clinical Training. The nature of the project will determine the content of the proposal. If the paper is a literature review, the proposal should address the current state of the literature, the boundaries of the review, and in what way the proposed review will provide a contribution of sufficient importance to be publishable. If the paper is to be based on a study, the proposal should specify the literature to be reviewed, study design, measures, and overview of data analysis. All proposals will address the paper's relation to the student's Master's thesis and a time line for completion of the project. The Prelim paper should not be duplicative of the thesis but may be part of a program of research. The project should take one to two semesters to complete.
2. Division faculty will discuss the proposal and decide whether to accept the proposal as submitted, reject the proposal as inconsistent with the Division's Prelim policy, or offer suggestions for changes. In the latter case, the student may be asked to resubmit a revised proposal or work with the Oversight Committee to address the issues raised by the Division. If a proposal is resubmitted, students must include a copy of the letter written by the Director of Clinical Training which informed the student of needed changes and issues to address.
3. Upon Division approval of the proposal, the Director of Clinical Training will appoint a three-person Oversight Committee, which will be responsible for reading the paper. The approved proposal and any written communications between the Director of Clinical Training and the student and between the student and the Prelim committee must accompany the final paper. The Committee Chair will provide written feedback to the student.
4. When the Oversight Committee approves the paper, the Division will convene to receive the comments of the Committee and review the student's academic and clinical performance.
5. The Director of Clinical Training will provide the student with a summary of the Division's evaluation and decision about passing the Preliminary Examination.
6. The Oversight Committee and two members of the Clinical Division will sign official documents for the Graduate College.

### **Cognitive Psychology**

The Cognitive Preliminary Examination is a two-part examination administered by a committee of four

faculty appointed by the Division Chair. At least two committee members must be members of the Cognitive Division.

Part one is a Psychological Bulletin-type written literature review based on a bibliography in an area of specialization submitted by the student and approved by the committee. The student, after consultation with his or her Advisor, should submit five copies of a description of the area of specialization and the bibliography to the Division Chair; recommendations for committee membership may also be submitted. The Division Chair will appoint the Prelim committee members, who will review the student's exam proposal and may request changes in the topic description and bibliography. The final description of the exam proposal is a matter of negotiation between the student and the committee. If revisions of the original proposal are made, copies of the revised description should be given to all committee members and to the Division Chair. Once the student and committee have agreed an exam proposal on, a signed copy of the agreement from should be deposited with the Division Chair and the Graduate Coordinator.

To prepare the literature review, students should register for 3 hours of Independent Study (Psychology 596) with their Advisor. Because the paper is part of an Examination, it is to be prepared solely by the student. The Advisor may discuss issues with the student, as may other faculty, but no faculty member is to play any part in preparing the paper itself or reading drafts prior to submission. The student is allowed to submit one and only one draft of the paper to the committee for evaluation. The paper should be given to the committee no later than the end of the 12th week of the semester (so that the exam may be completed by the end of the semester).

The committee members will give their evaluations of the paper to the committee Chair (who may call a committee meeting when appropriate). If at least 2 committee members find the paper unacceptable, no oral examination will be administered and the student will fail the exam. Otherwise, an oral examination will be scheduled, ordinarily within 3 weeks of submitting the paper to the committee. The Committee Chair will provide feedback regarding possible areas of weakness that will be discussed in the oral. Committee members, at their discretion, may provide additional feedback.

The oral examination will be centered on the specialty area and has several purposes: to ensure that the student can orally present and discuss his or her views on the chosen topic; to allow committee members to query the student about aspects of the review paper about which they have questions; and to ensure that the student can relate the specialty topic to surrounding areas in Cognitive Psychology. The examination should take 1-2 hours.

Immediately after the oral exam, the committee members will each vote "pass" or "fail." The Committee Chair will inform the student of the outcome and deliver the completed and signed report form to the Division Chair. By Graduate College rule, 2 (or more) votes of "fail" constitute a failure of the Preliminary Examination. In case of a failure, the Committee will make a recommendation whether the student should or should not be allowed a second try.

### **Community and Prevention Research**

The primary purpose of the C&PR Preliminary Examination is to determine the candidate's potential and readiness for completing the doctorate. The Exam is relevant to tasks a doctoral level community

psychologist is likely to perform. The Exam should result in a product that in many cases will yield a professional contribution such as a publication.

There are three major elements to the C&PR Preliminary Examination: (a) a Preliminary Examination proposal, (b) a Preliminary Examination paper, and (c) a faculty review of overall performance in the graduate program. Students will receive feedback from faculty concerning each element. The Preliminary Examination Committee will provide feedback on the proposal and the paper. The Division Chair on behalf of the C&PR faculty will provide feedback on overall performance. The Preliminary Examination paper will address an important issue in community and prevention research. It may have one of three foci: (a) a literature review of empirical research (cf. *Psychological Bulletin*), (b) presentation of a theory of a community phenomenon (cf. *Psychological Review*), and (c) practice and policy in C&PR (cf. C&PR Chair for Exemplar 3). Whichever option is chosen, the topic is expected to be broader than the introduction of a doctoral dissertation and narrow enough to be manageable and publishable. The paper is expected to be conceptual, critical and incisive, to state its distinctive contribution to the community and prevention literature, and to consider implications for theory, research, and action. Typically, essays will be 25 to 35 pages of text in length.

Prior to initiating the Preliminary Examination, students should have completed Psychology 530, 531, and 532 or their equivalent. Prior to completing the Examination, students must have also completed the MA thesis. The C&PR Chair will seek the advice of the student concerning members of the student's Preliminary Examination Committee. The C&PR Chair will appoint a three-person committee, which includes at least two C&PR core faculty, neither of whom is the student's current academic Advisor. The third member may be the Advisor, another C&PR core faculty member, or a C&PR affiliate faculty member. For topics where expertise is needed that is otherwise unavailable, the student may petition the C&PR Chair to include an outside third or fourth member of the committee who meets Graduate College and Psychology Department criteria for membership. The Division Chair will designate one of the core C&PR faculty who is not the Advisor to serve as Committee chair. The Preliminary Examination Committee will typically be appointed prior to the development of the proposal.

The purpose of the proposal is to clearly delineate the scope, focus, and value of the Preliminary Examination paper. The proposal also demonstrates the development of a thoughtful, intellectual foundation for the paper. It consists of three parts: (a) a topic description and rationale that address why this topic is important, the new ground broken by this paper and its relevance to the student's intellectual development as manifested in the MA thesis, doctoral research plans, and other salient scholarship (about 3-4 pages); (b) a detailed outline of the paper including relevant citations for most entries (about 2 pages); and (c) a working bibliography of sources identified to date (about 2-3 pages).

The student submits the proposal to the members of the Preliminary Exam Committee. The Committee reviews the proposal and gives the student feedback. The Committee may (a) approve the proposal as is, (b) approve the proposal contingent on specified revisions, or (c) approve the topic, revise proposal as indicated for a subsequent review, or (d) not approve topic or proposal. We encourage each student to consult with Prelim Committee members as he/she prepares this proposal. The Committee Chair should provide copies of the student's Preliminary proposal and the Committee's written feedback

to the Graduate Coordinator.

The student writes the entire document and is the original source of the great preponderance of the paper's conceptual framework, analysis and critique, and any reformulation of issues. That is, the paper is an independent effort by the student. Students may consult orally with the Committee Chair during the writing of the paper.

As they write their proposal and paper, students will be enrolled for two semesters of Independent Study (Psychology 596), typically in the 3rd year of the graduate program.

The general criteria for the Preliminary Examination paper are that the student demonstrates the capacity to:

1. define the phenomenon of interest and specify its historical and contemporary relevance in community and prevention research.
2. integrate community and prevention theory, research, and action relevant to understanding the phenomenon.
3. assess critically and incisively the strengths and weaknesses of existing theory, research, and action concerning the phenomenon.
4. recommend future directions for theory, research, and action on this topic including, if appropriate, a reconceptualization of the phenomenon.
5. place this paper in the context of other research, theory, and action concerning this topic including a strong, clear statement of the distinctive contribution of this paper to our understanding of the phenomenon.

For the literature review, more but not exclusive emphasis is placed on developing the research dimensions of the above criteria; for the theory presentation, the theory dimensions would be most developed, and for the integrative essay, the action dimensions will be expected to receive attention equal to that accorded theory and research. For more detailed information on what is expected, students are asked to consult the C&PR Handbook section on "Three options for the C&PR Preliminary Examination Essay".

Students are required to submit their proposals by October 1 of their 3rd year. They submit a full draft of the Preliminary Examination paper by February 15 for Committee feedback. The Prelim Committee provides the student feedback by March 1. It is expected that the Committee will give the student feedback on the extent to which the paper satisfies each of the criteria stated above and what needs to be done to address any significant weaknesses in the paper. The final document is due April 10. The Examination Committee will complete its review in two weeks and make its recommendation on the essay to the C&PR faculty. The Committee may decide to recommend that, based on the essay, the student: Pass with Distinction, Pass, or Fail the Preliminary Examination essay. At its discretion, the Committee may decide that revisions are necessary before it can decide on its recommendation. In the event that the student has not completed the MA thesis by July 1 prior to the third year, the student is required to submit a prelim proposal within three months after passing the MA orals. Then a subsequent timeline will be developed to maximize student's prelim progress and be consistent with

Departmental deadlines.

The Division faculty will then meet within three weeks to consider the Committee's recommendation, review the student's overall performance, and decide whether the student: Passes with Distinction, Passes, or Fails. The result and the basis for the decision will be communicated to the student in writing within a week of the faculty meeting. For those who fail the exam, the Division can indicate whether or not it would encourage a petition for a subsequent exam and, if so, under what conditions. In the context of otherwise satisfactory performance in the graduate program, the Division is inclined to act positively on petitions for a second exam. The second exam will be tailored to address the concerns identified in the review of the paper and of the student's overall performance. The Division Chair will communicate the results and written correspondence about the Preliminary Examination to the Graduate Coordinator.



## Three Options for the C&PR Division Preliminary Examination Essay

### Research, Theory, and Practice

Psychology contributes to three distinct, yet complementary, domains of knowledge: research, theory, and practice. In the last generation the importance of psychology's contributions to the practice of public policy have also become more fully recognized. In recognition of these three important ways to contribute to knowledge, the faculty of the Division of Community and Prevention Research have specified three options for the preliminary examination: (1) research, (2) theory, and (3) practice and policy. We also encourage doctoral students to define and organize the preliminary examination essay in order to address their own unique interests in Community and Prevention Research. In formulating their interests, students may find it useful to reflect and draw on the three guiding conceptual principles central to the C&PR program philosophy: (a) understanding the social influences of development, (b) understanding the epistemologies and methodologies of community and prevention research, (c) developing successful preventive interventions, and (d) developing collaborative relationships.

Whether Ph.D.s from UIC in C&PR devote their careers to action research, program evaluation, service delivery, public policy, program administration, and/or undergraduate or graduate teaching, there are plentiful rewards for penetrating analyses of a topic. The preliminary examination essay is an opportunity to demonstrate these conceptual and analytical skills. Therefore, no matter what topic the student selects for the preliminary exam, we place a premium on tough-minded, analytical thinking. We expect a prelim essay will go beyond description to include incisive thinking about relevant issues.

For each of the options, focusing on a topic of reasonable scope and considering it in depth is essential. To be successful in any option, there must be a meaningful body of published scholarship in Community and Prevention Research, sufficient in scope and size to provide a basis for a reflective essay. These options are suggested and others are also possible. Students are strongly encouraged to discuss their prelim essay ideas with their prelim committee members while developing their proposals.

### Literature Review of Empirical Research in C&PR

This topic is likely to be the most frequently chosen alternative. Graduate education emphasizes: thinking about research, critiquing research, doing research, planning research, writing grant proposals for research, and presenting and publishing research. This prelim option provides an opportunity for students to immerse themselves in a research topic that promises intellectual and personal satisfaction. Two options are to review existing research publications, or, based on relevant literature, to propose a new area of investigation. This prelim option involves an appraisal of the following: the conceptual and historical basis for the topic, the adequacy of current conceptual frameworks and their implications, the selection of methods, the analyses of results, strengths and weaknesses of the present literature, and proposed future directions. For the student interested in alternative research and statistical methods, this option provides an opportunity to present other ways to conduct research and/or to analyze data. For example, consider Tamar Heller's (1982) review of the impact of involuntary relocation and Fabricio Balcazar and colleagues (1986) review of feedback in organizations.



Two topics particularly salient for the field of community psychology are: the research process, especially the relationship of the investigator to the informants, and the policy implications for the research. A student could focus the prelim on an analysis of current research with these two criteria as the main headings for the prelim. The opportunity in this prelim is to add a community perspective to the appraisal of inquiry and to evaluate the complementary benefits of quantitative and qualitative findings on a particular topic from a community point of view.

While a Psychological Bulletin format may be an initial start in framing the prelim, the tradition of the articles published in this APA journal may be somewhat restrictive or confining. Often reviews of research in this journal do not include attention to issues of: gender, ethnicity, or life styles of the informants and do not often represent a sensitivity to the significance of informants and their role in inquiry. There is then a premium in the C&PR prelim essay upon addressing these and other contextual topics beyond the traditional technical features of inquiry. An alternative reference source could be the Social Science Review. A skill that may be an asset for this prelim is competence in meta-analytic techniques. This could be obtained in a short course in the C&PR curriculum or via other sources. (cf., Durlak & Lipsey, 1991).

One of the potential values of this prelim essay option is to specify the criteria by which a particular research area or subject matter will be evaluated, a skill that prelim writers can carry with them throughout their careers.

### C&PR Theory

This option is included for the student who wishes to explore theoretical approaches. Some argue that the field of community psychology has no theoretical orientation. Others affirm that there is no hypothetico-deductive grand theory, but there are modest heuristics and concepts that do guide the field. In the first thirty plus years of the field's history, the role of theory construction has not been a major emphasis in the field at large. In future years this may change.

This option is included to allow a student to offer a theoretical approach to community research or preventive interventions. Topics could include a critical review and analysis of the following: self-efficacy, empowerment, community organizing, self-determinism, ecology, social networks, social stress, approaches to inquiry in community research, (e.g., participatory action research), etc. Each of these topics is currently an orienting idea in community psychology.

This prelim would include topical headings such as: criteria in the philosophy of science for evaluating theoretical terms; frames of reference/origins of the theoretical terms; the premises for the terms; problems with the current definitions of the term; commentary on the varied uses of the terms; the potential of the terms to generate research; the public nature of the terms, e.g., can research or practice be easily derived from the concepts, etc. It is essential that the theories and/or the perspective from which they are construed should be grounded in relevant C&PR research.

Students are also encouraged to review and analyze the theoretical term or terms with

their own additional criteria. The purpose is to evaluate the term, critically pointing to limitations and suggesting revisions in the theoretical language. Certainly one possible issue is whether the theoretical orientation applies to people of different ethnicities, abilities, genders, social classes, and/or life styles. This possible topic is appropriate for those ideas which have emanated from laboratory research (e.g., attitude change) as well as more familiar community and prevention research topics (e.g., mentoring of youth). Another possible tact is to examine theory from community psychology as it addresses a phenomenon or question of interest, such as what community psychology contributes to the study of organizations (cf., Keys & Frank, 1987), what is wrong with empowerment (cf., Riger, 1993), or the ecology of diversity (cf., Kelly et al., 1992).

It is expected that the student choosing this option would prepare for the prelim by reading in the philosophy of science, critiques of the social sciences, and historical analyses of theory construction efforts in psychology.

### C&PR Practice and Policy

The field of community psychology values the design and delivery of community-based solutions to community problems, particularly when these programs, services, or activities have a strong preventive and/or empowerment, in contrast to treatment, component. Under this option the student could evaluate theory, research, and intervention literature relevant to a current practice or policy, such as various consultation methods, school-based preventive interventions, university- community partnerships, empowerment evaluations, or systematic prevention trials. Based on their analysis of relevant theory, research, and intervention, students could propose their own community solution, intervention, policy, or program to address a topic of interest, such as how to sustain a practice or intervention over time. For example, consider the work of the Consortium on the School- Based Promotion of Social Competence on what constitutes a good prevention program (Consortium, 1993) and Stephanie Riger's analysis of the implementation of sexual harassment policy in academe (Riger, 1991).

Here the task is to consider such issues as: the dimensions and definition of the program or policy, the adequate criteria to evaluate the existing or proposed program or policy, and the type of community resources needed to design, develop, implement, evaluate, and facilitate the long-term ownership of the program or policy. It is essential that the theoretical and empirical in C&PR bases for the program or policy be critically examined. The student would be expected to be informed by and critically appraise appropriate references to topics such as social movements, the adoption of innovations, the processes of planned change, policy development and implementation, the processes for organizational and community change, and/or the policy implications for the intervention or practice.

The thrust of the practice prelim exam is to evaluate critically both the scientific and the pragmatic benefits of existing programs or yet-to-be-created novel programs. This prelim is an opportunity for the student to think deeply about the concepts, the technologies, and the pragmatics of practice. In this sense, this prelim honors Kurt Lewin's observation about the interdependence of theory and practice, and the views of the C&PR faculty of the connectedness and synergy among good theory, research, and practice.

Since the long term maintenance of practices are often dependent upon larger contextual and political factors, the prelim should include some reflections about impact, ownership, and evolution of the practice. Also worth considering for inclusion are some recommendations for who the funders might be and an analysis of their needs, points of view, and reference points as well as the needs and views of potential adopters.

#### Endnote

The above ideas are presented as a way of thinking about C&PR prelim options and the relative merits of the three different yet complementary options. Whichever option is selected it is expected that the enduring benefits of the prelim will be the opportunity to think critically and appraise deeply a topic of choice and to present reviews that are penetrating and consistent with the broad missions of community psychology and prevention research.

#### References

Balcazar, F., Hopkins, B., & Suarez, Y. (1986). A critical objective review of performance feedback. *Journal of Organizational Behavioral Management*, *7*, 65-89.

The Consortium on the School-based Promotion of Social Competence {Elias, M., Weissberg, R., Hawkins, J., Perry, C., Zins, J., Dodge, K., Kendall, P., Gottfredson, D., Rotheram-Borus, M., Jason, Li, & Wilson-Brewer, R.} (1994). The school-based promotion of social competence: Theory, research, practice, and policy. In R. O. Haggerty, N. Garnezy, M. Rutter, & L. Sherrod (Eds.). *Stress, risk, and resilience in children and adolescents: Processes, mechanisms, and interventions* (pp. 268-316). New York: Cambridge University Press.

Durlak, J., & Lipsey, M. W. (1991). A practitioner's guide to meta-analysis. *American Journal of Community Psychology*, *19*, 291-332.

Heller, T. (1982). The effects of involuntary residential relocation: A review. *American Journal of Community Psychology*, *10*, 471-492.

Kelly, J., Azelton, S., Burzette, R., & Mock, L. (1992). Creating social settings for diversity: An ecological thesis. In E. Trickett, R. Watts, & D. Birman (Eds.). *Human diversity: Perspectives on people in context*. San Francisco: Jossey-Bass.

Keys, C., & Frank, S. (1987). Community psychology and the study of organizations: A reciprocal relationship. *American Journal of Community Psychology*, *21*, 239-251.

Riger, S. (1993). What's wrong with empowerment? *American Journal of Community Psychology*, *21*, 279-292.

Riger, S. (1991). Gender dilemmas in sexual harassment policies and procedures. *American*

*Psychologist*, 46, 497-505.

## **Social Psychology**

Admission to candidacy for the Ph.D. under the sponsorship of the Social Psychology Division (i.e., as a graduate major in Social Psychology) requires completion of a Preliminary Examination. The "Prelim" in Social Psychology entails writing a review or theoretical paper on a topic in Social Psychology that is chosen by the student and approved by the Division. This document describes the structure and timing of the Social Prelim.

*Prerequisites.* In order to take the Social Prelim, the student must have first completed 3 of the 4 core courses in Social Psychology (512, 513, 516 and four semesters of 519), and have an average grade of B in all Social Psychology courses. Students are encouraged to take the Prelim during the Summer between their second and third years in the program, or in the Fall of their third year. This should make it possible for most students to complete all four of the required courses, plus one or more elective courses in Social Psychology, prior to taking the Prelim. It is also desirable (but not mandatory) to have finished all or most of the work on the M.A.Thesis before beginning the Prelim. In no case, however, will a student be admitted to candidacy for the Ph.D. until the M.A.Thesis is successfully defended.

*The Nature of the Social Prelim.* There are two main types of Social Prelim Exams. Both are problem-oriented, critical, and integrative, rather than simply descriptive.

The first is a critical analysis of the empirical literature in a carefully circumscribed area of Social Psychology that is written in the style of a *Psychological Bulletin* article. This analysis may take either a narrative form, or the form of a quantitative meta-analysis. In either case, the topic area should be defined narrowly enough that a truly comprehensive, and fully up-to-date, critical review of the current empirical literature bearing on the student's research question can be prepared.

The second type of Prelim is a theory paper written in the style of a *Psychological Review* article. A student may be at a stage where he/she can propose a novel theoretical idea in a particular area of Social Psychology. In doing this, the student would draw upon empirical findings that bear upon the new theory, and compare and contrast the proposed new theory with other relevant theoretical notions currently found in the literature.

*The Prelim Proposal.* It is necessary to get the topic of the Prelim paper approved by the Division prior to writing it. This is done by submitting a Prelim Proposal.

In developing the Prelim Proposal, the student is welcome to talk to anyone and everyone. It is expected that the student will discuss his/her topic with, and show a draft of the proposal to, his/her Advisor. The finished Proposal is then submitted to the Division Chair, who appoints a 2-person Reading Subcommittee (the student's Advisor may not be a member of the Subcommittee). The Subcommittee will provide the student with feedback on the proposal, and will be responsible for evaluating the final Prelim paper and making a recommendation to the Division as a whole.

The Prelim Proposal should describe what the student intends to do in sufficient detail that the Reading Subcommittee will have a clear understanding of what questions are being addressed and how the student intends to go about answering them. It is to the student's advantage to provide enough detail on the proposed paper and the references to be consulted that the Subcommittee can detect and share with the student any concerns about the scope and/or content of the project. The typical length of proposals approved in the past has been roughly 5-7 pages, though there is no formal restriction on length.

Once the Subcommittee approves the Proposal, the student should proceed independently. This means that neither the Subcommittee nor other faculty, including the Advisor, will provide further advice or assistance as the student writes the Prelim paper. Should it become necessary to make a change in what was proposed, the student may submit a written Change of Proposal to the Subcommittee, and the Subcommittee will decide whether or not the proposed change is acceptable.

*Quality and Length.* It is expected that the Prelim paper will be of sufficient quality that it reasonably could be submitted for publication to a professional journal (though it need not actually be submitted to pass the Prelim). However, the paper may be somewhat shorter than the length of a typical *Psychological Bulletin* or *Psychological Review* article. A reasonable target length for the final Prelim paper is roughly 25 pages (give or take a few). Copies of successful Prelim papers (and Proposals) are available for inspection from the Division Chair.

*Timing.* Students are encouraged to write the Prelim during the Summer between their second and third years in the program. Alternatively, students may write it in the Fall of the third year. Students are strongly discouraged from waiting until the Spring of the third year to write the Prelim, although this is permitted under Departmental rules. Departmental rules do not allow extensions beyond the 7<sup>th</sup> semester.

Note that the Social Division requires all graduate students who want to teach an undergraduate course in Social Psychology at UIC to have first passed their Prelim. In order to teach during the Spring term of the third year, therefore, a student must have taken the Prelim during the preceding Summer. (Because advanced registration for Spring courses takes place before the end of the Fall semester, and because the Division will not allow graduate students who have not completed the Prelim even to be scheduled to teach an undergraduate social psychology course, it is not possible to take the Prelim in the Fall and then teach in the following Spring semester).

For students taking the Prelim in the Summer, the Prelim Proposal is due by Noon on Friday of the 12<sup>th</sup> week of instruction of the preceding Spring semester (three weeks before the end of instruction). Three copies should be submitted to the Division Chair. Three copies of the final Prelim paper, also submitted to the Division Chair, are due by Noon on the Friday exactly 14 full weeks after that.

For students taking the Prelim during either the Fall or Spring semesters, the Prelim Proposal is due by Noon on Friday of the 1st week of instruction, and the final Prelim paper is due by Noon on Friday of the 15th (last) week of instruction. Submit three copies of each to the Division Chair by their respective

due dates.

If asked by a prelim committee to provide a revision of the prelim proposal, that revision is due 1 week after receiving feedback. Students must begin the prelim after receiving feedback on this revision. If a revision is requested, the deadline for submitting the prelim paper will be 14 full weeks after the revised proposal is approved. The student should be advised that if the deadline is extended, the winter (in the case of a fall prelim) or summer (in the case of a spring prelim) breaks may prevent divisional review of the prelim and the student's overall case for advancement to candidacy until the beginning of the next semester.

*Evaluation.* As noted above, the Prelim Reading Subcommittee is responsible for evaluating the Prelim paper, and for making a recommendation to the Division. It is the Social Division as a whole, however, that ultimately decides whether or not a paper is acceptable. Obviously, the Reading Committee's recommendation carries tremendous weight in this decision. However, the Division will also take into consideration the student's overall progress and performance in the program to date. The student will not be considered to have passed the Prelim until this Divisional review is passed.

The Division must assign the paper itself to one of three evaluative categories: Pass, Revision Requested, or Fail. The first category needs little explanation, except to say that in very unusual circumstances, where an especially meritorious paper deserves special commendation, the Division may elect to award the paper a "High Pass." The second category is reserved for those papers that, although not completely acceptable in their current form, nevertheless show substantial promise, and in the estimation of the Division, can be improved to a passing status with relatively little additional work. If this category is selected, the student will be given a brief period of additional time, typically not more than 4-6 weeks, to return an acceptable revision. Note that although a "Revision Requested" should be viewed as an encouraging sign, it is not a guarantee that the final revision will be accepted as a Pass. The revision will be evaluated independently, and must pass on its own merits. Finally, the third evaluative category, Fail, requires that an additional decision be made about whether the student will be allowed to retake the Prelim at a later date. The prelim may be retaken only with the permission of the Division, and in no case may it be retaken more than once.

# **Chapter 9: The Ph.D. Dissertation, Doctoral Degree, and Filing for Graduation**

## **CHAPTER 9: THE Ph.D. DISSERTATION, DOCTORAL DEGREE, AND FILING FOR GRADUATION**

### **Description and Purpose**

The Doctor of Philosophy at UIC places traditional emphasis on the advancement of knowledge through independent research in the candidate's chosen field and the presentation of an original Thesis. The degree is intended primarily for those who need the high level of research training and who wish to pursue careers in colleges and universities, research institutes, and public agencies or industrial and business organizations.

The traditional academic finale for graduate work is the presentation of a Doctoral Dissertation. The Dissertation represents a demonstration of the student's scholarship and research skills applied to a specific problem in his or her major area of expertise. The Dissertation is expected to make a contribution to the research literature. The Dissertation must include a comprehensive review of the literature relevant to the chosen topic as well as the proposed research. This review may appear as either an extended introduction to the Dissertation or as an appendix to the final draft of the Dissertation.

### **Time Lines for Completing the Dissertation and Ph.D. Degree**

Students should form their Dissertation Committee during the 7th or 8th semester. The Department deadline for proposing the Ph.D. prospectus is the 8th semester. Students may petition COGS for an Extension of the Dissertation Proposal, only if approved by their Dissertation Committee and Division (**APPENDIX E6**).

The Prospectus must be approved at least 5 months prior to the Dissertation Defense. If the Dissertation has not been approved within 3 years of Prospectus approval, the student must meet with the Dissertation Committee to request additional time. The Committee may require an updated literature review, a progress report, as well as modification of the project, including additional research. The Committee may grant a 1-year extension to complete the Dissertation. Written approval of the entire Committee is required (**APPENDIX E7**). This procedure must be repeated annually until the Dissertation is approved or the Committee decides not to grant an extension. Students who do not complete degree requirements within 5 years of passing the Preliminary Examination must retake the Preliminary Examination.

Students who enter the Graduate College with a Master's degree must complete all Ph.D. requirements within 7 years. Students who enter without a Master's degree must complete the Ph.D. requirements within 9 years.

### **Committee Composition and Appointment of the Committee Members**

The Dean of the Graduate College on the recommendation of the DGS who represents the Department officially appoints the Dissertation Committee. The DGS must approve Committee members before the



Committee meets formally for the first time. Students initiate the committee-assignment process by asking the DGS to approve proposed committee members listed on the **Committee Member, Prospectus, and IRB Approval Form (APPENDIX E3)** prior to the Prospectus Meeting.

The Defense Committee consists of at least five (5) persons, of whom one must be from outside the Psychology Department. The Committee Chair must be a full member of the UIC Graduate faculty and a faculty member in the Psychology Department. At least 3 committee members must be faculty in the Psychology Department; at least 2 members must be tenured faculty at UIC; and at least 1 must be from outside the Psychology Department, which may include graduate faculty from other UIC Departments or Colleges. If the outside member works outside the University, the **Graduate College Committee Recommendation Form (APPENDIX F1)** must append that member's curriculum vitae to demonstrate equivalent academic standards.

Retired, emeritus, or relocating faculty members can usually retain membership on established PhD committees as long as their contact with the student is maintained. In such cases, the student should ask the department to request from the Graduate College approval of the retention of the faculty committee membership.

Following the successful completion of the Prospectus Meeting, one of the forms the student submits to the Graduate Coordinator is the **Graduate College Committee Recommendation Form (APPENDIX FI)**, signed by the student's Advisor on the "Advisor" line and by the DGS on the "Program Head or Chairperson" line. The Graduate Coordinator typically forwards the Committee Recommendation form to the Graduate College after the Dissertation Prospectus meeting and at least three (3) weeks prior to the Dissertation Defense.

Before forwarding the Committee Recommendation form, the Graduate Coordinator does a certification check to assure that the candidate is in good standing and has completed all Department, Major Division, and Minor requirements for the Ph.D. Degree. So that all Committee members can have ample time to prepare for the Defense, the Graduate College must approve any changes in committee membership no later than three (3) weeks prior to the examination date.

The staff in the Graduate College reviews the Committee Recommendation Form and checks the academic status of the student to ensure that she/he is in good academic standing. If the recommended committee meets Graduate College guidelines and the student is in good standing, the Dean of the Graduate College officially appoints the committee, and a letter is then sent to each Committee member asking him/her to serve.

## **Registration and Course Requirements**

Students are required to complete at least 12 hours of Psychology 599 (Dissertation Research). This may be accomplished by registering for 3 to 6 semester hours per term during the 4th and/or 5th year of graduate school.

Registration for Zero Hours is only available to students who have completed all course work,

examinations, and all degree requirements except the Dissertation, and have been registered for two semesters following Prospectus approval. Students wishing to register for Zero Hours must submit a Graduate College petition and receive permission from the Graduate College and Department prior to registration. It is essential that all petitions for Zero Hours arrive in the Graduate College prior to the effective term. Students must be within the time frame for degree completion to continue on Zero Hour registration. There are two options (A and B) for students who qualify for Zero Hour Registration.

### **Option A**

This option is for students who are on campus, and/or using UIC facilities such as the library, computers, computer accounts, etc., and who have completed all requirements except the dissertation, but who must maintain registration due to Department, University, or immigration requirements. Students requesting Option A must petition the Department and Graduate College only for the initial term for which zero hours is requested. The Graduate Coordinator does a graduation check, and if all requirements are completed, the advisor and DGS approve the petition and forward it to the Graduate College. The College then reviews for graduation requirements, and either approves or denies, based on the Department and Graduate College review. The student registers for Psychology 599 (Dissertation Research), using UIC Express Phone registration for each term desired, by the registration deadline. The student is billed the appropriate Zero Hours (Range IV) tuition and fees.

### **Option B**

This option is only for doctoral students who are not on campus or using UIC facilities. Typically, the student is out of state. The student completes a petition requesting Option B and the two consecutive terms for which the request is being made. The Department and the Graduate College do the same graduation review process, but the student does not register via UIC Express. Instead the Graduate College notifies the Registration Office and a special billing process is initiated so that the student is billed two times the Range IV tuition rate, but without any fees. With Option B, the student still completes the petition, but the Graduate College arranges to have the student registered under the appropriate call number for Psychology 599 using the Advisor name listed on the petition for two terms. The Option B student must re-petition for renewal each year until the defense is passed. The student will receive a normal bill, less the fees each term approved. The Graduate College will not approve late Zero Hour Option B petitions. Late petitioners will be billed at Option A rates.

### **Dissertation Prospectus**

Once students pass the Preliminary Examination and are Admitted to Candidacy by the Graduate College, they may propose their Dissertation. The DGS must approve the composition of the student's committee prior to the Prospectus meeting (**APPENDIX E4**).

The student must submit a Dissertation Prospectus to committee members for their review two weeks prior to the Prospectus oral meeting. The Prospectus should include a review of the relevant literature, a statement of the purpose of the research and hypotheses, a detailed description of the proposed design, subjects, measures, procedures, proposed analyses, references, and appendices containing any special details. The comprehensive literature review, which is required in the final version of the Dissertation, need not be included in the Prospectus.

Students notify the Graduate Coordinator that they have successfully proposed their Dissertation by submitting a copy of the approved Dissertation Prospectus, a signed copy of a **Prospectus Approval Form (APPENDIX E4)**, and a completed **Committee Recommendation Form (APPENDIX F1)** to the Graduate Coordinator. After completing a certification check to assure that the student has completed or is on the way to completing all Department, Major Division, and Minor area requirements, the Graduate Coordinator will forward the Committee Recommendation Form to the Graduate College so that the Dean of the Graduate College can officially appoint the members of the Dissertation Committee.

## **Dissertation Defense**

Candidates should have completed all Ph.D. requirements and be in good academic standing in order to have their Ph.D. Defense. At least two weeks prior to scheduling the Defense, students should inform the Graduate Coordinator who will check their academic record to certify that they have completed necessary requirements for the Ph.D. degree.

### **Public Announcement**

The Dissertation Defense must be open to the academic community of the University and be publicly announced one week prior to its occurrence. The Psychology Department publicly announces the Defense on the Department Listserv (Psychall@uic.edu). Accordingly, two weeks prior to the Defense students are required to submit (via e-mail or computer disk) the following information to the Graduate Coordinator: Dissertation Title and Abstract; Dissertation Chair and Committee Members; time, date, and location of the Defense; and future professional plans.

### **Committee Chair Requests Two Forms Prior to the Defense**

The Graduate College sends the **Examination Report to the Graduate College (APPENDIX F2)** to the Graduate Coordinator after the Committee is approved by the Graduate College Dean. It is filed in the student's folder so the Graduate Coordinator may share it with the Committee Chair prior to when the Dissertation Defense is held. This form cannot be duplicated and changes cannot be made without prior approval of the Graduate College. The Chair of the Dissertation Committee requests copies of the **Examination Report (APPENDIX F2)** and the red-bordered **Graduate College Certificate of Approval (APPENDIX F3)** prior to the Defense.

### **Grading**

Each Committee Member signs the two **Certificates of Approval** and the **Examination Report** and records a grade of "pass" or "fail." A candidate cannot be passed if more than one vote of "fail" is reported. If the Dissertation Committee votes to "pass" the student at the Dissertation Defense, the Committee Chair should immediately return the three signed forms and required photocopies to the Graduate Coordinator who holds them until the final approved document is ready to be submitted to the Graduate College. The Defense results are posted to the student's record in the Graduate College.

A committee may recommend "pass-with specified conditions." If this occurs, the conditions must be specified on the Examination Report Form along with the Committee member who will monitor the

fulfillment of any such conditions. This named person must then report to the Graduate College in a memo when conditions have been satisfied.

If the vote is "fail," the Committee should share this result with the Division Chair, the Division faculty, and the DGS. Following a review, the Committee and DGS may recommend that the Dean permit a second exam. This second examination must be initiated by submission of a new **Committee Recommendation Form**, even if there is no change in membership. A third exam will not be permitted.

### **Submission of Final Copy of the Doctoral Dissertation**

The culminating academic highlight for graduate work is the presentation of the Doctoral Dissertation that serves as evidence that a student has performed independent research or scholarly work in Psychology. The appearance and quality of workmanship on the Dissertation reflect on the student, the Advisor, the Department, and the University. The Graduate College has ultimate responsibility for the quality of the Dissertation. It has delegated the responsibility for quality control of content, choice of style, proofreading, grammar, underlining, references and citations, etc. to the graduate program. The Advisor assumes the primary responsibility for this review. The Dissertation Advisor is the closest representative of the Graduate College to the student, and is the best person to function as the primary editor. The Graduate Coordinator and DGS provide a secondary review of general Dissertation format.

Detailed guidelines for the preparation of the Dissertation which meet the Graduate College's technical specifications are contained in the document, Graduate College Thesis Manual. This document is available in the Graduate College Office, 606 University Hall, or on the University's Web page. The following regulations and deadlines apply to all Theses:

- ?? The complete, unbound copies of the successfully defended Department-approved formatted manuscript are due in the Graduate College by the Thesis deadline dates (See Graduate College Catalog or Web page for the term in which the student plans to graduate). Students must also submit two (2) original **Certificate of Approval forms (APPENDIX F3)**, the **Department/Program Format Approval form (APPENDIX F4)**, and the Exam Report at this time.
- ?? The format, as well as content, is the responsibility of the student and Department. The Graduate College Thesis Manual and the American Psychological Association Publication Manual (4th edition) should be used as a guide for format. Students should follow the Thesis Manual for Preliminary Pages. Students should follow APA format for the remainder of the Dissertation with the following exceptions: (a) Every page of the Dissertation must be numbered, including pages with figures on them (in the upper right-hand corner, except for the first page and chapters beginning on a new page, which are numbered on the bottom center); (b) The caption for each figure must be located either on the figure page or on a facing page; (c) Students should not use a short title above page numbers or a running head as they are not relevant to the Dissertation preceded by the IRB approval letter. Remember to include a vita at the very end of the Dissertation. The document must, of course, adhere to Graduate College requirements regarding paper quality, print quality, margins, and the like. Students must deal directly with the Graduate College regarding their acceptance of the

format of the final, approved version of the Dissertation.

- ?? Any research which involves the use of human subjects or animal subjects must be approved by the Department's HSSC and the University's IRB Animal Care Committee before the research is begun. It is University policy that Theses, which are not in compliance with the OPRR, will not be accepted for fulfillment of graduation requirements.
- ?? Any problems in format that may affect publication through University Microfilms, or shelving in the UIC Library, are the responsibility of the student and the Department to correct. Note that these problems, such as missing pages, may only be discovered months after the student has left UIC.

The Graduate College will check, and ask corrections on only the following aspects of the Dissertation:

- ?? Certificates of Approval (two originals): These include the student's name, Dissertation title, Dissertation Advisor, Department Chair, Committee Member signatures, and the date of the Exam. The name and title must be consistent with the Title Page.
- ?? Title Page (4 copies for the Dissertation, including 2 copies used as part of the Dissertation): This includes the student's name, Dissertation title, information under "THESIS" (exactly as in the Thesis Manual, with the student's information substituted) correct name of the Department and degree. The student's name and dissertation title must be precisely consistent with Certificates of Approval.
- ?? Envelopes (3 for the Dissertation): These should have the exact same format and content as the Title Page. See the Thesis Manual for size and type of envelope to be used. The name and title must be precisely consistent with the Title Page.
- ?? Paper quality: Both copies must be on watermark bond white paper. (If printing off the mainframe or elsewhere where lesser quality paper is used, the document must be photocopied on the required paper.)
- ?? Abstract: Independent document from dissertation and not numbered (see Thesis Manual for details). Name and title must be consistent with the title page.
- ?? \$55 Microfilm Fee, subject to change without notice: Students must submit photocopy of fee receipt with Thesis (see Thesis Manual).
- ?? Microfilm Agreement Form: Completed and signed (form available in the Graduate College).
- ?? Survey of Earned Doctorates Form: Completed and signed (form available in the Graduate College).

Students who have urgent timetables to meet should not wait until the deadline to submit their manuscript to the Graduate College for review. Due to the volume of manuscripts submitted, an immediate review is not guaranteed.

### **Department Copies of the Dissertation**

Two copies of the final Dissertation, including copies of the red bordered Graduate College Certificate of Approval (**APPENDIX F3**) must also be submitted to the Graduate Coordinator, who will have them bound at Departmental expense: one for the Dissertation Advisor and one for the Department Library. Students will not be certified to graduate until the Department receives two final copies of Thesis. Students who would like up to 2 additional bound copies may submit them to the Graduate Coordinator and pay the binding cost.

### **Filing for Graduation**

All doctoral students must be continuously registered from the term in which they take the Preliminary Examination through the term in which they defend the Dissertation excluding summers, unless taking the Preliminary Examination or defending the Dissertation in summer. Violation of the policy may delay graduation.

Before filing for graduation, students should check their records with the Graduate Coordinator to assure that they have met, or will have met by the end of the term, all Graduate College, Department, Major Division, and Minor area requirements for total credits, grades, required courses, residency, examinations, Thesis, Dissertation, etc. Students should not apply for graduation unless they are able to finish all requirements by the end of the requested term of graduation.

Students who have completed all degree requirements must file a completed **Graduate Request Form (APPENDIX F5)** with the Graduate College in order to graduate. The DGS as well as the Thesis/Dissertation Advisor must sign this form. This sign-off procedure informs the Advisor and the DGS that the student would like to file for graduation, and gives them opportunity to tell him or her if there are any major obstacles to degree completion. The DGS may sign for the Thesis Advisor if the Thesis Advisor is not teaching at UIC during the term the request is filed. The **Graduation Request Form** must be submitted to the Graduate College no later than the deadline dates specified in the Graduate Catalog and Web page. Students who miss the deadline for filing will be unable to graduate until the next term. It is the student's responsibility to obtain the necessary signatures and to take the form to the Graduate College before the deadline. A copy of the form should be given to the Graduate Coordinator.

When the student applies for graduation the staff in the Graduate College will verify that all degree requirements are satisfied. In order to do this, a copy of the **Examination Report** form for each required exam and the appropriate **Certificate of Approval** for the Dissertation is required. If the documentation is not in the Graduate College, the student cannot be cleared for graduation.

Students must submit two final copies of their defended and Department-approved Dissertation to the Graduate College in order to graduate. The Advisor, Graduate Coordinator, and DGS check the manuscript to approve its format and presentation (**APPENDIX F4**) before the student submits copies to the Graduate College. The Graduate College no longer asks for corrections in format, except with the title pages, preliminary pages, envelopes, Certificates of Approval, paper quality, the separate abstract, microfilm fee receipts, microfilm agreement form, and the Survey of Earned Doctorate Form. Any

corrections to these items must be submitted by the deadline given by the Graduate College Analyst.

### **The Ph.D. defense: A quick summary of procedures!**

When it is within several days to a week of your defense, you or your advisor (or committee chair) should pick up your red border forms and exam report from the Graduate Coordinator. These are generated in the Graduate College from the Committee Recommendation Form sent to the Graduate College around the time of your proposal. The red border forms become the first page of your thesis or dissertation. They cannot contain errors or corrections of any kind.

Take these forms with you to your defense meeting.

**AFTER PASSING, enter the successful defense date** on all three forms in the appropriate spaces (top right blank on red border forms, and in the spot marked Examination Date on the exam report). Your examiners will sign the forms, then have the Department Chair sign your red border forms.

**Remove the pink copy of the signed exam report and return it to the Graduate Coordinator with 2 photocopies of the original** of the completed exam report form. The others go with you to the Graduate College when you submit the thesis. If you wish, the Graduate Coordinator will be happy to hold the original for safekeeping for you until you submit your paper.

**Make 5 photocopies of one of the signed red border forms and give them to the Graduate Coordinator.** The originals go with you to the Graduate College when you submit your thesis. Again, the Graduate Coordinator will be happy to keep these forms for you until you are ready to submit your paper to the grad coll.

Please make sure the Graduate Coordinator gets the photocopies immediately following your defense so that the records are current. Do not walk off with your signed forms unless the Graduate Coordinator has the appropriate photocopies.

# **Chapter 10: Course Requirements for Major Divisions and Grading Procedures**



## CHAPTER 10: COURSE REQUIREMENTS FOR MAJOR DIVISIONS AND GRADING PROCEDURES

### Department Course Requirements

The Department requires that graduate students from all Divisions complete a Minor Area, Master's Thesis, Preliminary Examination, and Dissertation. In addition, the Department requires that all graduate students complete the following courses:

Psychology 543	Advanced Statistics II (4 hours)
Psychology 545	Multivariate Statistics (3 hours)
Psychology 505	Advanced History of Psychology (3 hours)
Psychology 591	Research Apprenticeship ( <b>2 hours-Year 1 fall</b> )
Psychology 591	Research Apprenticeship ( <b>3 hours-Year 1 spring</b> )
Psychology 598	Thesis Research (at least 3 hours- Year 2 fall)
Psychology 598	Thesis Research (at least 3 hours- Year 2 spring)
Psychology 599	Dissertation Research (12 hours)

Students must complete 32 semester hours of course work for the MA – including PSCH 543, 545, 5 hours of 591, from 3 to 12 hours of 598, and 9 hours from their major division (with at least 9 hours of non-independent study 500-level courses).

Students must complete 96 semester hours of course work for the Ph.D.

Students must accept the equivalent of at least two 50% TA assignments in their first 4 years and take the department's TA orientation class (see Chapters 3 and 13 for details).

Beyond these Department-wide requirements, each Division requires specific courses and electives for their students, as well as a Preliminary Examination to assess competence in the major Division. The course requirements for each Division are listed below. Requirement checklists for each Division are presented in **APPENDICES D1 TO D5**.

**APPENDICES D1 TO D5** also summarize sample course schedules for graduate students in each Division. Departmental, major, and minor requirements are listed separately. These schedules are approximate; many courses are taught every other year, and the precise scheduling of some courses cannot be assured.

Each of the first four years of graduate school has a different character. The general structure typically follows the following sequence:

Year 1:	Research methods, statistics, major courses, plan thesis research
Year 2:	Thesis research, major courses, minor courses
Year 3:	Preliminary Exam, major and minor courses, plan dissertation
Year 4:	Dissertation research, completed coursework

For department and major requirements, course numbers are listed when possible, plus the total hours for each course. For minors, only likely hours are shown. A range of hours shown for a course indicates that students will have options regarding what to take or when to take a particular course. University regulations require that all graduate students receiving a tuition and fee waiver in a given academic term register for at least 12 credit hours in that term. LST = a course from a list of elective courses from which students choose. Courses marked by an asterisk are recommended but not required and may be substituted.

In order for the Department to certify students for the Ph.D., they must have completed every course required by the Division. If Divisions change requirements over time (with official approval by the Executive Committee), students may opt to fulfill requirements identified during the year they enrolled in the Graduate College or may adopt the new set of requirements. Students must fulfill all the requirements identified in one year rather than mixing and matching from separate years. Occasionally, a Division Chair may permit a student to substitute one course offering for one that is listed in the Department Handbook. If this occurs, a student must write a letter to the DGS -- with the support of their Advisor and Division Chair -- to request Department approval of this substitution.

## **Biopsychology**

### Core Courses

Psychology 462: Advanced Physiological Psychology  
Psychology 467: Fundamentals of Neuroscience  
Psychology 568: Seminar in Biopsychology  
Psychology 569 (6 semesters): Current Topics in Biopsychology -- Brown Bag  
Neuroanatomy (Consult with Division Chair for options offered outside Department)

### Two Elective Courses from:

Psychology 460: Advanced Learning  
Psychology 463: Human Psychophysiology  
Psychology 465: Sensory Processes  
Psychology 466: Motivation  
Psychology 568: Seminar in Biopsychology (3 hours in addition to the core requirement)

### Students are strongly encouraged to complete the Concentration in Neuroscience offered by the Committee on Neuroscience:

Neuroscience 580: Themes in Neuroscience  
Neuroscience 582: Methods in Neuroscience  
Neuroscience 583: Practicum in Neuroscience Methods  
Plus 5 hours outside the major in two different departments

### Requirements for students whose research involves animals

Graduate College 470: Essentials for Animal Research  
They also must be named as personnel on an approved ACC protocol

## **Clinical Psychology**

### Core Courses

- Psychology 481: Interviewing
- Psychology 571: Psychopathology
- Psychology 572: Introduction to Community and Clinical Psychology
- Psychology 573: Cognitive and Behavioral Assessment
- Psychology 574: Techniques of Psychological Intervention
- Psychology 575: Psychotherapy Theory and Research
- Psychology 579 (6 semesters): Current Topics in Clinical Psychology -- Brown Bag
- Psychology 581: Practicum in Interviewing
- Psychology 582 (2 semesters): Practicum in Psychological Assessment
- Psychology 583 (1 semester): Practicum in Clinical Intervention
- Psychology 584 (4 semesters): Practicum for Clinical Trainees on Assessment, Intervention, and Research
- Psychology 595: Research Methods in Clinical & Community Psychology (2 semesters)

In addition, Clinical students are typically required (for Insurance purposes) to be registered during the Summer semester in order to continue doing clinical work – see the Director of Clinical Training for details.

### Elective Courses

As an APA-approved program, the Clinical Division requires that students satisfy a "breadth requirement" emphasizing the biological, cognitive-affective, and social bases of behavior. One way to meet this requirement is to take a course, which emphasizes each of these areas. The courses below and are a representative listing that have been approved by the Director of Clinical Training and the faculty of the Clinical Psychology Division. Students may also seek approval of the Director of Clinical Training for other courses that meet the spirit of the APA breadth policy. The APA examines this course listing during accreditation site visits every 3 to 5 years. In addition, State Licensing Boards review the transcripts of applicants and occasionally ask for course syllabi to assess the extent to which they adequately cover these areas. Examples of approved courses from these three areas include the following:

#### Biological Bases of Behavior:

- Psychology 462: Advanced Physiological Psychology
- Psychology 463: Advanced Human Psychophysiology
- Psychology 465: Sensory Processes
- Psychology 466: Motivation
- Psychology 467: Fundamentals of Neuroscience
- Psychology 521: Developmental Psychobiology
- Psychology 564: Clinical Psychopharmacology
- Psychology 568: Seminar in Biopsychology

#### Cognitive-Affective Bases of Behavior

Psychology 450: Advanced Perception  
Psychology 452: Human Learning and Memory  
Psychology 454: Psychology of Language (models of cognition must be included)  
Psychology 455: Psychology of Thinking  
Psychology 456: Human Factors  
Psychology 458: Computer Modeling and Artificial Intelligence  
Psychology 460: Advanced Learning  
Psychology 512: Attitudes & Social Cognition (if not used for Social breadth requirement)  
Psychology 522: Cognitive Development  
Psychology 551: Cognition and Instruction  
Psychology 558: Seminar in Cognitive Psychology

#### Social Bases of Behavior

Psychology 411: Stereotyping, Prejudice, and Racism  
Psychology 415: Health and Social Behavior  
Psychology 512: Attitudes & Social Cognition (if not used for Cognitive breadth requirement)  
Psychology 513: Interpersonal Relations and Group Processes  
Psychology 514: Contemporary Trends in Social Psychology  
Psychology 516: Research Methods in Social Psychology  
Psychology 517: Social Psychology of Education  
Psychology 518: Seminar in Social and Personality Psychology  
Psychology 524: Social Development

Students must complete a 1-year approved Clinical Internship. According to the policy of the Clinical Psychology Division, students must have a Committee-approved Dissertation Prospectus, or they are not permitted to apply for internship. The Director of Clinical Training needs to sign off on a student's readiness for internship which includes a statement about the student's Dissertation progress. Students need to know: (a) internships show a strong preference for students who are far along in the Dissertation process and having not proposed by the application date can often be enough to move the student down the list in consideration; and (b) the letter for the Director of Clinical Training will not be as strong as it would be if the student had already proposed by the application point.

### **Cognitive Psychology**

#### Core Courses

Psychology 452: Human Learning and Memory  
Psychology 454: Psychology of Language  
Psychology 455: Psychology of Thinking  
Psychology 559 (8 semesters): Current Topics in Cognitive Psychology -- Brown-Bag or until Ph.D. Dissertation Prospectus is approved

Students are required to enroll for at least 3 hrs of research every semester (this includes apprenticeship, MA thesis research, independent study, and Dissertation research). Students must complete a first-year research project different from but not necessarily unrelated to the MA thesis project.

Two Elective Courses from:

Psychology 450: Advanced Perception

Psychology 456: Human Factors

Psychology 458: Computer Modeling and Artificial Intelligence

Psychology 459: Cognitive Methods

Psychology 460: Advanced Learning

558: Special topic seminar (may be repeated). Recent seminars include:

Cognitive Aspects of Individual Differences, Cognitive Models of Learning, Psychology of Attention, Psychology of Bilingual Language and Memory, and Psychology of Reading.

## **Community and Prevention Research**

Core Courses

Psychology 531: Community Research

Psychology 532: Community Interventions

Psychology 533: Advanced Community and Prevention Research

Psychology 537: Seminar in Action Research

Psychology 538: Psychological Research on Diverse Groups

Psychology 539: (6 semesters): Current Topics in Community and Prevention Research

Psychology 5xx: Prevention Research, Theory, and Practice

Psychology 595 (2 semesters): Research Methods in Clinical and Community Psychology

Regular attendance of the research group of one faculty member

Two Elective Courses:

Psychology 538: Seminar in Community and Prevention Research—(may be repeated). Examples of recent semester topics include: The Psychology of Advocacy and Empowerment, Feminism and Social Change, Program Evaluation, Developmental Perspectives on Community Intervention, and Narrative Research in Community Settings.

## **Social Psychology**

Core Courses

Psychology 512: Attitudes and Social Cognition

Psychology 513: Interpersonal Relations & Group Processes

Psychology 516: Research Methods in Social Psychology

Psychology 519 (4 semesters): Current Topics in Social Psychology -- Brown-Bag Seminar

Two Elective Courses from:

Psychology 411: Stereotyping, Prejudice, and Racism

Psychology 415: Health and Social Behavior

Psychology 417: Psychology & Law

Psychology 515: Theoretical Perspectives on Women & Gender

Psychology 517: Social Psychology of Education

Psychology 518: Seminar in Social & Personality Psychology-- (may be taken twice)

Examples of recent seminar topics include: Research on Psychological Defense, Small Group Performance, Evaluating Experts, Children and the Law, Issues in Eyewitness Testimony, The Regulation of Advertising, Close Relationships

Psychology 570: Personality

## **Grading for Courses**

Grades given for graduate course work are the prerogative of the course instructor and may be changed at the discretion of the instructor for good cause at any time. However, when adjusting the grade of a student, fairness to all students in the course should be considered. It is expected that students be informed at the beginning of the course as to the criteria for grading. It is also expected that grades are not issued in an arbitrary, capricious, or discriminatory manner. Faculty members are encouraged to submit grade rosters on time. In addition to letter grades, grading options include: Deferred (DF), Incomplete (IN), Pass/Fail (P or F), and Satisfactory/Unsatisfactory (S or U). The following regulations apply to these grading options.

### **Letter Grades**

As of the writing of this handbook, the College (and university) uses a 5-point grading system:

- A-- 5 points per credit hour
- B-- 4 points per credit hour
- C-- 3 points per credit hour
- D-- 2 points per credit hour (not accepted as degree credit)
- E-- 1 grade point per credit hour (failure; not accepted as degree credit)

However, a four-point system will soon be adopted:

- A-- 4 points per credit hour
- B-- 3 points per credit hour
- C-- 2 points per credit hour
- D-- 1 points per credit hour (not accepted as degree credit)
- E-- 0 grade point per credit hour (failure; not accepted as degree credit)

Regular letter grades may not be used for Thesis or Project research credit courses. While it is useful to give students periodic feedback on their progress in their research, faculty should use the Satisfactory/Unsatisfactory (S or U) option for this.

Some Divisions require that students achieve a stated minimum GPA. Students should consult the descriptions of the programs of their Major Division and Minor area to determine if any such requirement applies.

### **DF—Deferred**

Deferred grades may be used for Thesis courses, continuing seminars, sequential courses, and certain

courses that require extensive independent work beyond the term. At the end of the continuing course sequence, the deferred grade for all terms must be converted either to a specific letter grade (A-E), to an IN (Incomplete), or to an S or U. No credit is earned until the DF grade is converted to a permanent grade.

### **IN—Incomplete**

An incomplete grade may be given only if, for reasons beyond the student's control, required work has not been completed by the end of the term. An IN must be removed by the end of the next term in which the student is registered (including summer), or within twelve months of the end of the term in which the IN was received, whichever is sooner. Course instructors may require an earlier deadline.

An IN that is not removed by the deadline will remain on the student's record as an IN, with no credit earned (or may be replaced by a grade, at the instructor's discretion, before the Graduate College deadline to change an IN grade). A course in which an IN was received and not removed by the deadline may be repeated for credit only once.

The Office of Admissions and Records will not record a grade of IN unless an IN form accompanies the grade roster that has been signed by the instructor. Copies are provided to the student, the instructor, and the Department. When a DF or IN grade has been assigned and the required work is completed at a later date, the instructor must submit a Supplemental Grade Report in order for the appropriate A-E, S/U) grade to be entered on the student's record. It is the student's responsibility to take the initiative to ensure that the supplemental report is submitted by obtaining the forms and delivering them to the faculty for completion.

### **S/U—Satisfactory/Unsatisfactory**

Used as grades in Thesis research courses, in zero-credit course, and in specifically approved courses. Grades in all practicum courses will be Satisfactory/Unsatisfactory. No grade points are earned and the grade is not computed in the cumulative grade point average or the graduate progress index.

In the case of Thesis research courses, instructors should assign an S or U grade to the course each term. Although they may assign a DF grade each term until after the Thesis defense is successfully completed, the Thesis Committee accepts the format and content of the Thesis, and the Graduate College approves the format of the Thesis, the Graduate College does not recommend this. In the latter case, the Graduate College will notify the registrar to change the DF grades to S. An Unsatisfactory grade can be assigned at any time when the student is not making satisfactory progress in Thesis research. If this should occur the advisor, the major Division Chair, the DGS and COGS, and the Dean of the Graduate College will review the status of the student, and the student may be dismissed from the Graduate College.

### **W—Withdrawn**

Officially, withdrawn from the course without academic penalty; no credit is earned for the course. Assigned if course is dropped after the 10th day of the semester (5th day in summer) and before the last day of instruction for the term. The grade will remain on the transcript but does not affect the grade

point average or graduate progress index.

### **M—Missing Grade**

The grade of M is posted when the grade is not properly submitted by the deadline maintained by the Office of Admissions and Records (OAR)--e.g., opscan bubble is not completely filled, student's name/SS# are added to grade roster by the instructor). In such cases the instructor must submit a Supplemental Grade Report to the Graduate College.

### **Grade Progress Index (GPI)--Degree GPA**

The GPI (degree GPA) is the average of grades earned by graduate students in their current degree program, whether or not the courses are part of degree requirements. Only graduate-level courses in which an A, B, C, D, or E is earned are included in the GPI computation. A graduate-level course is any 400- or 500-level course. General transfer credit taken at the other institutions is not computed in the GPI. However, grades earned through the CIC Traveling Scholars Program are included in the UIC GPI. Grades earned as a nondegree student, or while a student in other UIC colleges or a different graduate program, will be computed if the courses are applied to the current graduate program through an approved transfer of credit petition.

### **Grading Policy and Grievance Procedures**

The Department of Psychology reaffirms the principle that a grade assigned to a student represents the professional judgment of an instructor concerning the level of proficiency achieved by that student in regard to educational goals set by the faculty member. By adopting this statement of policy and procedures, the Department in no way intends to limit the responsible exercise of the professional expertise and judgment of a faculty member. While recognizing as a basic principle the professional responsibility of the instructor in the assignment of grades, the faculty nevertheless recognizes that there could be situations in which a student may have legitimate objections to his or her grade. The faculty seeks to insure that in such an eventuality, the student shall be provided with some recourse. A more likely situation is one in which some misunderstanding occurs between the student and the instructor. The faculty wishes to provide a standardized procedure for resolving any such misunderstandings. In other cases, sometimes instructors have left the campus or are otherwise unavailable at a time in which a deferred or incomplete grade must be changed. The faculty wishes to provide a standardized mechanism for resolving this problem.

Finally, a question sometimes arises concerning whether the grades assigned to students in a particular course should be based upon a standard of proficiency that is uniformly applied to all students in the course. For example, when undergraduate students enroll with graduate students in upper-level courses, are they to be graded on a single scale? The same question has sometimes been asked with reference to students who are admitted to the university or to particular courses on the basis of special admissions criteria. The faculty believes that a uniform policy for the Department is essential in this area. These, then, are the reasons that the Department of Psychology faculty has adopted the present policy and procedures:

1. Consistent with the educational goals of the course, it is recommended that an instructor inform



students as precisely as possible the way in which grades will be assigned. Instructors should prepare and distribute a written syllabus for each course. The syllabus should include course requirements, class assignments, and the basis for assigning grades in the course. The grading scheme should then be adhered to. This information should be made available to students early in the course. Failure of the instructor to announce a formal grading mechanism shall not be deemed sufficient cause for a change of a student's grade.

2. The criteria by which grades are assigned shall be appropriate to the subject matter and level of instruction in the course. In order to appeal a grade on the basis of this provision, the student must provide evidence which convinces the person or persons who hear the appeal that there is a reasonable likelihood that this provision has not been met. In this event, the grades of all students in the class shall be reviewed automatically.
3. A set of uniform grading criteria shall apply to all students in a particular class. An appeal based on this provision of policy must include evidence of discrimination in the application of the criteria. If an instructor wishes to apply different grading criteria to a subset of students in a course (e.g., undergraduates enrolled in a 400-level course), the instructor should actually ask the students to enroll formally for a course with a different number.
4. When an instructor assigns a grade of an Incomplete, it shall be assumed that the student will be held to the same standards of proficiency as other members of the class unless special criteria are specified to the student and are described in writing and deposited in the office of the Associate Chairperson of the Department.
5. If the instructor is not available to review or to remove a Deferred or an Incomplete grade, then the Department Chair will establish an ad hoc mechanism for reviewing or removing the grade.
6. The only individuals who are authorized under this policy to change a student's grade are the faculty member who taught the course and the Chairperson of the Department, but the latter may do so only after consultation with the Executive Committee.
7. Any appeal of a grade by a student must be directed originally to the Associate Chairperson. The appeal must be in writing and it must detail specific charges related to one or more of the provisions of this policy. The appeal must indicate those efforts that the student has undertaken with the instructor to seek relief prior to appeal. After consulting with the student and with the instructors, the Associate Chairperson shall make a ruling. If his or her decision is to change a grade and the instructor disagrees, he or she shall automatically refer the case to the Executive Committee for review. If he or she decides not to change the grade, the student may elect to refer the matter to the Executive Committee for review. In the case of appeals that allege unreasonable or inappropriate grading criteria, the Associate Chairperson shall immediately refer the case to the Executive Committee if he or she decides that there is a probable cause for the appeal.

# **Chapter 11: Financial Issues, Financial Aid, and Assistantships**

## **CHAPTER 11: FINANCIAL ISSUES, FINANCIAL AID, AND ASSISTANTSHIPS**

### **Tuition, Fees, and Other Charges**

All students are assessed tuition and fees. The amount varies with the number of credit hours for which the student registers and according to status as a resident or nonresident of Illinois. These figures are subject to change, but during 2000-2001, the Range I (for students enrolled in 12 or more hours) fall and spring semester Tuition rates were \$1,932 for residents and \$4,848 for nonresidents. There are also semester charges for a General Fee (\$204), a Service Fee (\$241), a Health Service Fee (\$81), and an HMO Fee (\$248). The Service Fee, General Fee, and Health Service Fee are mandatory fees. In addition, the University of Illinois HMO and an accidental death and dismemberment policy for which they pay a fee each term cover all students. Students who present evidence of insurance in force that provides equivalent coverage may apply for an exemption from the HMO fee.

### **Financial Aid**

The UIC offers six basic types of financial aid for graduate students: assistantships, fellowships, tuition and service fee waivers, traineeships, loans, and employment. Applicants for these types of aid must be admitted to a graduate degree program or have a completed application pending. The Office of Student Financial Aid determines eligibility for loans. The Office of Personnel Services determines eligibility for employment. Applications for loans and employment should be sent directly to these offices. In the administration of these programs and in selecting students for participation in them, the UIC adheres to the policy of nondiscrimination printed in the University Regulations. Additional information about University Financial Aid can be found in the Graduate College Catalog. The Office of Student Financial Aid at (312) 996-3126 can also provide you with information on student loans and other types of financial aid.

Chapter 11 presents general information about assistantships. Chapter 12 presents information about Fellowships. Chapter 13 presents specific information about Teaching Assistantships.

### **Pay Schedules for Psychology Graduate Assistants Based on Degree Progress**

Departmental assistantships are divided into four basic categories: Teaching Assistants (TA's), Research Assistants (RA's), Clinical Assistants (CA's), and Administrative Assistants (AA's). Graduate students employed by the University at 25% time or more (but not more than 67% time) during the academic year automatically receive a waiver of tuition and service fee. According to University regulations, this upper limit is 50% for foreign students instead of 67%. In addition, graduate students holding fellowships (e.g., University, Diversity, Abraham Lincoln) may take assistantships for a maximum of 50% time during the academic year. The Department makes every effort to ensure that graduate students in Years 1 to 4 have a Fellowship or at least a 50% assistantship. In addition, there are possibilities for assistantships during the summer months.

These rates are subject to change, but for the 2000-2001 academic year, pay scales for 100% time 9-month assistantship (Teaching, Research, Clinical, and Administrative) appointments were as follows:

\$21,000	Entering students with a BA degree (Note: Rates for first-year students entering with MA degrees are \$17,000 for the first semester and \$17,200 for the second semester following committee approval of the thesis).
\$21,400	2nd-year students (following filing of an Advisor-approved MA Prospectus or MA Progress Report)
\$22,200	Post MA Thesis students, contingent upon committee approval and degree conferred by the Graduate College
\$23,000	Students admitted to doctoral candidacy by the Graduate College (after filing approved Preliminary Examination report)
\$24,200	Post Ph.D. Dissertation Prospectus students (after filing approved Prospectus Approval form)

Student stipends will be reviewed and, if appropriate, modified each semester as long as contingencies are met in time for appointment papers to be processed (July 1 for fall semester and December 1 for spring semester). Department policy is that all students should be paid at or above these rates regardless of the source of funds. If insufficient funds are available for a particular appointment at these rates, the percentage time or period of employment for appointment should be reduced to meet these rates.

### **The Department's Financial Commitment to Graduate Students**

The Department endeavors to provide support for graduate students through teaching/research/clinical/administrative assistantships and traineeships. The availability of such support is subject to several factors, including the budget received by the Department through the University and procurement by the faculty of research and training grants from external agencies. Within budgetary limitations, the Department of Psychology aims to offer 50%-time research or teaching assistantships to all students in good standing during their first four years of graduate study. Additional assistantships are often available during the summer months. Assistants holding appointments for 25% to 67% are exempt from tuition and most service fees.

Each year the Chair and DGS will distribute funds among assistantship categories in a way that best suits the current needs of the Department given the skills of the personnel available. So long as funding is available, the Department is committed to provide at least 4 years of 50% assistantship funding or its financial equivalent to students (in good standing) who entered the graduate program with a BA degree, and at least 3 years of funding to students who entered with an MA degree (Thesis accepted by the Department). Higher percentages are discouraged unless that level of support has been achieved for all students in good standing. Students who receive Fellowships may sometimes receive 25% to 50% assistantships as well.

The Department may provide assistantships to more advanced students depending on the availability of funds. Students who obtain committee approval of the Ph.D. Dissertation Prospectus by the end of the 4th year (3rd year for the MA entrants) have higher priority for an additional year of assistantship support. Approved Leaves of Absence (e.g., for internship) are not counted in determining eligibility for support.

As much as possible, the Department assigns more advanced students to contact TA's or CA's. In any case no more than approximately 50% of the "hard money" assistantship funds will be committed to incoming graduate students each year.

Students who are on departmental warning for failure to complete major program requirements on schedule will have lowest priority for financial support during the probationary term. Also, students who fail to perform assistantship duties adequately will have lower priority.

### **Assistantships**

The colleges, graduate programs, administrative offices, and research centers employ graduate students as teaching, research, clinical, or administrative assistants.

### **Work schedule**

The weekly clock hours of service required of assistants are 18.75 for a half-time appointment, and the proportional fraction of time for other appointments. All assistants are required to report for their jobs on Monday of Orientation Week in the fall. Absences during any term or between the fall and spring terms should be approved in advance by the assistant's supervisor as assistantships run continuously across terms.

### **Stipend**

The stipend for a 50% appointment for the 9-month academic year during 2000-2001 was \$10,500 for 1st-year students. Rates for more advanced students are (a) \$10,700 for 2nd-year (post-apprenticeship paper) students, (b) \$11,100 for post-MA students, (c) \$11,500 for students who have been Admitted to Candidacy, and (d) \$12,100 for post-Ph.D. Dissertation Prospectus students. These figures are subject to change.

### **Waivers**

Tuition and service fee are waived for assistants if the appointment is between 25% and 67% for at least three-quarters of the term (91 calendar days in the fall and spring semester and 41 days during the summer session). Graduate students who hold academic appointments as assistants during the spring semester and for whom tuition and service fees have been provided are entitled to a waiver for the summer term immediately following, provided they are registered for at least three hours during that summer term.

### **Planning for the Assignment of Assistantships**

Each spring the Chair assesses assistantship needs for the next academic year. The Chair will consult with the DGS, Principal Investigators (PI's) on research grants, Directors of offices likely to support

students, and outside agencies that might have assistantships available in order to prepare a plan to support all eligible students who need assistantships. Advisors for incoming students should assist in finding support for them.

Continuing students will be asked to submit a form with their preferences for financial support and type of assistantships. Those with interest in TA's are asked to indicate the courses for which they would most like to serve as a TA. Prior to submitting their requests, students should talk to course instructors, PI's, and directors about the possibilities of the various types of assistantships.

The DGS begins the task of assigning fall TA's in July and spring TA's in November. The Department's goal is to finalize these assignments by August 1 and December 1, respectively, so that faculty and students can prepare effectively for teaching during the upcoming semester. Students who accept TA's will not be permitted to change them after these dates unless a suitable replacement can be found to replace them.

### **Non-Department Assistantships**

From time to time, the Department receives notice of research assistantships outside the Department or outside the university. These opportunities are announced to the graduate students, who may be encouraged to apply for such positions if the assistantships is compatible with their graduate education, since such RA's reduce the burden on the Department support budget and make possible greater support to other students. On the other hand, Department assistantships generally are preferable to non-Department assistantships since they keep students more connected and involved with the Department. Accordingly, students who are considering non-Department assistantships should consult with their Advisor and Division Chair before accepting them. Students who accept an outside assistantship should contact the Department Business Manager about the possibility of the outside agency paying the assistant through the University so that tuition and fees can be waived.

### **Summer Assistantships**

During summer session, funds for TA's are severely reduced, compared with during the academic year. Summer TA's are awarded on a competitive basis among those students requesting such support, taking into account the students' degree progress and previous TA performance, as well as the specific need for assistance dictated by the set of courses offered during the summer term. Students who hold a TA or RA of at least 25% appointment during the spring semester are automatically eligible for a tuition-and-fee waiver during the following summer semester.

Students holding any kind of summer appointment between 25-67% must register for the required number of hours to maintain an assistantship--in the summer that is currently 3 hours (other terms currently require 8 hours).

There are usually more students requesting summer TA's than there are TA's available. Selections are made by DGS in consultation with the Department Chair and are guided by:

1. Proper staffing of courses, which involves consideration of students' areas of study and prior

experience.

2. Priority to students in Years 1-4.
3. Priority to students with above-average TA ratings.

# **Chapter 12: Fellowships, Tuition and Service Fee Waivers, Grants, and Research/Travel Funds**



## **CHAPTER 12: FELLOWSHIPS, TUITION AND SERVICE FEE WAIVERS, GRANTS, AND RESEARCH/TRAVEL FUNDS**

The Department is eager to support the efforts of graduate students to seek Fellowships and to educate them about various forms of grant support to enhance their graduate education. Teaching students the skills associated with seeking financial support for professional activities is an important part of training academic and research psychologists.

Fellowship stipends are awarded in recognition of scholarly achievement and promise. They enable students to pursue graduate studies and research without a service requirement. The stipends of different fellowships vary. Unless explicitly stated otherwise, all fellowships supported by the Graduate College are exempt from tuition and the service fee. Fellows may engage in paid employment only to the extent permitted by the award and approved in writing by the Dean of the Graduate College. This section summarizes Fellowships available to graduate students as well as other forms of financial support for stipends, research, and travel to professional conferences.

### **Graduate College Fellowships**

The University of Illinois at Chicago offers a variety of fellowships for graduate students. Below are some of the most common awards that Psychology graduate students have received. Students should read the [Graduate Catalog](#) and be on the lookout for other Graduate College Fellowships that are available.

#### **University Fellowships**

University Fellowships are awarded to outstanding students on the basis of an all-campus competition.

*Amount.* As of AY 2000-2001, fellowships carry a stipend of \$15,000 per year for both the Pre-Matriculation, Recruitment Round and the Open Competition for all students and recruits. Recipients may accept part-time assistantships or other awards related to their field of study up to a total of 50% time. Work unrelated to the field of study is not allowed.

*Eligibility.* These awards depend primarily on the academic promise and scholarly achievement of the applicant and are not restricted to any particular field of graduate study. Both masters and doctoral level graduate students are eligible to apply. If required by the academic program, standardized test (e.g., GRE) scores should be included. Two competitions for University Fellowships are held each year. The first -- which takes place in early February -- is limited to pre-matriculants (i.e., student who have been offered admission as degree-seeking students but have not yet registered as such at UIC). The second competition -- which takes place in early April -- is open to both continuing students and pre-matriculants. No student may hold a University Fellowship for more than four years.

*Registration requirements.* Fellows must be enrolled for a minimum of 12 hours each semester and 6 hours during the summer.

*University application procedures.* Students apply directly to their Department, which selects final nominees for consideration by the Graduate College Awards Committee, which makes final recommendations to the Dean. Programs are permitted to submit up to 15% of their fall semester head count for each round of competition, and a program may have a total of no more than 15% of its fall head count supported by University Fellowships.

*Department application procedures for the pre-matriculation round.* The Psychology Department urges faculty to review graduate-program applications during the month of January in order to identify the strongest applicants by early February. High priority is given to applicants with high GRE scores (> 650), high Grade Point Average during the last 60 undergraduate semester hours (> 4.8), outstanding letters of recommendation, and a well-written personal statement indicating excellent research experience and accomplishment. The greatest preference is given to outstanding applicants who appear most likely to accept admission. Efforts are made to distribute nominations across Divisions. Faculty may propose nominees who have been admitted by their Division to the DGS who rank orders them and forwards them to the Graduate College.

*Department application procedures for the open competition.* Candidates may be nominated by faculty or self-nominated. Students must submit three letters of recommendation, a current Application for Graduate Appointment, and a personal statement. The Department gives priority to continuing students in years 1 to 3 (who will be in years 2 to 4 during the Fellowship term). High priority is given to applicants with high GRE scores (> 650), high Grade Point Average during the last 60 undergraduate semester hours and graduate school (> 4.8), outstanding letters of recommendation from UIC faculty, and a well-written personal statement indicating excellent research experience and accomplishment during graduate school.

Preference is given to continuing students over pre-matriculants. Among continuing students, preference is given to (a) current Fellowship holders who have shown exceptional achievement (e.g., refereed publications and conference presentations); (b) more advanced students who are making good degree progress according to Department deadlines; (c) students with enthusiastic support from their Advisor and other faculty; and (d) students who have an impressive record of external accomplishments. Efforts are made to distribute nominations across Divisions. The Graduate Coordinator prepares application packets for University Fellowship with the guidance and support of the DGS.

### **Graduate College Diversity Fellowship**

The goal of the Graduate College's Diversity Fellowship Program is to increase racial diversity in the student body by providing start-up matching funds.

*Amount.* As of AY 2000-2001, students receive \$14,000 per year and a tuition and service fee waiver for four years. The Graduate College provides the initial two years of support. The academic program must provide financial support (in the form of an assistantship) for the same number of years and at the same level of support as normally paid in the Department.

*Eligibility.* First-year students from traditionally underrepresented racial and ethnic minority groups (African American, Hispanic, or Native American) who have not yet begun graduate work at UIC are eligible. Applicants must also be citizens or permanent residents of the United States.

*Application procedures.* The Department nominates our most outstanding applicants by forwarding an Application for Graduate Appointment, three letters of recommendation, etc. to the Graduate College. Selection of awardees is based on undergraduate grades, grades in prerequisite courses, standardized test scores, and a careful reading of the letters of recommendation and the nominee's personal statement. Applicants with undergraduate cumulative grade point averages of less than 4.0 on a 5.0 scale (or 3.00 on a 4.00 scale)) will be considered only under extenuating circumstances.

*Registration requirements.* Students must enroll in 12 hours each semester and 6 hours in the summer. The course load requirement may include Thesis research.

### **Abraham Lincoln Graduate Fellowship**

This program is designed to expand the overall breadth of background of the UIC graduate student body by providing support to individuals from racial and ethnic minority groups that have been traditionally underrepresented in graduate education, specifically Native American, African-American, Mexican-American, and Puerto Rican students.

*Amount.* As of AY 2000-2001, students receive \$15,000 per year and a tuition and service fee waiver. The award is for one year but previous fellows may apply for an additional year of support. Award recipients in good standing may be offered support through TA's or RA's provided by their Department for the following year.

*Eligibility.* Applicants must be citizens or permanent residents of the United States from one of the racial and ethnic minority groups traditionally underrepresented in graduate education; have begun graduate work at UIC no earlier than the preceding fall semester, or have submitted an application for admission to the UIC Graduate College; and plan to carry a full academic load (at least 12 hours per semester) during the period of the fellowship. There are no restrictions on the number of nominations a Department may submit.

*Application procedures.* Applicants should submit an Application for Graduate Appointment to the

Graduate Coordinator. The Department must nominate the candidate. Selection of awardees is based on undergraduate grades (the GPA should be greater than 4.0), grades in prerequisite courses, standardized test scores, and a careful reading of the letters or recommendation and the nominee's personal statement. Potential for success in the academic program is strongly considered. There is no test of financial need.

*Registration requirements.* Recipients are required to be enrolled for at least 12 hours each semester and for 6 hours in the summer.

### **Dean's Scholar Award**

The Dean of the Graduate College in recognition of a student's scholarly achievement presents the Dean's Scholar Award. It is intended to provide highly qualified, advanced-level graduate students with an opportunity to devote themselves to a period of intensive research without ongoing teaching obligations.

*Amount.* As of AY 2000-2001, a \$15,000 per year stipend and a tuition and service fee waiver. The award is renewable for up to two years of support. Acceptance of the Dean's Scholarship commits the graduate program to continue support of the student (in the form of an assistantship) until graduation.

*Eligibility.* Doctoral candidates only. Students must have passed their Preliminary Examination and have a plan approved by the Department for their Dissertation Research. Dean's Scholars may not accept a teaching assistantship but may accept a research assistantship for not more than 50% time.

A student must have shown outstanding accomplishments while in graduate school. The Awards Committee will review: (1) the number and quality of the publications and presentations made, (2) graduate GPA, and (3) scholarly awards received and/or other academic honors.

*Application procedures.* Each doctoral program may nominate only one student for the award. The Graduate College Awards Committee reviews the nominations and their recommendations are forwarded to the Dean, who makes the final selections. The application form and requirements are separate from those used for University Fellowships. In the Psychology Department, recommendations are solicited from the graduate faculty, with the final choice based on a vote of the COGS faculty following review of three supporting letters (one of which must be from the student's major advisor) and curriculum vitae for each student.

*Registration requirements.* Recipients are required to be enrolled for at least 12 hours each semester and for 6 hours in the summer.

### **Illinois Consortium for Educational Opportunity Program**

The Illinois Consortium for Educational Opportunity Program (ICEOP) was established by the Illinois General Assembly to provide financial assistance to members of traditionally underrepresented racial minority group to pursue and complete graduate or professional degrees at Illinois institutions of higher education. The overall intent of ICEOP is to increase the number of minority faculty and staff in Illinois

institutions of higher education and higher education governing boards.

*Amount.* As of AY 2000-2001, a \$10,000 stipend for a 12-month appointment and a tuition and service fee waiver. The award is renewable for three additional years for doctoral candidates, contingent on the recipient making satisfactory academic progress toward completion of the degree.

*Eligibility.* Students from traditionally underrepresented racial minority groups (i.e., Native American, African-American, Mexican-American, and Puerto Rican graduate students) are eligible for this award. Award recipients must agree to accept teaching or administrative employment at an Illinois postsecondary institution or with an Illinois higher education governing or coordinating board.

*Application procedures.* ICEOP applications must be submitted to the student's academic program in early February.

*Registration.* At least 12 hours each semester and 6 in the summer.

### **Martin Luther King, Jr. Financial Award**

In addition to the \$5,000 award (which is dispersed by the Office of Student Financial Aid in two equal payments during the fall and spring semesters), the Graduate College provides a tuition and service fee waiver for the year (including the summer term).

*Eligibility.* African-American, Hispanic-American, or Native American graduate students at UIC. Applicants must be American citizens or permanent residents, and plan to be enrolled full-time as graduate students during the entire academic year. Present and past holders of graduate and professional King scholarship holders are not eligible.

*Application Procedures.* Applications are submitted to the Office of the Vice Chancellor for Student Affairs.

*Registration.* Recipients must be enrolled for at least 12 hours each semester and 6 hours in the summer.

### **Minority Academic Partnership Plan**

This program is designed to increase the participation and success of traditionally underrepresented minority students in programs leading to academic careers. Participants are guaranteed fellowship and/or assistantship support.

*Amount.* Varies by award; each award includes a stipend of at least \$8,000 and a tuition and service fee waiver. Awards are in the form of fellowship and/or assistantship appointment.

*Eligibility.* African-American, Hispanic-American, and Native American students who received their bachelor's degree from the University of Illinois. Applicant must have an undergraduate GPA of at least 3.75 (A=5.0) and be admitted to a graduate program leading to the Ph.D., with plans to pursue

university teaching and research.

*Application Procedures.* Submit an Application for Graduate Appointment directly to the Graduate Coordinator.

*Registration.* Varies by type of appointment. For fellowships, at least 12 hours per semester (6 in summer); for assistantships, at least 8 hours per semester (3 in summer).

### **Board of Trustees Tuition and Service Fee Waivers**

The Department receives a limited number of Board of Trustees tuition and service fee waivers (not associated with TA's or RA's) which are made available to graduate students. Students must apply for waivers through the Business Manager and the DGS. A Board of Trustees waiver provides a waiver from tuition and service fee only; the health insurance fee and other fees are the student's responsibility. The Department gives priority in assigning Tuition and Service Fee Waivers to graduate students who have been enrolled for fewer years and to those who are in good academic standing. Typically, these are given to students who cannot accept (or do not want) an assistantship because they have outside employment.

In general, priority goes to less senior students. More advanced students who have completed their course work have the option of petitioning for zero hour registration until they defend their dissertation. It is, in fact, less costly for students who have completed their course work, and whose files have been reviewed for graduation, and who do not need university insurance, library privileges, etc., to register for zero hours, Option B, than to accept a Tuition and Fee Waiver.

**Registration requirements.** At least 12 hours per semester (6 in the summer term). Waiver recipients may accept part-time employment not to exceed 20 hours a week either within or outside the University. If a student drops below 12 hours of registration at any time during the semester (or 6 hours in the summer term) the waiver is rescinded and the student is billed the tuition and service fee.

Students who are granted one of these Tuition and Fee Waivers during one term should not assume they will automatically obtain one in another term. In order to have your name added to the waiting list requesting a Tuition and Fee Waiver, you should email the Departmental Business Manager and the Director of Graduate Studies, Roger Weissberg, well in advance of each semester. Making a note on the Survey of Assistantship Plans does not guarantee anyone a free-standing Tuition and Fee Waiver.

## **External Fellowships and Travel/Research Support**

### **Department Rewards for Student Applications for External Fellowships**

The Department encourages graduate students to apply to external agencies, which provide funds for fellowships or significant research support. Some of the major Research and Fellowship programs include:

- ?? National Science Foundation Graduate Research Fellowships
- ?? National Science Foundation Minority Graduate Research Fellowships
- ?? Ford Foundation Predoctoral and Dissertation Fellowships for Minorities
- ?? American Psychological Association Dissertation Fellowship Program
- ?? American Psychological Foundation/Council of Graduate Departments of Psychology
- ?? National Institute of Mental Health Dissertation Research Award
- ?? Open Society Institute Individual Project Fellowships
- ?? National Center on Child Abuse and Neglect Dissertation Fellowships

Any student who applies for an externally-funded fellowship or a research grant that generates indirect costs for the Department will be awarded \$75 (in research support) at the posting of the application, provide that the proposal is approved by both the student's advisor and the ICR coordinator. Additional related applications will yield awards of \$25 each. Advisors are encouraged to assist in the preparation of proposals.

### **APA Research and Travel Awards**

APA will provide grants for both travel to scientific conventions and for dissertations. Information on applications is available in 1066 BSB. A number of other scientific groups, such as Xi, have similar student support programs. Please apply for outside funds if it is appropriate.

## **Department and University Research and Travel Funds**

### **Department Support for Research**

The Department provides up to \$300 for research expenses associated with Theses or Dissertations. For Dissertations, requests for up to \$500 are considered if the student, with advisor approval, applies for funds from an external agency (e.g., APA Dissertation Fellowship, Sigma XI Grant in Aid). Reimbursement of the ICR fund is expected if sufficient external funds are obtained. See **APPENDIX G1** for a copy of "Graduate Student Requests for Research Funds or Travel Funds for Scientific Conventions (ICR Funds)."

### **Department Support for Travel**

Students should submit a travel request jointly to the Graduate College, the Graduate Student Council, and the Department ICR fund for travel to make a presentation at a scientific meeting (subject to the availability of funds). The applicant must actually make the presentation at a recognized major conference; participation in student conferences will not be supported. ICR travel grants are intended to supplement Graduate College and Graduate Student Council awards and are generally limited to \$100.

### **Graduate College Student Travel Awards**

In general, graduate students should submit a request jointly to the Graduate College and the Department. Graduate College Student Travel Awards are intended to help defray the travel expenses of graduate students who are presenters of research or scholarly work at a meeting of a nationally recognized scientific or scholarly society. The Graduate College will pay a maximum of \$200. All requests for travel funds must be accompanied by a photocopy of the letter of acceptance of the paper,

symposium, etc. A student in a fiscal year may obtain only one Graduate College grant. Forms for requesting these funds are available from the Graduate Coordinator (See **APPENDIX G2** for "Graduate College Student Travel Awards Guidelines"). Awards are made in four cycles. The permanent annual deadlines are September 1, December 1, March 1, and June 1.

### **Graduate Student Council Travel Awards**

The Graduate Student Council (GSC) Travel Fund is available to help support students actively participating in academic or professional meetings. The GSC gives awards of up to \$175, which may be used for reimbursement of transportation, lodging, food (per diem), and registration costs. Students may receive only one GSC Travel Award per fiscal year (July 1 through June 30). See **APPENDIX G3** for a copy of "Graduate Student Council Award Application."

### **Committee on Institutional Cooperation (CIC) Traveling Scholar Program**

The CIC, the Consortium of the Big Ten universities, and the University of Chicago sponsors the Traveling Scholars Program as part of its continuing effort to increase cooperative use of its member institutions' resources. The Program enables doctoral-level students at any CIC university to take advantage of educational opportunities--specialized courses, unique library collections, and unusual laboratories--at any other CIC university without charge in registration or increase in tuition. Any regularly admitted graduate student in good standing in a doctoral program at a CIC University is eligible to apply. Visits are limited to two semesters or three quarters on another campus. See **APPENDIX G4** for information about "CIC Traveling Scholar Procedures."



# **Chapter 13: Teaching Assistantships, Training, and Teaching Opportunities**

## **CHAPTER 13: TEACHING ASSISTANTSHIPS, TRAINING, AND TEACHING OPPORTUNITIES**

### **TA Training**

TAs are assigned to a variety of Psychology courses including large lecture courses, small-group seminars and contact teaching, and laboratory courses. Although students often work as a TA for a core course in their own area, they also often are assigned to courses in a different Division, as long as the assignment is agreeable to both the student and the instructor. As TAs, students may lead their own small discussion section, help the professor prepare exams, proctor and grade exams, give guest lectures, and hold office hours.

All graduate students, in their first four years, must accept the equivalent of at least two 50% Teaching Assistant (TA) assignments. Contact teaching is recommended, but not required. However, the assistantships must involve course-related tasks – i.e., working as a Colloquium TA or Library TA or in some other non-course-related role will not count towards the requirement. So that students will be adequately prepared for their roles as TAs, they are also required to participate in whatever teaching orientation the department offers (currently the PSCH 508 “Colloquium on the Teaching of Psychology” class – see below), ideally during their first semester.

The TA experience can take place during the Summer semester, but summer TA opportunities are often limited so there is no guarantee that an assistantship will be available for all students who want them during any given summer semester.

Some students elect to take the PSCH 587 class, “Practicum in Instruction in Psychology” (see below) during their third or fourth years and then teach their own classes. Taking the practicum and teaching a course will count as a 50% TA assignment.

### **Psychology 508**

All students are required to enroll in whatever teaching orientation the department offers. Currently, this takes the form a 1 hour/credit course on "Colloquium on the Teaching of Psychology" (Psychology 508). During this course, students receive training in the basic skills needed to serve as a Psychology teaching assistant.

### **University-wide Teaching Assistant Orientation**

There is a University-wide Teaching Assistant Orientation Program that takes place in August prior to the fall semester.

### **Teaching Practicum**

The Department offers Psychology 587, a year-long practicum in instruction, that allows post-MA (or for some Divisions, post-Prelim) students to teach their own section of an undergraduate course, with

responsibility for all aspects of the course (textbook selection, requirements, texts, etc.) The first semester focuses on planning and preparation of courses and includes a seminar on instructional techniques. Students teach their courses during the second semester, which also includes a seminar in which issues related to instruction are discussed. This yearlong training culminates in students serving as an instructor for the course of their choice. This is a great opportunity for graduate students to try out the role of instructor, and provides them with invaluable skills that should make them more competitive for academic positions.

Following completion of the Teaching Practicum, students may have the opportunity to serve as an instructor for courses as the need arises in the Department. The Department occasionally hires advanced graduate students to teach undergraduate courses. Students who have completed Psychology 587 and received a "strong recommendation for future teaching" from the instructor of Psychology 587 are given first priority for these positions.

### **TA Responsibilities**

TAs are part of the Department's instructional staff and work under the supervision of faculty members to whom they are assigned. Assistants are expected to be available for performance of their duties from the week prior to the start of classes until final grades have been submitted. Assistants should contact their supervisors prior to the start of classes to discuss their duties. Faculty should also seek out students and clarify their expectations regarding the TA position. This is important especially for students with contact teaching assignments or who are required to attend class lectures, because it is critical to make sure that students don't have scheduling conflicts. Once a student accepts a TA assignment, if there is a scheduling conflict, it is the student's professional obligation to give priority to their teaching assistantship.

TAs are expected to work an average of 3.7 hrs per week per 10% appointment (18.75 hrs/wk for a 50% appointment). It is understood that TA duties fluctuate from week to week, so that assistants will work more and fewer than the average hours from time to time. Supervisors are asked to arrange TA duties so that fluctuation in hrs/wk is minimized insofar as possible. In some courses, the Department assigns a 50% TA and a 10% TA. Obviously, these individuals are expected to carry out different responsibilities. The assignment of the additional 10% TA was made in response to student comments that paper and exam grading in large CDC courses is labor-intensive and repetitive, and that help during peak times is especially needed.

TAs are expected to meet regularly during the term with their supervisors. TA duties may include the following:

- ?? Prepare class materials; Schedule media services
- ?? Operate audio-visual equipment; assist in classroom demonstrations
- ?? Coordinate library services, e.g., putting readings on reserve
- ?? Attend lectures
- ?? Hold office hours (2-3 hrs/wk is typical)
- ?? Schedule and conduct review sessions

- ?? Give 1 or 2 lectures, after instructor-aided preparation
- ?? Return student phone calls
- ?? Prepare exams; Proctor exams (or arrange for a substitute, if needed)
- ?? Grade exams and papers
- ?? Maintain course records; Calculate and record final grades; post grades
- ?? Plan and lead discussion sections
- ?? Assist in other class-related activities as determined by supervisor

Faculty supervisors should determine which duties they want their TA's to perform within the maximum workload associated with a TA assignment. Supervisors and TA's should discuss the required duties prior to the start of the term and, if necessary, make adjustments during the term.

The Department for the academic year or for a lesser term (one semester) appoints teaching assistants. The duties to which TA's are assigned are determined on a term basis by the DGS in consultation with the Chair. TA's should not be assigned to regular classroom teaching assignments by the supervisors unless the Department Chair has approved such an assignment. Exceptions to this are officially scheduled discussion sections and the occasional need for an assistant to cover a class in a professor's absence. If the chairperson approves a regular classroom assignment for an assistant, the DGS will be notified so that a qualified student is given the assignment. Assistants are considered part of the academic staff and therefore share responsibility with the faculty for the operation of the Department. Preferably, experiences as a TA should be both educationally valuable and intellectually stimulating. However, a certain amount of routine work is required to keep the Department functioning smoothly; an effort is made to distribute this sort of work equitably among assistants.

Each term, instructors are asked to evaluate their teaching assistants; the evaluations go to the DGS and are used in making assistantship decisions (**APPENDIX E11**). Instructors should inform their TA's of the ratings they are receiving; in the case of an UNSATISFACTORY rating the TA will be allowed to add his or her own comments to the evaluation form.

### **Foreign Teaching Assistants**

Foreign students on an F-1 visa who have assistantship appointments must adhere to the following registration rules during the academic year:

- 50% appointments - 8 hours minimum registration
- 33% appointments - 10 hours minimum registration
- 25% appointments - 12 hours minimum registration

Illinois State law requires that the University attest to the English proficiency of all classroom instructors, including teaching assistants. The Office of Academic Affairs is responsible for monitoring English proficiency for teaching assistants.

# **Chapter 14: Department and Graduate College Petitions and Department Policies**

## **CHAPTER 14: DEPARTMENT AND GRADUATE COLLEGE PETITIONS AND DEPARTMENT POLICIES**

This chapter provides information about Department and Graduate College petitions related to academic requests as well as more general Department policies and regulations.

### **Department and Graduate College Petitions**

If a student feels that he or she needs to have a specific rule waived, he or she should file a petition with the DGS. There are two types of petitions: those that are processed completely within the Department and those that must be approved by the Graduate College after Department approval. The former requires a Department Form (**APPENDICES E1 TO E12**) while the latter requires a University form (**APPENDICES F1 TO F10**). For example, requests to extend a Department deadline or to change an Advisor or a Division are generally handled entirely within the Department. On the other hand, petitions to register retroactively, to be granted a Leave of Absence, or to register for Zero Hours require both Department and Graduate College approval. In either case, students should see the Graduate Coordinator or DGS for guidance about appropriate forms to file. Note that a petition is appropriate only for waiving a rule for a specific individual and situation and not for changing a rule.

### **Department Petitions and Forms**

The following topics pertain specifically to paperwork and petition requests for issues that may be handled entirely within the Department of Psychology. Copies of each form may be found in Appendices E1 to E11.

- E1: Advisor-approved MA Prospectus or Progress Report Approval Form
- E2: Minor Approval Form
- E3: Committee Members, Prospectus, and IRB Approval Form (for Master's Thesis/Doctoral Dissertation)
- E4: Petition for an Extension for the Master's Thesis
- E5: Petition for an Extension of the Preliminary Examination
- E6: Petition for an Extension of the Dissertation Proposal
- E7: Petition for an Extension for Dissertation Completion
- E8: Graduate Student Summary Data Sheet
- E9: Petition for a Change of Advisor
- E10: Petition for a Change of Division
- E11: Instructor Evaluation of Teaching Assistant

### **Graduate College Petitions and Forms**

The following topics pertain specifically to paperwork and petition requests that must be approved at both the Department and Graduate College levels. Copies of each form may be found in Appendices F1 to F10.

- F1: Committee Recommendation Form (for Master's Thesis/Preliminary Examination/Doctoral

- Dissertation)
- F2: Examination Report to the Graduate College (for Master's Thesis/Preliminary Examination/Doctoral Dissertation)
  - F3: Graduate College Certificate of Approval (Master's Thesis/Doctoral Dissertation)
  - F4: Department Certification of Thesis Format and Presentation
  - F5: Graduation Request Form
  - F6: Graduate Petition for Transfer Credit toward an Advanced Degree
  - F7: Registration Revision Form
  - F8: Request for Change in Thesis Title/Committee Member(s) (for Master's Thesis/Doctoral Dissertation)
  - F9: Graduate Student Petition
  - F10: Graduate Petition for Leave of Absence

Graduate College policies and procedures regarding students were developed by the faculty and staff to maintain academic standards, to ensure equitable assessment and treatment of students, and to monitor and record their progress in an efficient manner. Occasionally students have legitimate reasons for requesting exceptions to policies and procedures, and the petition process allows them to formally state their case.

The Graduate College petition process is not a vehicle for students to fix problems they or the Department have created by not knowing or following policies and procedures. Rather, it should be used by students who, for reasons beyond their control, have not been able to meet requirements, and who have an educationally sound alternative means of meeting the spirit, if not the letter, of the policy or procedure. The intention of the Graduate Faculty when the rule was adopted is the guiding principle in the review of a petition at the Graduate College level.

Graduate College petitions are normally reviewed at three levels. The Advisor, acting as the Graduate College's closest representative to the student, is the first judge of whether or not a request is reasonable and fair given his/her knowledge of the student's situation. The DGS is then asked to evaluate the request within the context of the program and his/her understanding of the philosophy of the Graduate College. The Graduate College, which, of necessity, has a wider scope, then adds its perspective on the issue. When the Graduate College administration feels that the request is a major violation of Graduate College standards, or that is unjustifiably unfair to other students, it reserves the right to deny the request.

The intent of the Graduate College in this three-part process is to reinforce, not weaken, the relationship of the student to the DGS and program, and to underscore the Graduate College's assumption that a DGS provides active oversight and continuous mentoring of students as regards degree progress and program compliance. In this same vein, the Graduate College also understands that DGS support of a petition will be based on procedural and pedagogic concerns carefully considered by the DGS and expressed in forwarding petitions. On the other hand, it expects that the DGS will withhold support when appropriate.

In cases where the Graduate College approves petitions, it does so only with the strong endorsement of

the Advisor and DGS, and where appropriate, the instructor of course. In so doing, it sees the DGS as the advocate of the student in relation to the petition. The DGS can speak to program issues as well as to the specific situation of the student. Consequently, the Graduate College will not discuss the disposition of a petition with the student alone. Discussion should be initiated by the DGS, or an appointment may be set up with the DGS, the student and appropriate Graduate College Dean.

*Graduate college petition deadlines.* Students are expected to take corrective action within 30 days from the time of the occurrence leading to the petition, or from the time when the student should reasonably been able to determine that the occurrence leading to the petition might have affected his/her status. Registration printouts, grade reports, probation and dismissal letters, etc., are some of the opportunities to know about problems. These documents should trigger action on the part of the student within 30 days of their receipt, and students are expected to read them carefully. DGS's, likewise, are expected to advise students of the earnestness of deadline concerns in exercising their petition rights as graduate students.

## **Department Policies and Regulations**

### **Confidentiality of Student Records**

The Department upholds the University policy with respect to maintaining the confidentiality of student records. This policy has been published in the *UIC News* and copies are available from the Campus Office of Academic Affairs. In order to carry out this policy, the Department of Psychology adopts the following practices:

1. The DGS and Graduate Coordinator maintain the files on current and past (graduated and terminated) graduate students.
2. The Graduate Coordinator will follow these rules in releasing student records:
  - ?? Information obtained in confidence (e.g., letters of recommendation) will be filed separately and access to this file will be restricted to Department faculty.
  - ?? Currently enrolled or former students may examine their own files in the presence of the Graduate Coordinator.
  - ?? Faculty members and the Business Manager may sign out files indicating the estimated time of return. Faculty may copy contents of files in order to respond to requests from the University administration for materials.
  - ?? All other requests for files (with the exception of legal subpoenas) will be referred directly to the student whose records are requested. The student must provide written permission for the records to be released.

As custodian of student records, the Department of Psychology assumes an implicit trust. This trust



involves a recognition that student records, both academic and personal, are confidential to the student and the Department and are accumulated by the Department in order to facilitate its operation in the best interests of its students. Accordingly, the Department will use extreme care and concern in recording and disseminating information about students by exercising professional discretion at all times. Student records will be released only to appropriate Department, College, or University authorities within the University, except for items of public information or where the student or former student has given his or her formal written consent to the release of records.

Requests for information on a student's personal records, beliefs, or associations will not be honored when the principle of confidentiality is challenged. The need for educational institutions to make information about students available for research purposes is recognized. In releasing data for research, however, the Department will take great care to protect the identity of individual students. Under no circumstances, will the Department abdicate the responsibility it bears to its students to keep their records confidential. Before submitting information from student records to researchers from outside the Department, the Department will remove any identifying information on students whose records are involved unless the Department has obtained from each student a formal written consent to the release of his or her records with such identifying information attached. The primary concern is that students know what information departmental personnel may release about them. Aside from a minimum number of items that are considered public information (see 3, below), Departmental personnel will not release information without specific written authorization from the student indicating the kind of information to be released, and to whom it may be released.

*Guidelines.* The following are guidelines that relate to the interpretation of the above statements of policy:

1. Besides the student, the only people who will be allowed access to a student record without written permission of the student are the Department faculty and support staff. The student will have access to his or her complete file on request, with the exception of information, which the Department has obtained with the guarantee of confidentiality. This will normally include only letters of recommendation and evaluation.
2. The student's name, dates of attendance, degrees earned, field of study, honors earned, and any information available in a public directory, such as an address and telephone number, are considered public information and will be furnished to anyone who demonstrates a legitimate "need to know" without the written authorization of the student involved. Great care will be taken to identify originators of telephone requests for information about students. Whenever possible, these requests should be made in writing.
3. Except for information considered to be public information from student records, information will not be sent to prospective employers or to educational institutions without the formal written consent of the student involved. Written reports for prospective employers or educational institutions will normally be released only by the DGS and information of a derogatory nature will be handled with extreme care.

4. A government agency may routinely obtain only that information which is classified as public information, regardless of the purpose for which it is requested. Any other information must be obtained by subpoena or written release of the student. In such cases, the DGS will release information to government agencies.
5. Grades are considered confidential and are reported only to the student unless release is otherwise authorized under the terms stated above.
6. Questions requiring judgment about a student's academic achievement will not be answered except by a member of the faculty who has been named by the student as a personal reference. The individual or agency that requests academic information should ask the student to authorize release of his or her academic records.
7. No questions asked about a student by extra-university agencies or persons will be answered if they require personal judgments (such as judgments of a student's character, his or her adjustment to university life, and the like) except by a member of the faculty who has been specifically named by the student as a personal reference.
8. Class schedules will not be released to unauthorized persons within or outside the department. If a student must be located in an emergency, the Graduate Coordinator will take responsibility for contacting the student.
9. The Department's records are subject to subpoena, and the Department will respond to them. Upon issuance of a subpoena, the party at whose instance it is issued notifies the student. All subpoenas of student records served upon the Department will be referred immediately to the University legal counsel who will then instruct the Chair of the Department to respond accordingly. The Chair will attempt to notify the student that a subpoena has been served and that the Department is responding to it.
10. It is the responsibility of the DGS to make decisions about requests for release of student records not specifically covered in these guidelines.

### **Department Policy on Amorous Relationships**

*Statement of Purpose.* The Psychology Faculty is interested in promoting a fair and productive academic environment for both students and faculty.

*Rationale.* To facilitate both fairness and the appearance of fairness, the faculty recognizes the need to be sensitive to the potential conflicts that arise from the asymmetrical nature of power in the student-faculty relationship. Students are dependent on faculty for approval, grades, supervision, and recommendations for jobs or awards. If a student is unfairly disadvantaged, the faculty is not meeting its obligation to that student; if a student is unfairly advantaged, the faculty is not meeting its obligation to other students. Amorous relationships between faculty members and students greatly increase the chances that the faculty member will misuse or appear to misuse his or her power to the disadvantage of the student or other students. Even when decisions are actually based on merit, they may appear unfair

when such relationships exist.

*Policy on amorous relationship.* It is inconsistent with a faculty member's professional obligations to engage in amorous relations with a student who is currently enrolled in the faculty member's class or is subject to supervision or any other decision-making by the faculty member, even when both parties appear to have consented to the relationship.

*Definition.* For the purpose of this policy, faculty member is defined as anyone in the Department of Psychology with instructional or supervisory responsibility over students.

*Related university policy.* Sexual harassment is prohibited under University of Illinois policy and under federal and state discrimination laws and regulations of; the Equal Employment Opportunity Commission. See University of Illinois "Statement on Sexual Harassment."

*Application and dissemination.* This policy shall apply, beginning September 1, 1989, to all faculty, including teaching assistants. This policy and accompanying purpose, definition, and rationale shall be distributed annually to all incoming graduate students and all faculty.

## **Grievance Procedures**

*Informal discussions with advisors and faculty.* The Department believes that the student's Advisor should be the primary source of information and support about all Department and University matters. Students should not hesitate to raise questions and express concerns to their Advisors or to engage their Advisors in dialogue about important issues. In fact, except when issues about specific personnel are involved, students should feel free to talk to any faculty member about issues of concern to them. Most faculty greatly appreciate such discussions. Advisors or other faculty may also take up the issues raised with the appropriate decision makers or governance bodies. Further, graduate students are welcome at faculty meetings.

*Informal discussions with the DSG or the Chair.* Both the Chair and the DGS are always willing to discuss issues of concern with students. Students should discuss concerns and questions about policies or procedures with them. They are the most authoritative sources about most issues. The Chair is also the person to see about specific personnel problems (see below).

*COGS representatives.* The student COGS representatives serve both as sources of information about Department policies and procedures and as representatives to make students' views known to faculty. Students should approach them with any concerns about policies or proposals for changes. The student representatives will raise the issues with the entire COGS that, in turn, can bring the issue to the appropriate governance body.

*Complaints about personnel.* Complaints about mistreatment by specific personnel (e.g., decisions, grades, teaching, discrimination) should be discussed with the Associate Chair or Chair (or a member of the Executive Committee if it concerns the Associate Chair or Chair). However, if the Chair believes it is a serious personnel problem, e.g., an accusation of a serious violation of University rules on the part of a faculty or staff member, the Chair may ask the student to follow more procedures in order to

protect the rights of the parties involved (see grievance procedures below). Formal complaints cannot be made anonymously and in certain circumstances (e.g., accusations of sexual harassment, discrimination against minorities, or scientific fraud), the Chair may be required by university regulations to initiate formal procedures to investigate an individual's complaint even if that is not the wish of the individual and even if the Chair has only heard second hand of the individual's accusations. The intent of this policy is both to insure that all instances of unethical behavior are investigated and to insure that individuals are protected against unsubstantiated rumors and innuendo by providing them with procedures for confronting their accusers. However, University policy is that students should try to resolve disputes with faculty members informally through direct discussions with them before filing a complaint with higher authorities.

*Formal grievance procedures.* If a student believes that he or she has been personally harmed by a decision made in violation of University rules, he or she may file a formal grievance. University procedures are somewhat different for different types of grievances (e.g., grades, discrimination, etc.). Chapter 15 describes some of these procedures, and copies of the grievance procedures are on file in 1070. Formal grievances must be filled out in writing and generally are resolved through a series of hearings at which the grieved party and the party or parties against whom the grievance is directed make presentations. As the procedure is designed both to provide a means for the redress of genuine grievances and to protect the innocent against false charges, the hearings are formal and the parties may request an opportunity to question each other. Therefore, as mentioned earlier, the University urges that a person feeling grieved against first informally raise the issue directly with the decision-maker involved. Only if no satisfactory resolution can be reached in that manner, should a grievance be filed. For most grievances, the Associate Chair would be the first hearing officer. For grievances against the Chair, the Dean would generally be the hearing officer.

# **Chapter 15: University Regulations**

## **CHAPTER 15: UNIVERSITY REGULATIONS**

### **Academic Grievances Procedures**

The Academic Grievance Procedures (July 1, 1989) define an administrative process through which faculty, academic professionals, employees, and students may seek resolution of complaints or grievances arising from a decision made about them by an agent of the UIC in the course of their employment or enrollment at UIC. It defines eligibility to use the procedures and describes the informal and formal procedures and time frames required. This document is available in the Graduate College office, 609 University Hall.

When students think that they have been judged unfairly by a faculty or staff member, they may seek relief through the UIC Academic Grievance Procedures. There are strict deadlines, steps, and guidelines for eligibility that must be followed by both graduate students and the faculty or administrators involved. Department staff should be aware of these procedures in order to answer the question "To whom can I complain about this?" There are four steps in the procedure:

1. Program staff should encourage students to resolve their differences with the individual(s) involved prior to initiating the grievance procedures. This should be undertaken immediately because students have a 45-day deadline to resolve the matter informally before moving to the formal grievance stage.
2. If students are not successful in resolving the matter on their own, they may proceed with a "complaint" at the informal stage made to the primary administrator of the person grieved against. If the complaint is against a faculty member, then the primary administrator is the Department Chair. If it is against the Chair, the Dean of the Graduate College (not of the line college) is the primary administrator.
3. If the students are not satisfied with the outcome at the informal stage, they have 45 days from the time they knew about the problem to take the written complaint (now called a "grievance") to the primary administrator as the first step of a formal grievance. The primary administrator (usually the Department Chair) must conduct an appropriate investigation and may grant or deny the remedy sought, but must do so within 14 days.
4. If students are not satisfied with the outcome at the first stage they may proceed (within 14 days) to the second step of the formal grievance. In most cases this involves the Graduate College with the Dean of the Graduate College as the grievance officer. Investigations made at this level focus on the way the grievance has been handled in the previous levels to see if students have been treated fairly. The Dean may grant or deny the remedy sought or provide other remedies.

Please be aware that only the Chancellor may make an exception to a deadline in these procedures. Students lose their right to continue to the next step of the procedures if they miss a deadline, but they may automatically appeal to the next higher level if the appropriate University officer has not handled their grievance within the administrative deadline.

## **Academic Integrity**

The University is dedicated to learning and research, and hence is committed to truth and accuracy. Integrity and intellectual honesty in scholarship and scientific investigation are, therefore, of paramount importance. These standards require intellectual honesty in conducting research, writing of research results and relations with colleagues. Graduate students may be faced with difficult choices regarding academic integrity in their various roles as student, teacher, and researcher. If this is the case, they should seek the advice and experience of their faculty Advisors and the Graduate College staff.

The University publishes two documents that contain specific definitions of misconduct (such as plagiarism, falsification of data, etc.), procedures used for investigation of charges, and the consequences of that conduct. Students are governed by the Student Disciplinary Procedures (December 1985) and faculty is governed by the Policies and Procedures for Academic Integrity (June 1989).

## **Accommodations for Persons with Disabilities**

UIC is committed to equitable and equivalent treatment of persons with disabilities. Not only are there legal requirements to treat disabled individuals equitably (federal, state, and local statutes), but the campus commitment to inclusiveness requires actions that are consonant with the principles of access and equity.

An important resource for faculty is the Office of Disability Services (ODS). One of the functions of ODS is to assist faculty in addressing needs of disabled students. The available services include verification of disability status and faculty support in designing acceptable plans of accommodation. In some cases, ODS may be able to provide the support needed, e.g., a proctor for extended exam time, or may be able to link the student to available services, such as Recordings for the Blind and Dyslexic.

Regardless of the support provided by the ODS, it remains the faculty member's responsibility to respond in a timely manner to a valid request for accommodation. Students with disabilities also bear some responsibility for arranging appropriate accommodations.

Students are responsible for informing faculty of their need for accommodation. Students should advise faculty of their needs in sufficient time to allow for the development of accommodations, such as alternative modes of testing, modified lab assignments, large print copies of handouts, etc. The ODS urges students with disabilities to notify faculty of any needed accommodation either prior to the beginning of the semester or at the beginning of the semester.

If faculty members routinely add a statement to their syllabus that invites students with special needs to contact them, they may encourage disabled students to come forward at the beginning of the semester and avoid any subsequent difficulties. Faculty should have their syllabus available and text book(s) selected in sufficient time to allow for taped versions of the assigned readings to be obtained before the semester begins.

Questions concerning appropriate accommodations, disability status, or the general campus policy

governing students with disabilities should be directed to the Office of Disability Services, 1190 SSB, M/C 321, 312-413-7781, (TTY only, 312-413-0123).

### **Confidentiality of Records**

As custodian of student records, the University assumes an implicit trust and, accordingly, uses extreme care and concern in recording and disseminating information about students. The University policy is in compliance with the Family Educational Rights and Privacy Act.

The Office of Admissions and Records issues transcripts of official records only at the written request of the student and payment of the transcript fee. The same holds true for academic information needed for financial assistance or honor recognition. Class schedules are not released to unauthorized persons. Information considered public (available in a public directory such as names, dates of attendance, curriculum, and degrees and honors earned) is released but only after great care has been taken to identify the originator of such a request as one who demonstrates a legitimate need to know.

### **Medical Immunization Requirements**

Illinois state law mandates that all student entering a postsecondary institution who are born on or after January 1, 1957, must present documented proof of immunity against measles, mumps, rubella, tetanus, and diphtheria as a prerequisite to registration. The "Medical Immunization Form" required for student completion, is mailed with the student's acceptance letter. Those students who are not properly immunized and have not submitted a written statement of medical or religious exemption must be immunized within the first term of enrollment. Failure to provide the required proof of immunity will prevent the student from enrolling in a subsequent term.

### **Nondiscrimination Policy**

The commitment of the University to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

It is the policy of the University to comply fully with applicable federal and state nondiscrimination and equal opportunity laws, orders and regulations. The University will not discriminate in programs or activities against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University program and activities. Complaints of invidious discrimination prohibited by University policy are to be resolved within existing University procedures.

For additional information or assistance on the equal opportunity, affirmative action policies of the University of Illinois at Chicago, please contact:

Affirmative Action Programs (M/C 602)  
304 Administrative Office Building



1737 West Polk Street  
Chicago, Illinois 60612-7207  
Telephone: (312) 996-8670

### **Participation in Class Exercises that Involve Use of Animals**

The University offers certain courses in which live, euthanized, or preserved vertebrate animals are used as part of course requirements. Such animal courses are identified in the Timetable with the note "animals used in instruction." Students who have ethical concerns about the use of animals in teaching have the responsibility to contact the instructor, prior to enrollment in any course in which animals may be used as part of class instruction, to determine whether class exercises involving animals are optional or required, and what alternatives, if any, are available. If no alternatives are available, the refusal to participate in required activities involving animals may result in a failing grade in the course.

### **Research on Humans or Animals**

The Office of Protection from Research Risks includes the Institutional Review Board (IRB), the Animal Care Committee (ACC), and the Institutional Biohazard Committee (IBC). These three groups are responsible for reviewing and approving all research conducted by UIC faculty, employees, and students that involve human subjects, animal subjects, or biohazardous materials.

Based on federal guidelines, the University requires that both graduate students and faculty obtain formal permission to conduct any research project involving humans or animals before the research is done. In particular:

1. The University will not appoint any Thesis or Dissertation Committee until the student has applied and been granted permission to conduct the research by the Institutional Review Board (IRB) for research with human subjects or the Animal Care Committee (ACC) for research with Animals. Work that is completed without IRB approval cannot be published, even as a Thesis, without approval.
2. The University will not send out any grant application until the faculty member has applied and been granted permission from these committees.
3. At the Department level -- for research on humans -- students and faculty must follow the procedures outlined in the Department memos on Human Subject Compliance (**APPENDIX B**) and Using the Subject Pool (**APPENDIX C**). Both are available in 1066 BSB. Students using human subjects in any research (this includes surveys, interviews, preexisting data and human tissue obtained for nonresearch purposes) must have approval from the IRB or one of its approved committees (e.g., the Department's Human Subjects Compliance Committee) before they begin data collection. For further information, see the Department's Human Subjects Compliance Coordinator or the Subject Pool Coordinator. At the University level, the Request for Ethical Review of an Experimental Project on Human Subjects form can be obtained from the IRB, OVCR, Administrative Office Building, 2nd floor, 996-1975.

4. For research with animals, follow the procedures outlined in the application distributed by the University Animal Care Committee. This is also available in 1066 BSB. Students using animal subjects must take GC 470 (Essentials for Animal Research), a 1-credit hour course that reviews the factors involved with assuring individual compliance with the regulations governing animal research and the responsibilities the researcher assumes when using animals. The Protocol for Animal Use forms can be obtained from the Animal Care Committee, OVCR, 310 AOB, M/C 672, 996-1972. For further information, see Mike Levine (Animal Care Committee Chair).

### **Sexual Harassment Policy**

Sexual harassment is defined by law and includes any unwanted sexual gesture, physical contact, or statement that is offensive, humiliating, or an interference with required tasks or career opportunities at the University. Sexual harassment is prohibited under federal and state discrimination laws and the regulations of the Equal Employment Opportunity Commission. The University will not tolerate sexual harassment of students or employees and will take action to provide remedies when such harassment is discovered. The University environment must be free of sexual harassment in work and study. In order to assure that the University is free of sexual harassment, appropriate sanctions will be imposed on offenders in a case-by-case manner. The University will respond to every complaint of sexual harassment reported. Information about the University's approved procedures for dealing with cases of sexual harassment may be obtained by phoning (without name given if desired), or writing, or by visiting the Affirmative Action Programs Office, 717 Marshfield Avenue, Phone: (312) 996-8670.

### **Student Disciplinary Procedures**

The Student Disciplinary Procedures (Revised October 1993) ensure a student's right to due process when he or she is charged with an infraction of the disciplinary code. It describes just causes for disciplinary action, outlines the procedures for filing a complaint and responding to one, lists the possible sanctions, and describes the appeal process. This document is available in the Office of the Dean of Student Affairs, 3030 Student Services Building. In addition, the Department has a copy on file with the Graduate Coordinator.

# **Chapter 16: Department Awards to Recognize Outstanding Graduate Student Performance**

## **CHAPTER 16: DEPARTMENT AWARDS TO RECOGNIZE OUTSTANDING GRADUATE STUDENT PERFORMANCE**

### **Annual Student Awards Banquet**

Each year (typically in April) the Department has an Awards Banquet to honor the achievements of our graduate students. The Director of Graduate Studies and Graduate Coordinator organize the banquet, which is a celebration for all students, staff, and faculty. At the Banquet, we announce winners of: The Leonard D. Eron Award for Outstanding Scholarly Achievement, the Harry S. Upshaw Award for Excellence in Teaching, and the Michael J. Piorkowski Award which honors a graduate student for achievement in Biopsychology or Cognitive Psychology. The Department also honors all students who have received a Master's or Ph.D. degree as well as those who have authored refereed journal articles and book chapters or presented a paper at a professional meeting.

### **The Leonard D. Eron Award for Outstanding Scholarly Accomplishment**

Established on the occasion of Leonard Eron's retirement, the award is made annually to the graduate student in the Department of Psychology at the University of Illinois at Chicago who best exemplifies the tradition of scholarship and scientific contributions made by Leonard Eron. The award will consist of a written citation and a cash prize of \$500.00 and will be presented at the Annual Department Awards Banquet each spring.

Every graduate student registered during the current academic year in the Department is eligible for consideration for the award in that year, including students who completed all of their requirements for the Ph.D. since the date of the previous year's award. Apart from exceptional circumstances, graduate students will not be eligible if they have received the award before or if more than two years have passed between the date of their prospectus approval and the date of their dissertation approval. The Selection Committee is not required to make an award if it judges that there are no exceptionally qualified nominees. The major criterion for the award is evidence of accomplishment in scholarly research. The primary source of this evidence is papers authored by the nominee (first author) that are judged by the Selection Committee to have the potential for a major impact on the field. In exceptional circumstances the Selection Committee may base an award on as yet unpublished research that has been evaluated positively by an ad hoc panel of scholars from other universities. A single important and influential piece of work will be given more weight in the selection process than a number of publications, each of which are judged to be relatively unlikely to have an impact on their field.

Faculty or members of the graduate student classes may submit nominations for the Leonard D. Eron Award. Previous award winners include:

1990	David B. Henry
1991	Loretta J. Stalans
1992	Not awarded
1993	Not awarded
1994	William G. Shadel
1995	Walter D. Scott
1996	Suzanne L. Davis
1997	Alison Miller
1998	Jason Schklar
1999	Nilly Rafaeli-Mohr
2000	Tamara Haegerich

### **The Harry S. Upshaw Award for Excellence in Teaching**

Established on the occasion of Harry Upshaw's retirement, the award is made annually to the graduate student in the Department of Psychology at the University of Illinois at Chicago who best exemplifies Harry Upshaw's dedication to teaching excellence. The award consists of a written citation and a cash prize of \$500.00 and will be presented at the Annual Department Awards Banquet each spring.

Every graduate student registered during the current academic year in the Department is eligible for consideration for the award in that year including students who completed all of their requirements for the Ph.D. since the date of the previous year's award. In addition, the graduate student must have completed all of the requirements of the Practicum in Teaching and be committed to an academic career. Graduate students will not be eligible if they have received the award before. The Selection Committee is not required to make an award if it judges that there are no exceptionally qualified nominees. The major criterion for the award is evidence of outstanding accomplishment in teaching. The primary sources of this evidence are evaluations by the teaching practicum instructor, course materials and other pertinent evidence.

The Selection Committee will be composed of the Chairperson of the Department, the DGS, and the current instructor of the Psychology 587, and chaired by the DGS. Nominations may be submitted by faculty or by members of the current graduate student classes. Previous award winners include:

1992	David B. Henry
1993	Theresa M. Schultz
1994	Pamela I. Dallob
1995	Paula Smith
1996	Mark R. Pitzer
1997	Nicole Schnopp-Wyatt
1998	Kimberley Duff
1999	Julie Tillema

2000 Courtney Ahrens &  
Bonnie Rosenblatt

### **The Michael J. Piorkowski Award**

In memory of their son, Michael J. Piorkowski, Dr. Geraldine and Frank Piorkowski have endowed an award to the University of Illinois at Chicago, Department of Psychology. The purpose of the award, in the words of his parents, is to honor the memory of our son, Michael J. Piorkowski, and to keep alive his spirit and intellectual curiosity and love of people. His graduate career in Psychology was abruptly ended by a terminal illness. This award will be given annually to a deserving graduate student in the areas of cognitive or biopsychology. The recipient will receive a \$1,000.00 award, and be honored both at the University Honors Day Convocation and at the Psychology Department Student Award Banquet. All interested cognitive and biopsychology graduate students may check with the graduate student coordinator for details on applying for this award. Previous award winners include:

1997 Mark R. Pitzer  
1998 David Cook  
1999 Holly Rice  
2000 David Therriault

# APPENDICES

**APPENDIX A: Faculty, Division Affiliation, and Research Interests**

**APPENDIX B: IRB Procedures**

**APPENDIX C: Subject Pool Regulations**

**APPENDIX D: Requirement Checklists and Sample Course Schedules  
for the Ph.D. in Psychology**

**APPENDIX E: Department Forms**

**APPENDIX F: Department Forms**

**APPENDIX G: Funding Request Forms**

# **APPENDIX A: Faculty, Division Affiliation, and Research Interests**



## **APPENDIX A: FACULTY, DIVISION AFFILIATION, AND RESEARCH INTERESTS**

### **Fabricio E. Balcazar**

Associate Professor, Community and Prevention Research

*fabricio@uic.edu*

(University of Kansas, 1987)

Empowerment of disadvantaged and minority populations; transition of youth with disabilities; community organizing and development; advocacy; capacity building.

### **Gershon Berkson**

Professor, Biopsychology, Clinical

*gberkson@uic.edu*

(George Peabody College, 1959)

Mental retardation; autistic movements; animal behavior.

### **Bette L. Bottoms**

Associate Professor, Social

*bbottoms@uic.edu*

(State University of New York at Buffalo, 1992)

Psychology and law: children's eyewitness testimony, child abuse and neglect, jury decision making, adult memory for traumatic events.

### **Rebecca Campbell**

Assistant Professor, Community & Prevention Research

*rmc@uic.edu*

(Michigan State University, 1996)

Violence against women (sexual assault, domestic violence, prostitution); feminist theory & research methods; integrating qualitative & quantitative methods; psychology and law

### **Daniel P. Cervone**

Associate Professor, Social

*dcervone@uic.edu*

(Stanford University, 1985)

Social-cognitive models of personality; cognitive processes in goal-setting, motivation, and behavior change; perceived self-efficacy; affect and cognition.

### **Andrew R.A. Conway**

Assistant Professor, Cognitive

*aconway@uic.edu*

(University of South Carolina, 1996)

Memory and attention; special emphasis on inhibitory processes.

**R. Chris Fraley**

Assistant Professor, Social

(University of California, Davis, 1999)

Close relationships and attachment; social cognition, affect regulation, and personality organization; measurement and modeling.

**Laurence G. Grimm**

Associate Professor, Clinical

*lgrimm@uic.edu*

(University of Illinois at Urbana-Champaign, 1979)

Affect intensity.

**Robert J. Jagers**

Associate Professor, Community and Prevention Research

*rjjagers@uic.edu*

(Howard University, 1988)

African-American culture; social development with a particular interest in character formation, morality and social responsibility.

**Jon Kassel**

Assistant Professor, Clinical

*jkassel@uic.edu*

(University of Pittsburgh, 1995)

Addictive behaviors; effects of drugs on emotional response; self-regulation perspectives of drug use; cognitive models of depression and anxiety.

**Christopher B. Keys**

Professor, Community and Prevention Research, Clinical

*cbkeys@uic.edu*

(University of Cincinnati, 1973)

Community psychology; organizational change and development; management of human service organizations; advocacy and empowerment; developmental disabilities.

**James R. Larson, Jr.**

Professor, Social

*jl Larson@uic.edu*

(University of Washington, 1977)

Group decision making and problem solving; group performance; leader behavior; work motivation.

**Michael W. Levine**

Professor, Biopsychology

*mikel@uic.edu*

(Rockefeller University, 1972)

Retinal electrophysiology; sensory processes; visual perception.

**Bryant T. Marks**

Assistant Professor, Social

*bryantm@uic.edu*

(University of Michigan, 2000)

Stereotypes and prejudice; Social identity; Culture; Self-esteem

**David J. McKirnan**

Associate Professor, Social, Clinical

*davidmck@uic.edu*

(McGill University, Canada, 1978)

Behavioral medicine; health psychology; AIDS-related behavior; sex roles and sexual orientation; social psychological aspects of alcohol and drug abuse/use; cognitive processes in motivation and behavior change; field research methodology.

**Robin J. Mermelstein**

Associate Professor, Clinical

*robinm@uic.edu*

(University of Oregon, 1984)

Behavioral medicine; smoking cessation; health psychology; cancer prevention; health promotion.

**Robin L. Miller**

Assistant Professor, Community and Prevention Research

*rlmiller@uic.edu*

(New York University, 1994)

HIV-related primary and secondary prevention; program evaluation; health psychology; the role of community-based organizations in HIV prevention, advocacy, and care; sexual orientation among men of color; multiracial identity development.

**Leonard S. Newman**

Associate Professor, Social

*lnewman@uic.edu*

(New York University, 1990)

Social cognition and social-cognitive development; defensive processing; trait inference processes; personality differences associated with birth order.

**Stellan Ohlsson**

Associate Professor, Cognitive  
*stellan@uic.edu*

(University of Stockholm, Sweden, 1980)

Cognitive psychology; special focus on the acquisition of complex knowledge; computer simulation; protocol analysis; educational and technological applications.

**Michael Ragozzino**

Assistant Professor, Biopsychology  
*Mrago@uic.edu*

(University of Virginia, 1994)

Neurobiology of learning and memory; neuropharmacology; neurochemical mechanisms underlying learning and behavioral flexibility.

**Gary E. Raney**

Associate Professor, Cognitive  
*geraney@uic.edu*

(University of Florida, 1990)

Language processing; eye movements and event-related potentials during reading; bilingualism; attention; memory; visual information processing.

**Stephen Reilly**

Associate Professor, Biopsychology  
*sreilly@uic.edu*

(University of York, England, 1985)

Neural mechanisms of learning and motivation; taste-guided behavior; functional organization of mammalian gustatory system.

**Olga Reyes**

Associate Professor, Clinical, Community and Prevention Research  
*olga@uic.edu*

(DePaul University, 1989)

Minority education; community psychology; adolescence; resilience and protective factors in high-risk urban minority children and adolescents; the role of peer and other social support in academic adjustment; prevention of high-risk behaviors.

**Stephanie Riger**

Professor, Community and Prevention Research  
*sriger@uic.edu*

(University of Michigan, 1973)

Women and gender; women and work; community psychology; violence against women.

**Audrey J. Ruderman**

Associate Professor, Clinical

*ruderman@uic.edu*

(Rutgers-The State University, 1981)

Etiology and treatment of eating disorders; obesity; health psychology; behavioral medicine.

**Bonnie Spring**

Professor

*Bspring@uic.edu*

(Harvard University, 1977)

Health psychology; cigarette smoking; eating behavior; clinical interventions; psychopharmacology.

**Linda J. Skitka**

Associate Professor, Social

*lskitka@uic.edu*

(University of California, Berkeley, 1989)

Political psychology; distributive and retributive justice; scarcity; attribution theory; accountability; automation bias; program evaluation.

**Joseph P. Stokes**

Professor, Clinical, Social

*jstokes@uic.edu*

(The University of Illinois at Chicago, 1972)

Preventing transmission of HIV; issues of ethnicity, gender, and sexual orientation in the workplace; development of sexual orientation.

**Edison Trickett**

Professor, Community and Prevention Research

(Ohio State University, 1967)

**Roger P. Weissberg**

Professor, Community and Prevention Research, Clinical

Director, Prevention Research Training Program in Urban Children's Mental Health and AIDS

Prevention

*rpw@uic.edu*

(University of Rochester, 1980)

Prevention of high-risk behaviors; school- and community-based social competence promotion; social policy and children; urban children's mental health; school-family partnerships.

**Jennifer Wiley**

Assistant Professor, Cognitive

(University of Pittsburgh, 1996)

Text comprehension and problem solving; special focus on expertise and educational applications.

**Robert D. Wirtshafter**

Professor, Biopsychology

*davew@uic.edu*

(The University of Illinois at Chicago, 1982)

Brain organization and behavior; physiology of reinforcement; gene expression in the brain; raphe nuclei; basal ganglia

# **APPENDIX B: IRB Procedures**

## **B: Human Subjects Compliance Procedures and Instructions**

### **Department of Psychology**

**A set of procedures and hints  
for preparing IRB submissions through the Department of Psychology**

**A complete version of this page, with links to the referenced documents, is posted at**

**<http://www.uic.edu/~mikel/IRBproc.htm>**

All human subject research must receive approval before work is begun. The procedure for obtaining approval begins when investigators apply to the Department. Each protocol is reviewed by the Department Review and Compliance Committee (**RCC**); following this review, it is returned to the PI for corrections (if necessary). The RCC signs off when the corrections are satisfactory. Then the Chair signs, copies are made, and the protocol is sent to OPRS for IRB review.

#### **What to submit**

What forms you must fill out, and how many copies are needed, depends on (1) the level of review and (2) whether this is a new project or was approved by the IRB before August 27, 1999.

Forms are available for download. *Submissions not using these forms will be returned to investigators unreviewed. Don't forget to allow time for passage through the Department and LAS.*

After you complete investigator training (IRB 101), be sure to let the Department Review and Compliance Committee know that you have completed training. The Department is keeping a "shadow" record of certification.

#### **Level of review:**

**Registration:** This is for research projects that use people who are "not human subjects" according to 45CFR46.102(f). A Registration form is all that is required.

**Submit two (2) copies to the Department Review and Compliance Committee.**

**Exempt:** Exempt studies meet the requirements in 45CFR46.101(b). The Request for Exemption form is used; either a Form D or a copy of the previous letter from OPRS certifying exempt status must be included. The College Priorities Checklist also must be attached as cover sheet.

**Expedited:** Expedited review is accorded studies with no more than minimal risk within the specific categories listed in the OPRR Reports. Use either the Social and Behavioral Sciences Application Form or the Health and Medical Sciences Application Form (Most Psychology projects will use the former, but if there are drugs or medical procedures, the latter must be used). Either the Re-Review: Progress Report **and** a copy of your most recent approval from OPRS (the original approval letter or annual



recertification) or Form D must be attached. The College Priorities Checklist also must be attached as cover sheet.

Full review: All other studies require full review. The same forms are used as for expedited review.

New project: New projects require a Form D to be attached (except *Registration*). Write your answer to the first question only -- please, not in first person! Give the answer to the Department Review and Compliance Committee as a computer file; on a disk or as an e-mail attachment. Please supply the answer (which should be only about two sentences) as a WORD or ASCII text file.

**Submit four (4) copies of the application to the Department Review and Compliance Committee.** (except *Registration*).

### **What happens next:**

The project will be reviewed at a regular meeting of the RCC; meetings are listing on the web page at <http://www.uic.edu/~mikel/IRBproc.htm>. In general, protocols received by 3:00 Tuesday will be reviewed on Thursday. **This is not a promise**; if there are a large number of protocols, some may be deferred for a later meeting.

About a day after review, the PI will generally receive a list of suggested or required changes.

**Submit one (1) copy of the corrected protocol to the Department Review and Compliance Committee.**

Depending on the nature and seriousness of the comments, the protocol may be re-reviewed by one member of the committee or brought to another meeting. If there are further difficulties, it may be returned to the PI for further corrections.

When the protocol is satisfactory, the committee will sign Form D (if it is a new project) and the Chair will sign . Copies can then be made for forwarding to OPRS. (For *Registration*, a copy is sent to OPRS, and one is retained in the Department).

The investigator will also be asked at that time whether or not he or she has yet completed a **mandatory** training session for investigators. Protocols will not be accepted if this training has not been completed; previous approvals will not be considered valid if this obligation is not met. Schedule of training sessions is posted at the OVCR page.

**After you complete investigator training (IRB 101), be sure to see Susan and fill out a slip indicating that you have completed training. The Department is keeping a "shadow" record of certification.**

Student waivers for attending training:

**Waivers** for attendance at training must be submitted to the college liaison (for our department, the LAS liaison). The waiver request must contain: student's name (and faculty investigator -- who should be trained); MOST RECENT IRB protocol number; title of protocol. Include reason why student is unable to attend training. These must be legitimate reasons (distance is the major reason -- so significantly far away -- such as out of state). Include also the student's mailing address. When approved, OPRS will send to the student the training book with a letter. When the student's protocol goes to IRB for review, then the student will need to attach a copy of an email from OPRS the approval of the waiver. It would certainly help to have the faculty advisor sign off on the

request before submitting it.

**Copies** (these are in addition to the one the PI should retain for his or her own files):

Registration: Two (2) copies (one for Psychology, one for OPRS)

Exempt: Five (5) copies (Psychology, LAS, and three for OPRS)

Expedited: Five (5) copies (Psychology, LAS, and three for OPRS)

Full: Twenty-seven (27) copies (Psychology, LAS, and 25 for OPRS) Read the instructions - you only need three (3) copies of the grant application, drug brochure, etc. for OPRS, and none for Department or LAS. However, **be sure to attach copies of your questionnaires, interview scripts, and other instruments** to all 27 copies.

### **What happens next:**

**Registration:** That's it! OPRS just files it. Someday, they may assign numbers...

**Exempt or Expedited:** Two IRB members review the protocol. If everything is OK, you receive a letter of approval and can begin work. If changes are required, you will receive a letter from OPRS. The project cannot be disapproved, but it can be required to undergo the next higher level of review. If it had been submitted as exempt, that means filling out the Application Form.

**Full:** The full IRB considers it at a convened meeting (after they have all read it). If it is approved, you receive a letter saying so, and begin work. But it is a virtual certainty that changes will be required. If the changes are explicit and simple ("check the box on page-"; "add the following sentence to your consent form"), you will be "Approved with modifications". Work cannot begin until OPRS certifies that the modifications are complete and satisfactory (you will receive a letter of approval). In most cases, the protocol is "deferred". That is, you are given a list of modifications; after you resubmit the corrected protocol, it must be brought to another convened meeting of the IRB. Only if they are then satisfied can you receive a letter of approval and begin work.

It is also possible that you will be told the project is disapproved, meaning it cannot be approved in this form. This should be very rare, and you would receive further advice and information at that time.

When you get your response letter from OPRS, follow their instructions and respond to them. Once we forward it out of the Department, it doesn't have to come back through our committee (unless they reject it and you have to start over from scratch).

If you have questions about where a submitted protocol is in the system the staff person at OPRS whose job it is to track protocols (during the 2000-2001 academic year, Cindy Reutzel), at Phone 312-413-8191, Fax 312-413-2929.

### **Some hints:**

- ?? When you resubmit after Department review, submit a **clean copy**. Do not highlight changes made in response to our review. This is presumably the copy that will go to the IRB, and they get confused by handwritten comments or out-of-place highlighting. One proposal was returned unreviewed because the IRB didn't know what all the extra stuff meant.
- ?? Look carefully at the requirements for different levels of review. You can save time if you go for

Expedited instead of Full, and a lot of effort filling out Exempt instead of the regular forms. But if you ask for too low a level, it will be sent back, and you will not only lose time, you may have to fill out a different set of forms.

- ?? Be sure to address all the questions on the IRB forms. It is not acceptable to answer questions by saying "See answer to Question X above." The questions on the forms are redundant, yes, but the University IRBs are demanding answers to each and every question.
- ?? Be careful! Answer what was asked. Check all boxes, and put N/A for not applicable.
- ?? Be careful not to include old information. At least one protocol was returned unreviewed because of a phrase in the consent form hinting at a procedure not mentioned in the text. A silly error can cost you a month or more!
- ?? The "Lay Summary" is really supposed to be in non-technical terms. Protocols are being returned ("deferred") for incomplete or incoherent lay summaries. This is the main part OPRR will read to be sure we are doing things right, so it has to be satisfactory. It also will be a critical part of the annual Re-Reviews.
- ?? Include as much detail about the methods as possible, including attaching surveys or interview protocols, etc. These protocols must be very detailed and clear; they must assume nothing of the reader.
- ?? Be wary of the "other reviews" box. Grant applications, master's or dissertation prospectus count as external reviews. Check "yes" and be sure to attach a copy.
- ?? Be wary of the "IRB Trick Question" (usually on page 14 of 18, #3 under "confidentiality") Will data identifying the subjects be made available...? Unless there are no identifiers (anonymous responses and no documentation of consent) the answer must be YES, because the IRB has the right to inspect your consent forms. Check yes, and say that is why.
- ?? The WORD template suffers all the pitfalls of WORD: silly question numbering, "page 20 of 18 footers", refusal to let you fit in the answer... Do your best. However, do be sure that some form of pagination is somehow used.
- ?? Remember that demographic information, particularly things like family income, arrest record, level of parents' education, drinking, drugs, etc. are *sensitive information*. Be sure to acknowledge these as risks!
- ?? Be sure to list all student assistants as co-investigators. This is especially important for graduate students who may wish to use the fruits of this research for a thesis or dissertation. **Students must be listed on an IRB protocol or their theses and dissertations will not be accepted by the Graduate College.**
- ?? Remember that all investigators must receive training. OPRS will not accept IRB applications without the investigator having been trained. So, all faculty and students need to start attending

sessions immediately. After initial training, yearly refresher training will be required. Note also that in signing the "Investigator's Assurance" (page 4 of the IRB application) you agreed "*I will complete the required educational program on ethical principles and regulatory requirements in a timely manner*" Please see Susan and let her know when you have completed training so the Department can keep a record of who is certified.

- ?? Consent forms are a pitfall. See the UIC instructions, read the hints, and USE THE TEMPLATE available for download. This will be required soon, so you may as well use it now (you'll have to rewrite it when you come up for annual re-review). You are more likely to get it right if you use the template. Note, however, that some items are optional ("if...") and should not be included; irrelevant information confuses the subject.
- ?? The IRB may insist that you have consent forms available in other languages for non-English-speaking subjects, usually Spanish. You do not need translated consents if your subjects are English-speaking only -- either because of genetic differences that exclude even English-speaking ethnics because the diversity would swamp the results, or because the measurement instruments have not yet been validated in other languages, or the population you are sampling is English-speaking (e.g.: subject pool). You must list "English-speaking" in your inclusion or exclusion criteria, and you must have a scientific justification, not convenience. Be sure to justify that the burden is not therefore inequitably borne by one group while the benefits go to all groups. Also be clear that there are no benefits accruing to the subjects that are being denied to potential subjects because of their language.(Equity and justice). You must explicitly state these justifications -- the IRB is not allowed to assume reasons for you.

Note that when Spanish language versions of consent *are* required, you should not translate your consent documents until they have been approved in English. When you supply your translations, OPRS can supply a **back translation** to verify the accuracy of your Spanish consent forms.

?? ***When using the Consent form template:***

- Remove the instructions for use of the template at the upper left; but remember to follow them (add the footer with title, page # of #)
- Leave the "office use" box at the upper right. Remember to put the title of your project where it asks for "title of project" in the header.
- Be careful that the writing level is not too technical.
- On the first page, there is a box with the heading "Why is this research being done?". The instructions for the box ask for a project summary, which is an absurd answer to the question in the heading. The research is not being done because of the risks! Either

change the heading to "Summary", or just state the reason for the research in the box.

- Under "What procedures are involved?", the suggested text includes something like "I will be asked to do the following:" and there is also a suggested "Approximately ## subjects will be involved at UIC". These do not follow directly! The subject is not asked to involve N people. Either put the number involved before the statement about what subjects do, or place it after the list of procedures.
- There are some typos in the template (in particular, a "you" that should be "your", a "who" that should be "whom"). Do not replicate them.
- Be judicious in what you include. Do not talk about tape storage and disposal if you are not making tapes. "New information" being provided is absurd during a 1 hour session. If you are using the subject pool, "What if I am a UIC student?" makes no sense.
- Only include the relevant signature lines. The over-18 consent does not need a parent signature. Subject pool forms do not need a witness.

Some comments received from the IRB about Psychology protocols are posted at <http://www.uic.edu/~mikel/IRBcom.htm>

# **APPENDIX C: Subject Pool Regulations**































































# **APPENDIX D: Requirement Checklists and Sample Course Schedules for the Ph.D. in Psychology**

- D1: Requirement Checklist and Sample Course Schedule for Biopsychology**
- D2: Requirement Checklist and Sample Course Schedule for Clinical Psychology**
- D3: Requirement Checklist and Sample Course Schedule for Cognitive Psychology**
- D4: Requirement Checklist and Sample Course Schedule for Community and Prevention Research**
- D5: Requirement Checklist and Sample Course Schedule for Social Psychology**

# D1: REQUIREMENT CHECKLIST AND SAMPLE COURSE SCHEDULE FOR BIOPSYCHOLOGY

## I. General Departmental Requirements

- Advisor-approved MA Proposal
- Approval of Proposed Minor
- Committee-approved MA Proposal
- Committee-approved MA Thesis
- Graduate College--Approved MA Degree
- Preliminary Examination Proposal
- Committee-approved Preliminary Examination
- Graduate College--Admission to Candidacy
- Committee-approved Ph.D. Proposal
- Committee-approved Ph.D. Dissertation
- Major Division Requirements
- Minor Area Requirements
- Two semesters 50% TA (or equivalent) and TA orientation class
- Minor Area Requirements

## II. Department Course Requirements

- PSY 543 Advanced Statistics II (4 hours)
- PSY 545 Multivariate Statistics (3 hours)
- PSY 505 Advanced History of Psychology (3 hours)
- PSY 591 Research Apprenticeship (2 hours-fall)
- PSY 591 Research Apprenticeship (3 hours-spring)
- PSY 598 Thesis Research (3 hours-fall)
- PSY 598 Thesis Research (3 hours-Spring)
- PSY 599 Dissertation Research (12 hours)
- Students must complete 32 semester hours of course work for the MA
- Students must complete 96 semester hours of course work for the Ph.D.

## III. Minor Requirements (Specify area, course #, and course work)

Area: \_\_\_\_\_

Course #1: \_\_\_\_\_

Course #2: \_\_\_\_\_

Course #3: \_\_\_\_\_

Course #4: \_\_\_\_\_

or  Brown Bag (2 semester): \_\_\_\_\_

## REQUIREMENT CHECKLIST FOR BIOPSYCHOLOGY

### IV. Major Area Course Requirements

- PSY 462 Advanced Physiological Psychology
- PSY 467 Fundamentals of Neuroscience
- PSY 568 Seminar in Biopsychology
- PSY 569 Current Topics in Biopsychology (Brown Bag--6 semesters)
- Neuroanatomy (offered outside Psychology department)

Two elective courses from the following list:

- PSY 460 Advanced Learning
- PSY 463 Human Psychophysiology
- PSY 465 Sensory Processes
- PSY 466 Motivation
- PSY 568 Seminar in Biopsychology (3 hours in addition to above course)

Requirement for students whose research involves animals:

- Graduate College 470: Essential for Animal Research

### V. Neuroscience Option: Two courses plus 5 hours outside the Major

- NEUS 580 Themes in Neuroscience
- NEUS 582 Methods in Modern Neuroscience
- NEUS 583 Practicum in Neuroscience Methods
- Course title \_\_\_\_\_
- Course title \_\_\_\_\_

## SAMPLE 4-YEAR COURSE SCHEDULE FOR BIOPSYCHOLOGY

### Year 1--Fall Semester

Department	543	Advanced Statistics II		4
	591	Research Apprenticeship		2
	541*	Introduction to Computing in Psychology		1
	508*	Colloquium on the Teaching of Psychology		1
Major GC	470	Essentials for Animal Research	1	
	569	Current Topics in Biopsychology (Brown Bag)	1	
	LST <sup>2</sup>	Elective Course or Neuroscience Concentration Course		3
		TOTAL		13

### Year 1--Spring Semester

Department	545	Multivariate Statistics		3
	591	Research Apprenticeship		3
Major	462	Advanced Physiological Psychology		4
	569	Current Topics in Biopsychology (Brown Bag)	1	
	NEUS 580	Themes in Neuroscience		2
		TOTAL		13

### Year 2--Fall Semester

Department	598	Thesis Research		4
Major	568	Seminar in Biopsychology		3
	569	Current Topics in Biopsychology (Brown Bag)	1	
	NEUS 582	Methods in Modern Neuroscience		2
Minor	LST <sup>2</sup>	Minor Course		3
		TOTAL		13

### Year 2--Spring Semester

Department	598	Thesis Research		4
Major	467	Fundamentals of Neuroscience	3	
	569	Current Topics in Biopsychology (Brown Bag)	1	
	NEUS 583	Practicum in Neuroscience Methods		3
Minor	LST <sup>2</sup>	Minor Course		3
		TOTAL		14

**Year 3--Fall Semester**

Department	596	Independent Study (Prelim)		3
	599	Dissertation Research		1
Major	ANAT 403	Human Neuroanatomy	3	
	569	Current Topics in Biopsychology (Brown Bag)	1	
	LST <sup>?</sup>	Elective Course in Biopsychology/ or Neuroscience		3
Minor	LST <sup>?</sup>	Minor Course		3
		TOTAL		14

**Year 3--Spring Semester**

Department	596	Independent Study (Prelim)		3
	599	Dissertation Research		1
Major	568	Seminar in Biopsychology		3
	569	Current Topics in Biopsychology (Brown Bag)	1	
	LST <sup>?</sup>	Elective Course in Biopsychology/ or Neuroscience		3
Minor	LST <sup>?</sup>	Minor Course		3
		TOTAL		14

**Year 4--Fall Semester**

Department	505	Advanced History of Psychology		3
	599	Dissertation Research		4
Major	LST <sup>?</sup>	Elective Course in Biopsychology/ or Neuroscience		3
	569 <sup>?</sup>	Current Topics in Biopsychology (Brown Bag)	1	
Minor	LST <sup>?</sup>	Minor Course		3
		TOTAL		14

**Year 4--Spring Semester**

Department	599	Dissertation Research		5
Major	LST <sup>?</sup>	Elective Course in Biopsychology/ or Neuroscience		3
	569*	Current Topics in Biopsychology (Brown Bag)	1	
Minor	LST <sup>?</sup>	Minor Course		3
		TOTAL		12

---

\* Course is recommended but not required and may be substituted.

? Course is from a list of elective courses from which the student may choose.

## **D2: REQUIREMENT CHECKLIST AND SAMPLE COURSE SCHEDULE FOR CLINICAL PSYCHOLOGY**

I. General Departmental Requirements

- Advisor-approved MA Proposal
- Approval of Proposed Minor
- Committee-approved MA Proposal
- Committee-approved MA Thesis
- Graduate College--Approved MA Degree
- Preliminary Examination Proposal
- Committee-approved Preliminary Examination
- Graduate College--Admission to Candidacy
- Committee-approved Ph.D. Proposal
- Committee-approved Ph.D. Dissertation
- Major Division Requirements
- Minor Area Requirements
- Two semesters 50% TA (or equivalent) and TA orientation class
- Graduate College--Approved Ph.D. Degree

II. Department Course Requirements

- PSY 543 Advanced Statistics II (4 hours)
- PSY 545 Multivariate Statistics (3 hours)
- PSY 505 Advanced History of Psychology (3 hours)
- PSY 591 Research Apprenticeship (2 hours-fall)
- PSY 591 Research Apprenticeship (3 hours-spring)
- PSY 598 Thesis Research (3 hours-fall)
- PSY 598 Thesis Research (3 hours-spring)
- PSY 599 Dissertation Research (12 hours)
- Students must complete 32 semester hours of course work for the MA
- Students must complete 96 semester hours of course work for the Ph.D.

III. Minor Requirements (Specify area, course #, and course work)

Area: \_\_\_\_\_

Course #1: \_\_\_\_\_

Course #2: \_\_\_\_\_

Course #3: \_\_\_\_\_

Course #4: \_\_\_\_\_

or  Brown Bag (2 semester): \_\_\_\_\_

IV.  One-year Internship

## REQUIREMENT CHECKLIST FOR CLINICAL PSYCHOLOGY

### V. Major Area Course Requirements

- PSY 481 Interviewing (1 hr)
- PSY 571 Psychopathology (3 hrs)
- PSY 572 Introduction to Community and Clinical Psychology (3 hrs)
- PSY 573 Cognitive and Behavioral Assessment (3 hrs)
- PSY 574 Techniques of Psychological Interventions (3 hrs)
- PSY 575 Psychotherapy Theory and Research (3 hrs)
- PSY 579 Current Topics in Clinical Psychology (Brown Bag--6 semesters)
- PSY 581 Practicum in Interviewing (1 hour)
- PSY 582 Practicum in Psychological Assessment (2 semesters--2 hrs each)
- PSY 583 Practicum in Clinical Interventions (1 semester--2 hrs)
- PSY 584 Practicum for Clinical Trainees on Assessment, Intervention and Research (4 semesters--2 hrs each)
- PSY 595 Research Methods in Clinical and Community Psychology (2 semesters--4 hrs)

### VI. APA Breadth Requirement

one approved course or training experience in Biological Bases of Behavior:

---

one approved course or training experience in Cognitive-affective Bases of Behavior:

---

one approved course or training experience in Social Bases of Behavior (3 hrs):

---



## SAMPLE 4-YEAR COURSE SCHEDULE FOR CLINICAL PSYCHOLOGY

### Year 1--Fall Semester

Department	543	Advanced Statistics II	4
	591	Research Apprenticeship	2
	541*	Introduction to Computing in Psychology	1
	508*	Colloquium on Teaching in Psychology	1
Major	481	Interviewing	1
	571	Advanced Psychopathology	3
	579	Current Topics in Clinical Psychology (Brown Bag)	1
	595	Research Methods in Clinical and Community	2
TOTAL			15

### Year 1--Spring Semester

Department	545	Multivariate Statistics	3
	591	Research Apprenticeship	3
Major	581	Practicum in Interviewing	2
	572	Introduction to Clinical and Community Psychology	3
	579	Current Topics in Clinical Psychology (Brown Bag)	1
	584	Practicum for Clinical Trainees on Assessment, Intervention, and Research	2
	595	Research Methods in Clinical and Community Intervention, and Research	2
TOTAL			16

### Year 1--Summer Semester

Major	573	Cognitive and Behavioral Assessment	3
-------	-----	-------------------------------------	---

### Year 2--Fall Semester

Department	598	Thesis Research	3
Major	582	Practicum in Psychological Assessment	4
	584	Practicum for Clinical Trainees on Assessment, Intervention, and Research	2
	579	Current Topics in Clinical Psychology (Brown Bag)	1
Minor	LST <sup>2</sup>	Minor Course	3
TOTAL			13

**Year 2--Spring Semester**

Department	598	Thesis Research	3
Major	574	Techniques of Psychological Interventions	3
	579	Current Topics in Clinical Psychology (Brown Bag)	1
	582	Practicum in Psychological Assessment	4
	584	Practicum for Clinical Trainees on Assessment, Intervention, and Research	2
TOTAL			13

**Year 3--Fall Semester**

Department	596	Independent Study (Prelim)	3
Major	575	Psychotherapy Theory and Research	3
	579	Current Topics in Clinical Psychology (Brown Bag)	1
	583	Practicum in Clinical Intervention (Recommended)	4
	584	Practicum for Clinical Trainees...	2
TOTAL			13

**Year 3--Spring Semester**

Department	596	Independent Study (Prelim)	3
Major	579	Current Topics in Clinical Psychology (Brown Bag)	1
	583	Practicum in Clinical Intervention	4
	584	Practicum for Clinical Trainees...	2
Minor	LST <sup>?</sup>	Minor Course	3
TOTAL			13

**Year 4--Fall Semester**

Department	505	Advanced History of Psychology	3
	599	Dissertation Research	6
Minor	LST <sup>?</sup>	Minor Course	3
TOTAL			12

**Year 4--Spring Semester**

Department	599	Dissertation Research	9
Minor	LST <sup>?</sup>	Minor Course	3
TOTAL			12

---

\* Course is recommended but not required and may be substituted.

<sup>?</sup> Course is from a list of elective courses from which the student may choose.

### D3: REQUIREMENT CHECKLIST AND SAMPLE COURSE SCHEDULE FOR COGNITIVE PSYCHOLOGY

I. General Departmental Requirements

- Advisor-approved MA Proposal
- Approval of Proposed Minor
- Committee-approved MA Proposal
- Committee-approved MA Thesis
- Graduate College--Approved MA Degree
- Preliminary Examination Proposal
- Committee-approved Preliminary Examination
- Graduate College--Admission to Candidacy
- Committee-approved Ph.D. Proposal
- Committee-approved Ph.D. Dissertation
- Major Division Requirements
- Minor Area Requirements
- Two semesters 50% TA (or equivalent) and TA orientation class
- Graduate College--Approved Ph.D. Degree

II. Department Course Requirements

- PSY 543 Advanced Statistics II (4 hours)
- PSY 545 Multivariate Statistics (3 hours)
- PSY 505 Advanced History of Psychology (3 hours)
- PSY 591 Research Apprenticeship (2 hours-fall)
- PSY 591 Research Apprenticeship (3 hours-spring)
- PSY 598 Thesis Research (3 hours-fall)
- PSY 598 Thesis Research (3 hours-spring)
- PSY 599 Dissertation Research (12 hours)
- Students must complete 32 semester hours of course work for the MA
- Students must complete 96 semester hours of course work for the Ph.D.

III. Minor Requirements (Specify area, course #, and course work)

Area: \_\_\_\_\_

Course #1: \_\_\_\_\_

Course #2: \_\_\_\_\_

Course #3: \_\_\_\_\_

Course #4: \_\_\_\_\_

or  Brown Bag (2 semester): \_\_\_\_\_

## REQUIREMENT CHECKLIST FOR COGNITIVE PSYCHOLOGY

### IV. Major Area Course Requirements

- PSY 452 Human Learning and Memory (3 hours)
- PSY 454 Psychology of Language (3 hours)
- PSY 455 Psychology of Thinking (3 hours)
- PSY 559 Current Topics in Cognitive Psychology (Brown Bag--8 semesters or until Ph.D. Dissertation Proposal is approved)

Students are required to enroll for a least 3 hrs of research every semester (this includes the Research Apprenticeship, MA Thesis Research, Independent Study, and Ph.D. Dissertation Research). Students must complete a first-year research project different from but not necessarily unrelated to the MA thesis project. Registration in a one-hour seminar will be required to enhance and monitor this requirement.

Plus two additional courses from the following list:

- PSY 450 Advanced Perception (3 hours)
- PSY 456 Human Factors (3 hours)
- PSY 458 Computer Modeling and Artificial Intelligence (3 hours)
- PSY 459 Cognitive Methods (3 hours)
- PSY 460 Advanced Learning (3 hours)
- PSY 558 Seminar in Cognitive Psychology (1 to 4 hours; may be repeated)

## SAMPLE 4-YEAR COURSE SCHEDULE FOR COGNITIVE PSYCHOLOGY

### Year 1--Fall Semester

Department	543	Advanced Statistics II	4
	591	Research Apprenticeship	2
	541*	Introduction to Computing in Psychology	1
	508*	Colloquium on Teaching in Psychology	1
Major	454	Psychology of Language	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
		TOTAL	12

### Year 1--Spring Semester

Department	545	Multivariate Statistics	3
	591	Research Apprenticeship	3
Major	455	Psychology of Thinking	3
	LST <sup>2</sup>	Elective Cognitive Course	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
		TOTAL	13

### Year 2--Fall Semester

Department	598	Thesis Research	5
Major	452	Human Learning and Memory	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
Minor	LST <sup>2</sup>	Minor Course	3
		TOTAL	12

### Year 2--Spring Semester

Department	598	Thesis Research	5
Major	LST <sup>2</sup>	Elective Cognitive Course	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
Minor	LST <sup>2</sup>	Minor Course	3
		TOTAL	12

**Year 3--Fall Semester**

Department			
	596	Independent Study (Prelim)	4
	599	Dissertation Research	1
Major	587	Practicum in Instruction in Psychology	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
Minor	LST <sup>?</sup>	Minor Course	3
		TOTAL	12

**Year 3--Spring Semester**

Department	596	Independent Study (Prelim)	4
	599	Dissertation Research	1
Major	587	Practicum in Instruction in Psychology	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
Minor	LST <sup>?</sup>	Minor Course	3
		TOTAL	12

**Year 4--Fall Semester**

Department	505	Advanced History of Psychology	3
	599	Dissertation Research	4
Major	559	Current Topics in Cognitive Psychology (Brown Bag)	1
	LST <sup>?*</sup>	Elective Cognitive Course	3
Minor	LST <sup>?</sup>	Minor Course	3
		TOTAL	14

**Year 4--Spring Semester**

Department	599	Dissertation Research	5
Major	559	Current Topics in Cognitive Psychology (Brown Bag)	1
	LST <sup>?*</sup>	Elective Cognitive Course	3
Minor	LST <sup>?</sup>	Minor Course	3
		TOTAL	12

---

\* Course is recommended but not required and may be substituted.

? Course is from a list of elective courses from which the student may choose.

## D4: REQUIREMENT CHECKLIST AND SAMPLE COURSE SCHEDULE FOR COMMUNITY AND PREVENTION RESEARCH

### I. General Departmental Requirements

- Advisor-approved MA Proposal
- Approval of Proposed Minor
- Committee-approved MA Proposal
- Committee-approved MA Thesis
- Graduate College--Approved MA Degree
- Preliminary Examination Proposal
- Committee-approved Preliminary Examination
- Graduate College--Admission to Candidacy
- Committee-approved Ph.D. Proposal
- Committee-approved Ph.D. Dissertation
- Major Division Requirements
- Minor Area Requirements
- Two semesters 50% TA (or equivalent) and TA orientation class
- Graduate College--Approved Ph.D. Degree

### II. Department Course Requirements

- PSY 543 Advanced Statistics II (4 hours)
- PSY 545 Multivariate Statistics (3 hours)
- PSY 505 Advanced History of Psychology (3 hours)
- PSY 591 Research Apprenticeship (2 hours-fall)
- PSY 591 Research Apprenticeship (3 hours-spring)
- PSY 598 Thesis Research (3 hours-fall)
- PSY 598 Thesis Research (3 hours-spring)
- PSY 599 Dissertation Research (12 hours)
- Students must complete 32 semester hours of course work for the MA
- Students must complete 96 semester hours of course work for the Ph.D.

### III. Minor Requirements (Specify area, course #, and course work)

Area: \_\_\_\_\_

Course #1: \_\_\_\_\_

Course #2: \_\_\_\_\_

Course #3: \_\_\_\_\_

Course #4: \_\_\_\_\_

or  Brown Bag (2 semester): \_\_\_\_\_

## REQUIREMENT CHECKLIST FOR COMMUNITY AND PREVENTION RESEARCH

### IV. Major Area Course Requirements

- PSY 531 Community Research (3 hours)
- PSY 532 Community Interventions (3 hours)
- PSY 533 Advanced Community and Prevention Research
- PSY 537 Action Research Seminar (3 hours)
- PSY 538 Psychological Research on Diverse Groups
- PSY 539 Current Topics in Community and Prevention Research (Brown Bag--6 semesters)
- PSY 5xx Prevention Research, Theory, and Practice
- PSY 595 Research Methods in Clinical and Community Psychology (2 semesters--2 hours each)

Two elective courses from the following list:

- PSY 538 Seminar in Community and Prevention Research (3 hours):

---

- PSY 538 Seminar in Community and Prevention Research (3 hours):

---



**SAMPLE 4-YEAR COURSE SCHEDULE FOR COMMUNITY AND PREVENTION  
RESEARCH**

**Year 1--Fall Semester**

Department	543	Advanced Statistics II	4
	591	Research Apprenticeship	2
	541*	Introduction to Computing in Psychology	1
	508*	Colloquium on Teaching in Psychology	1
Major	533	Advanced Community and Prevention Research	3
	539	Current Topics in Community and Prevention Research 1	
	595	Research Methods in Clinical & Community Psychology	2
	594	Faculty Research Group	1
		TOTAL	15

**Year 1--Spring Semester**

Department	545	Multivariate Statistics	3
	591	Research Apprenticeship	3
Major	531	Community Research	3
	539	Current Topics in Community and Prevention Research 1	
	595	Research Methods in Clinical & Community Psychology	2
	594	Faculty Research Group	1
		TOTAL	13

**Year 2--Fall Semester**

Department	598	Thesis Research	4
Major	532	Community Interventions	3
	539	Current Topics in Community and Prevention Research 1	
	594	Faculty Research Group	1
	5xx	Prevention Research, Theory, and Practice	3
or	Minor LST <sup>2</sup>	Minor Course	3
		TOTAL	12

**Year 2--Spring Semester**

Department	598	Thesis Research	4
Major	537	Seminar in Action Research	3
	539	Current Topics in Community and Prevention Research 1	
	594	Faculty Research Group	1
	538	Psychological Research on Diverse Groups	3
or	Minor LST <sup>2</sup>	Minor Course	3
		TOTAL	12

Notes on Year 2:

Students will complete their Masters' Theses by the end of Year 2. Students typically complete their Required Foundation courses, the Seminar in Action Research, 1 Required Divisional Advanced course and 1 Minor/Breadth course by the end of Year 2.

**Year 3--Fall Semester**

Department	596	Independent Study (Prelim)	4
	599	Dissertation Research	1
Major	539	Current Topics in Community and Prevention Research	1
	594	Faculty Research Group	1
	LST <sup>?</sup>	Elective Community and Prevention Research Course	3
Minor	LST <sup>?</sup>	Minor Course	3
		TOTAL	13

**Year 3--Spring Semester**

Department	596	Independent Study (Prelim)	4
	599	Dissertation Research	1
Major	539	Current Topics in Community and Prevention Research	1
	594	Faculty Research Group	1
	LST <sup>?</sup>	Elective Community and Prevention Research Course	3
Minor	LST <sup>?</sup>	Minor Course	3
		TOTAL	13

**Year 4--Fall Semester**

Department	505	Advanced History of Psychology	3
	596	Independent Study	3
	599	Dissertation Research	4
Major	594	Faculty Research Group	1
	539*	Current Topics in Community and Prevention Research	1
		TOTAL	12

**Year 4--Spring Semester**

Department	596	Independent Study	3
	599	Dissertation Research	4
Major	594	Faculty Research Group	1
	539*	Current Topics in Community and Prevention Research	1
	LST <sup>?</sup>	Elective Community and Prevention Research Course	3
or	Minor LST <sup>?</sup>	Minor Course	3
		TOTAL	12

\* Course is recommended but not required and may be substituted.

? Course is from a list of elective courses from which the student may choose.

## D5: REQUIREMENT CHECKLIST AND SAMPLE COURSE SCHEDULE FOR SOCIAL PSYCHOLOGY

### I. General Departmental Requirements

- Advisor-approved MA Proposal
- Approval of Proposed Minor
- Committee-approved MA Proposal
- Committee-approved MA Thesis
- Graduate College--Approved MA Degree
- Preliminary Examination Proposal
- Committee-approved Preliminary Examination
- Graduate College--Admission to Candidacy
- Committee-approved Ph.D. Proposal
- Committee-approved Ph.D. Dissertation
- Major Division Requirements
- Minor Area Requirements
- Two semesters 50% TA (or equivalent) and TA orientation class
- Graduate College--Approved Ph.D. Degree

### II. Department Course Requirements

- PSY 543 Advanced Statistics II (4 hours)
- PSY 545 Multivariate Statistics (3 hours)
- PSY 505 Advanced History of Psychology (3 hours)
- PSY 591 Research Apprenticeship (2 hours-fall)
- PSY 591 Research Apprenticeship (3 hours-spring)
- PSY 598 Thesis Research (3 hours-fall)
- PSY 598 Thesis Research (3 hours-spring)
- PSY 599 Dissertation Research (12 hours)
- Students must complete 32 semester hours of course work for the MA
- Students must complete 96 semester hours of course work for the Ph.D.

### III. Minor Requirements (Specify area, course #, and course work)

Area: \_\_\_\_\_

Course #1: \_\_\_\_\_

Course #2: \_\_\_\_\_

Course #3: \_\_\_\_\_

Course #4: \_\_\_\_\_

or  Brown Bag (2 semester): \_\_\_\_\_

## REQUIREMENT CHECKLIST FOR SOCIAL PSYCHOLOGY

### IV. Major Area Course Requirements

- PSY 512 Attitudes and Social Cognition (3 hours)
- PSY 513 Interpersonal Relations and Group Processes (3 hours)
- PSY 516 Research Methods in Social Psychology (3 hours)
- PSY 519 Current Topics in Social Psychology (Brown Bag--4 semesters)

Plus two additional courses from the following list:

- PSY 411 Stereotyping, Prejudice, and Racism (3 hours)
- PSY 415 Health and Social Behavior (3 hours)
- PSY 417 Psychology and Law (3 hours)
- PSY 515 Theoretical Perspectives on Women and Gender (3 hours)
- PSY 518 Seminar in Social and Personality Psychology (may be taken twice-3 hours)
- PSY 570 Personality Psychology (3 hours)

## SAMPLE 4-YEAR COURSE SCHEDULE FOR SOCIAL

### Year 1--Fall Semester

Department	543	Advanced Statistics II	4
	591	Research Apprenticeship	2
	541*	Introduction to Computing in Psychology	1
	508*	Colloquium on Teaching in Psychology	1
Major	512	Attitudes and Social Cognition	3
	519	Current Topics in Social Psychology (Brown Bag)	1
TOTAL			12

### Year 1--Spring Semester

Department	545	Multivariate Statistics	3
	591	Research Apprenticeship	3
Major	516	Research Methods in Social Psychology	3
	519	Current Topics in Social Psychology	1
	LST <sup>?</sup>	Elective Social Course	3
TOTAL			13

Notes on Year 1:

1. Psychology 512, 513 and 516 are offered every other year. Thus, with respect to these three courses, the sequencing for Years 1 and 2 is reversed in alternating academic years.
2. The Social Division Elective Courses are Psychology 411, 415, 417, 515, 518, and 570. Psychology 518 may be repeated.

### Year 2--Fall Semester

Department	598	Thesis Research	5
Major	513	Interpersonal Relations and Group Processes	3
	519	Current Topics in Social Psychology (Brown Bag)	1
Minor	LST <sup>?</sup>	Minor Course	3
TOTAL			12

### Year 2--Spring Semester

Department	598	Thesis Research	5
Major	LST <sup>?</sup>	Elective Social Course	3
	519	Current Topics in Social Psychology (Brown Bag)	1
Minor	LST <sup>?</sup>	Minor Course	3
TOTAL			12

Notes on Year 2:

1. Most or all required Social Division course work should be completed by the end of Year 2.
2. Students are expected to complete their Master's Thesis research by the end of Year 2.
3. Students are encouraged to consider writing their Social Psychology Preliminary Exam during the summer between Years 2 and 3.

**Year 3--Fall Semester**

Department	596	Independent Study (Prelim)	7	
	599	Dissertation Research	1	
Major	519*	Current Topics in Social Psychology (Brown Bag)	1	
Minor	LST <sup>?</sup>	Minor Course	3	
			<b>TOTAL</b>	<b>12</b>

**Year 3--Spring Semester**

Department	599	Dissertation Research	5	
Major	519*	Current Topics in Social Psychology	1	
	LST <sup>?</sup> *	Elective Social Course	3	
Minor	LST <sup>?</sup>	Minor Course	3	
			<b>TOTAL</b>	<b>12</b>

Notes on Year 3:

1. Departmental regulations require that the Preliminary Exam be completed by the end of Year 3. Social Division students are encouraged to complete it either during the summer before Year 3, or in the fall of Year 3.
2. Students are strongly encouraged to propose their Dissertation Research by end of Year 3.

**Year 4--Fall Semester**

Department	505	Advanced History of Psychology	3	
	599	Dissertation Research	6	
Major	519*	Current Topics in Social Psychology (Brown Bag)	1	
Minor	LST <sup>?</sup>	Minor Course	3	
			<b>TOTAL</b>	<b>13</b>

**Year 4--Spring Semester**

Department	599	Dissertation Research	6	
Major	519*	Current Topics in Social Psychology (Brown Bag)	1	
	LST <sup>?</sup> *	Social Division Elective Course	3	
Minor	LST <sup>?</sup>	Minor Course	3	
			<b>TOTAL</b>	<b>13</b>

Notes on Year 4:

1. Students may wish to consider taking the teaching practicum during Year 4.
2. Most or all requirements for the Ph.D. should be completed by the end of Year 4.

\* Course is recommended but not required and may be substituted.

? Course is from a list of elective courses from which the student may choose.

# **APPENDIX E: Department Forms**

- E1: Advisor-Approved MA Thesis Prospectus or MA Thesis Progress Report Approval Form**
- E2: Minor Approval Form**
- E3: Committee Members, Prospectus, And IRB Approval Form**
- E4: Petition for an Extension for the Master's Thesis**
- E5: Petition for an Extension for the Preliminary Examination**
- E6: Petition for an Extension for the Dissertation Proposal**
- E7: Petition for an Extension for Dissertation Completion**
- E8: Graduate Student Summary Data Sheet**
- E9: Petition for Change of Advisor**
- E10: Petition for Change of Division**
- E11: Instructor Evaluation of Teaching Assistant**

**E1: ADVISOR-APPROVED MA THESIS PROSPECTUS OR MA THESIS  
PROGRESS REPORT APPROVAL FORM**

Student ' s Name: \_\_\_\_\_

Major Division: \_\_\_\_\_

Division Chair: \_\_\_\_\_ Advisor: \_\_\_\_\_

Year in Program: \_\_\_\_\_ Today ' s Date: \_\_\_\_\_

Title of MA Prospectus or Progress Report:

\_\_\_\_\_

\_\_\_\_ I approve the attached MA Progress Report

\_\_\_\_ I approve the attached MA Prospectus

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

Notes:

The Advisor's signature indicates his/her perspective that the student has made satisfactory progress in planning the MA Thesis Project during the first year of graduate school, and is likely to complete the MA Thesis by the end of the fourth semester.

This form and an attached MA Progress Report or Prospectus must be submitted to the Graduate Coordinator by the last day of instruction during the student's second semester.



**E2: MINOR APPROVAL FORM**

Students Name: \_\_\_\_\_ Major Division: \_\_\_\_\_

Year in Program: \_\_\_\_\_ Today's Date: \_\_\_\_\_

**Note:** All students must attach a brief written justification for their proposed minor to this form. Minor Division Chairs or Special Topics Chairs must endorse the proposed Minor for their areas.

**MINOR AREA: Please check one**

- Biopsychology
- Clinical
- Cognitive
- Community and Prevention Research
- Social
- Student Designed Curriculum
- Special Topics
- Developmental
- Psychology and Law
- Statistics, Methods, & Measurement

**PROPOSED COURSES TO FULFILL MINOR (Please include Course # and title)**

Course #1: \_\_\_\_\_  
 Dept./# \_\_\_\_\_ Course Title \_\_\_\_\_

Course #2: \_\_\_\_\_  
 Dept./# \_\_\_\_\_ Course Title \_\_\_\_\_

Course #3: \_\_\_\_\_  
 Dept./# \_\_\_\_\_ Course Title \_\_\_\_\_

Course #4:\* \_\_\_\_\_  
 Dept./# \_\_\_\_\_ Course Title \_\_\_\_\_

Note: Current Topics Courses (Brown Bags) must be taken for 2 semester

Special Conditions or Amendments:

Student	Date	Advisor	Date
Major Division Chair	Date	Minor Division Chair	Date
Special Topic Chair	Date	Director of Graduate Studies	Date

After approving the proposed minor, The DGS will forward this form to the Graduate Coordinator who will retain the original for the student's file and return a photocopy to the student.

### E3: COMMITTEE MEMBERS, PROSPECTUS, AND IRB APPROVAL FORM

This document signifies Department approval of the student's (1) Committee Composition, (2) Prospectus, and (3) Human Subjects Approval for the Masters Thesis or Doctoral Dissertation. Once completed, the student submits this form, the Prospectus, and Committee Recommendation Form to the Graduate Coordinator who will then forward a Committee Recommendation Form to the Graduate College. Students are not permitted to collect data until this set of tasks is completed.

Student Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Major Division: \_\_\_\_\_ Division Chair: \_\_\_\_\_

Year in Program: \_\_\_\_\_ Proposal Date: \_\_\_\_\_

Check one:     Masters Thesis Prospectus     Dissertation Prospectus

PROSPECTUS TITLE: \_\_\_\_\_

**PART 1-Committee Composition Approval:** Prior to the Prospectus meeting, the student should type the names of Committee members below, and seek approval from the Director of Graduate Studies for the Committee composition.

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date

**PART 2-Prospectus Approval:** The student brings this form to the Prospectus meeting. Committee members should sign below to signify their approval of the Prospectus. In addition, the Committee Chair responds to the three questions that follow.

TYPED NAMES (prior to meeting)  
(please note affiliation if not UIC-Psychology)

SIGNATURES (to be obtained at the meeting)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. Is this Prospectus being approved Appending revisions? If yes, what are the revisions, when are they expected to be made, and who is responsible for approving them?
  
2. In the Committee's judgment, how much time will be required to collect and analyze the data for this project?
  
3. Will the project require any funding? If yes, identify the needs for funding, the estimated dollar amount, and the anticipated source of funds.

**PART 3-Human/Animal Subjects Approval:** Although IRB approval may be obtained prior to the Prospectus meeting, students must update their IRB protocol if the Committee requires changes in the methods of the research.

\_\_\_\_\_

Department Review Board Chairperson

\_\_\_\_\_

Date

### **E4: PETITION FOR AN EXTENSION FOR THE MASTER'S THESIS**

Please complete this form, append a copy of your most current Thesis draft, and return this petition to the Graduate Coordinator.

Student's Name \_\_\_\_\_ Advisor \_\_\_\_\_

Major Division \_\_\_\_\_ Division Chair \_\_\_\_\_

Year in Program \_\_\_\_\_ Today's date \_\_\_\_\_

1. What is the title of your Master's Thesis?

2. Please list the names of the faculty members who have been appointed to your committee:

\_\_\_\_\_  
\_\_\_\_\_

3. Have you scheduled a defense date for your Master's Thesis?

YES

NO

If YES, please specify the date: \_\_\_\_\_

4. If you have not scheduled a date, what is a realistic date by which you and your advisor believe you will defend your Master's Thesis?

\_\_\_\_\_

5. **PLEASE APPEND THE MOST CURRENT, COMPLETE DRAFT OF YOUR THESIS TO THIS REQUEST.**

6. In the space below or on an attached sheet of paper, please share a statement about your progress on the Master's Thesis, and your precise plan and time line for completing the thesis by the end of the 5th term. In addition, share any other circumstances that should be considered regarding this petition.

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

7. In the space below or on an attached sheet of paper, your Advisor should share his/her comments about your petition for an extension on your Master's Thesis, your likely completion date, and other factors relevant to your progress.

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

8. Committee Members should sign below and circle YES or NO regarding their view of whether they support granting an extension. Circling YES indicates they believe the student is making satisfactory progress on the Thesis and is likely to defend the Thesis successfully before the end of your 5th term.

_____	YES	NO
_____	YES	NO
_____	YES	NO

9. In the space below or on an attached sheet of paper, your Division Chair should share relevant comments about your petition and your overall progress in the graduate program.

Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_

10. Departmental Action by COGS/Director of Graduate Studies:

DGS Signature \_\_\_\_\_ Date \_\_\_\_\_

## **E5: PETITION FOR AN EXTENSION FOR THE PRELIMINARY EXAMINATION**

Please complete this form, append copies of your Preliminary Examination proposal and paper draft (if applicable), and return it to the Graduate Coordinator.

Student's Name \_\_\_\_\_ Advisor \_\_\_\_\_

Major Division \_\_\_\_\_ Division Chair \_\_\_\_\_

Year in Program \_\_\_\_\_ Today's Date \_\_\_\_\_

1. Please describe the format of your Preliminary Examination.

2. Have you submitted a proposal for your Preliminary Exam paper?

YES

NO

NOT APPLICABLE

**IF YES, PLEASE ATTACH A COPY OF IT TO THIS PETITION.**

3. Please list the names of the faculty members who have been appointed to your Preliminary Examination Committee:

\_\_\_\_\_ (Preliminary Examination Committee Chair)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Do you realistically anticipate being able to complete your Preliminary Examination by the end of the current semester?

YES

NO

If NO, what is the realistic date by which you, your Advisor, and your Prelim Committee Chair believe you will complete your Preliminary Examination?

\_\_\_\_\_

5. **PLEASE APPEND THE MOST CURRENT, COMPLETE DRAFT OF YOUR PRELIM PAPER TO THIS PETITION (IF APPLICABLE).**

6. Please share comments about your progress regarding the Preliminary Examination to date, your plan and time line for completing this requirement as soon as possible, and any other circumstances that should be considered regarding this petition.

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

7. In the space below, your Advisor should share comments about your petition, your likely completion date, and other factors relevant to your progress.

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

8. In the space below, your Preliminary Examination Committee Chair should share comments about your petition, your likely completion date, and other factors relevant to your progress.

Committee Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_

9. In the space below, your Division Chair should share comments about your petition and overall progress in the graduate program.

Division Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_

10. Departmental Action by the Director of Graduate Studies:

DSG Signature \_\_\_\_\_ Date \_\_\_\_\_

**E6: PETITION FOR AN EXTENSION FOR THE DISSERTATION PROPOSAL**

Please complete this form, append copies of your current Dissertation proposal, and return it to the Graduate Coordinator.

Student's Name \_\_\_\_\_ Advisor \_\_\_\_\_

Major Division \_\_\_\_\_ Division Chair \_\_\_\_\_

Year in Program \_\_\_\_\_ Today's Date \_\_\_\_\_

1. What is the title of your Dissertation?
2. Committee Members should sign below and circle YES or NO regarding their view of whether they support granting an extension. Circling YES indicates they believe the student is making satisfactory progress on the Dissertation and is likely to propose within the next semester.

_____	YES	NO
Chair		
_____	YES	NO
_____	YES	NO
_____	YES	NO
_____	YES	NO

3. The date on which you met with your Committee to discuss your extension request:

\_\_\_\_\_

4. What is the realistic date by which you, your Advisor, and your Dissertation Committee believe you will complete your Dissertation Prospectus?

\_\_\_\_\_

5. **PLEASE APPEND THE MOST CURRENT, COMPLETE DRAFT OF YOUR DISSERTATION PROPOSAL TO THIS PETITION.**



6. In the space below or on an attached sheet of paper, please share your comments about your progress regarding the Dissertation proposal to date, your plan and time line for completing this requirement as soon as possible, and any other circumstances that should be considered regarding this petition.

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

7. In the space below or on an attached sheet of paper, your Advisor or Committee Chair should share comments about your petition, your likely completion date, and other factors relevant to your progress.

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

8. In the space below or on an attached sheet of paper, your Division Chair should share comments about your petition and overall progress in the graduate program.

Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_

9. Departmental Action by the COGS and Director of Graduate Studies:

DGS Signature \_\_\_\_\_ Date \_\_\_\_\_

## **E7: PETITION FOR AN EXTENSION FOR DISSERTATION COMPLETION**

The Department requires that students defend their Dissertation within 3 years of the Proposal Meeting. If you will not make this deadline, please complete this form, append copies of your Dissertation proposal and current Dissertation draft, and return this information to the Graduate Coordinator.

Student's Name \_\_\_\_\_ Advisor \_\_\_\_\_

Major Division \_\_\_\_\_ Division Chair \_\_\_\_\_

Year in Program \_\_\_\_\_ Today's Date \_\_\_\_\_

1. Title of the Dissertation Proposal: \_\_\_\_\_  
\_\_\_\_\_

2. Date of Original Dissertation Approval: \_\_\_\_\_

3. Have any prior extensions for Dissertation completion been given?

YES

NO

If yes, indicate when: \_\_\_\_\_.

4. Request for extension (one-year maximum) to: \_\_\_\_\_

5. Date on which you met with your Committee to discuss this extension request: \_\_\_\_

6. The realistic date by which you expect to complete your Dissertation: \_\_\_\_\_

7. Committee Members should sign below and circle YES or NO regarding their view of whether they support granting an extension. Circling YES indicates they believe the student is making satisfactory progress on the Dissertation and is likely to defend the Thesis successfully before the end of your 5th term.

_____	YES	NO
Chair		
_____	YES	NO
_____	YES	NO
_____	YES	NO
_____	YES	NO

8. Please note any documents considered by the Committee (attach copies):  
\_\_\_\_\_ Updated literature review  
\_\_\_\_\_ Progress report  
\_\_\_\_\_ Other (describe): \_\_\_\_\_

9. Given the length of time between the Dissertation proposal and completion, what modifications or requirements regarding the research have been required by the committee?

10. In the space below or on an attached sheet of paper, please share your comments about your progress regarding the Dissertation to date, your plan and time line for completing this requirement as soon as possible, and any other circumstances that should be considered regarding this petition.

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

11. In the space below or on an attached sheet of paper, your Advisor or Committee Chair should share comments about your petition, your likely completion date, and other factors relevant to your progress.

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

12. In the space below or on an attached sheet of paper, your Division Chair should share comments about your petition and overall progress in the graduate program.

Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_

13. Departmental Action by the COGS and Director of Graduate Studies:

DGS Signature \_\_\_\_\_ Date \_\_\_\_\_

**E8: GRADUATE STUDENT SUMMARY DATA SHEET**





**E9: PETITION FOR CHANGE OF ADVISOR**

Student \_\_\_\_\_ Major Division \_\_\_\_\_

I request that my major advisor be changed:

From: \_\_\_\_\_

To: \_\_\_\_\_

Endorsed By:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Current Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Proposed Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Major Division Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date

Notes:

Please attach a brief statement indicating the reason for the proposed change.

Once this form has been signed by the DGS, it will be forwarded to the Graduate Coordinator who will place the original in the student's file and provide a copy to the student.

## **E10: PETITION FOR CHANGE OF DIVISION**

Student \_\_\_\_\_

I request that my major Division be changed:

From: \_\_\_\_\_

To: \_\_\_\_\_

Endorsed By:

\_\_\_\_\_  
Student \_\_\_\_\_  
Date

\_\_\_\_\_  
Current Advisor \_\_\_\_\_  
Date

\_\_\_\_\_  
Proposed Advisor (if applicable) \_\_\_\_\_  
Date

\_\_\_\_\_  
Current Major Division Chair \_\_\_\_\_  
Date

\_\_\_\_\_  
Proposed Major Division Chair \_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies \_\_\_\_\_  
Date

**Notes:**

Students should attach a statement indicating the reason for the proposed change, a current curriculum vita, an accurate Student Summary Data Sheet, and an Advising Document summarizing graduate courses and grades.

Once the DGS signs this cover form, it will be forwarded to the Graduate Coordinator who will place the original in the student's file and provide a copy to the student.



**E11: INSTRUCTOR EVALUATION OF TEACHING ASSISTANT**

**TO:**

**FM:** Director of Graduate Studies

**RE: EVALUATION OF TEACHING ASSISTANTS**

Please complete this evaluation form with respect to the TA named below and return the completed form to me by \_\_\_\_\_.

TA: \_\_\_\_\_

COURSE: \_\_\_\_\_ PERCENTAGE APPT. \_\_\_\_\_

TERM: \_\_\_\_\_

Overall Rating (check one):

- Excellent
- Very Good
- Good
- Adequate
- Unsatisfactory

Please provide a brief explanation for your rating:

---

---

---

---

---

---

---

---

---

---

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Note: Information provided on this form will be shared with your TA and your TA's advisor.**

# **APPENDIX F: Graduate College Forms**

- F1: Committee Recommendation Form (for Master's Thesis/Preliminary Examination/Doctoral Dissertation)**
- F2: Examination Report to the Graduate College (for Master's Thesis/Preliminary Examination/Doctoral Dissertation)**
- F3: Graduate College Certificate of Approval (Master's Thesis/Doctoral Dissertation)**
- F4: Department Certification of Thesis Format and Presentation**
- F5: Graduation Request Form**
- F6: Graduate Petition for Transfer Credit toward an Advanced Degree**
- F7: Registration Revision Form**
- F8: Request for Change in Thesis Title/Committee Member(s) (for Master's Thesis/Preliminary Examination/Doctoral Dissertation)**
- F9: Graduate Student Petition**
- F10: Graduate Petition for Leave of Absence**

**F1: Committee Recommendation Form (for Master's Thesis/Preliminary Examination/Doctoral Dissertation)**

**E2: Examination Report to the Graduate College (for Master's Thesis/Preliminary Examination/Doctoral Dissertation)**

**E3: Graduate College Certificate of Approval (Master's Thesis/Doctoral Dissertation)**

**F4: Department Certification of Thesis Format and Presentation**

**E5: Graduation Request Form**

**E6: Graduate Petition for Transfer Credit toward an Advanced Degree**



**E7: Registration Revision Form**

**F8: Request for Change in Thesis Title/Committee Member(s) (for Master's Thesis/Preliminary Examination/Doctoral Dissertation)**

**E9: Graduate Student Petition**

**E10: Graduate Petition for Leave of Absence**

# **APPENDIX G: Funding Request Forms**

- G1: Graduate Student Requests for Research Funds or Travel Funds for Scientific Conventions (ICR Funds)**
- G2: Graduate College Student Travel Awards Guidelines**
- G3: Graduate Student Council Travel Award Application**
- G4: CIC Traveling Scholar Program Procedures**

**G1: Graduate Student Requests for Research Funds or Travel Funds for Scientific Conventions (ICR Funds)**

**G2: Graduate College Student Travel Awards Guidelines**

**G3: Graduate Student Council Travel Award Application**











**G4: CIC Traveling Scholar Program Procedures**