

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

**HANDBOOK FOR GRADUATE
STUDY IN PSYCHOLOGY**

EFFECTIVE FALL 2013

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**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 Programs:

Behavioral Neuroscience
Clinical Psychology
Cognitive Psychology
Community and Prevention Research
Social and Personality Psychology

Graduate students major in one of these five Programs. To attain the Ph.D. in Psychology, students must satisfy requirements of the Department, their major Program, 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 Program. 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 other graduate students, your Advisor and other faculty, the Chair of your major Program, the Department's Graduate Coordinator, the Director of Graduate Studies (DGS), and Graduate College staff as you makes 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 Program Handbook (if available). The Department Handbook strives to be compatible with Program and University regulations and requirements.

The Department Handbook and Department information can also be found on the Department's Web Site at www.psych.uic.edu. 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 UIC email accounts regularly for timely announcements.

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 Program 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. 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 equipment, and faculty and graduate student offices.

Computers

The Department provides graduate students and faculty with access to computers in our Computer Room, BSB 1031. Undergraduates who are conducting research supervised by Department faculty may use the Computer facilities only if they have authorization. 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 computers available for graduate student use, 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 two 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 IT Office or submit a service request service ticket through the department website.

Department Kitchen

BSB 1080. The kitchen has a refrigerator, microwave, coffeemaker and sink available for graduate student use. Please respect your colleagues and keep the kitchen area as clean as possible.

Mail Room

All Psychology faculty, staff, and graduate students have mailboxes in the main Department office, 1009.

Photocopy Machine

The Department photocopy machines have a wide range of capabilities and may be used by graduate students who have a copy account.

Keys

The computer lab (1031), Department Main Office (BSB 1009), Fishbowls, and the Department Kitchen are locked after hours and on weekends. These rooms can be unlocked with the MDE key, which is available from the department (see Maria De La Paz). When switching offices, returning keys, or requesting new keys please contact Maria directly so she can assist you with the key request process.

Building Access

BSB is typically locked on evenings, weekends, and during holiday periods. After-hours building access is available for graduate student via your UIC ID card. To set up your card for swipe access, please bring a copy of your UIC ID to Karla Rivera-Ruiz in room 1066. For afterhours access to labs please see Maria De La Paz in room 1069.

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

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

DEPARTMENT PERSONNEL

The Psychology Department is a community that currently has approximately 110 graduate students, 30 faculty, and 15 staff members. Every three years the Department holds elections in which the faculty votes to select the Director of Graduate Studies and the Director of Undergraduate Studies. Faculty members from each of the five Programs elect a Program 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 Head

The principal executive officer of the department is the Head. He or 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 Head shall be appointed without specified term by the Board of Trustees by the vice president/chancellor and the president after consultation with the dean of the college and all members of the department faculty. The Head may be relieved of title and duties as the Head of the department by the vice president/chancellor on the recommendation of the dean of the college. The performance of the Head shall be evaluated at least once every five years. As one component of this evaluation, views shall be solicited from the entire department faculty (see University Statutes Section 3A)

Associate Head

The Associate Head is appointed by the Department Head and serves a three-year term coincident with the program chair positions. The Associate Head serves as the Department Grievance Officer, Space Coordinator, and performs other duties as assigned by the Department Head.

Advisory Committee

The Chairs of the five Programs of the Department of Psychology, along with the Directors of Graduate and Undergraduate Studies and the Chair of the Diversity Advancement Committee, constitute the Advisory Committee of the Department. The functions of the advisory committee shall be to provide for the orderly voicing of suggestions for the good of the department, to recommend procedures and committees that will encourage faculty participation in formulating policy, and to perform such other tasks as may be assigned to it by the Head. The Head shall call regular meetings of the advisory committee. The Head shall distribute a schedule of advisory committee meetings by the second week of a new academic year, with at least one advisory committee meeting per month. Scheduled meetings may be cancelled if there is an absence of proposed agenda items on the part of either the Head or advisory committee members. The department Head shall act as chair of all meetings of the advisory committee. In the event that the Head shall not be present, the Associate Head shall chair the meeting.

Faculty and Programs

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 Programs: Behavioral Neuroscience, Clinical Psychology, Cognitive Psychology, Community and Prevention Research, and Social and Personality Psychology. Each year faculty members are asked to indicate the Program in which they wish to participate. The basic requirements for membership in a Program 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 Program membership in two Programs. Faculty members may also request affiliation with one or more Programs. Such affiliations are subject to the approval by members of that Program.

Each Program 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 Program elect the Chair of that Program from candidates nominated by the Program. **APPENDIX A** provides a list of faculty as of Fall 2012 their Program 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:

Chief Financial Officer-Suzy Martin
IT Director-Jhin Choh
Administrative Aide to the Chair-Karla Rivera
Graduate Studies Coordinator
Undergraduate Advisor-Stuart Robinson
Undergraduate Advisor-Catlin Wojtkowski
Human Resource Specialist-Diana Martinez
Department Secretary-Rita Gray-Marsh
Senior Accountant-Iris Lee
Purchase Coordinator-Elbert Gordon
OAPS Clinic Administrative Operations-Vanessa Wright
Administrative Operations – Maria De La Paz

PERSONNEL AND COMMITTEE SERVING GRADUATE STUDENTS

Director of Graduate Studies (DGS)

The DGS is appointed by the Department Head and serves a three-year term coincident with the program chair positions. The role of the DGS studies is to oversee all aspects of graduate work in the department, and to manage the relationship between the department and the Graduate College. The duties of the DGS include coordinating issues related to student grievances,

academic probation, graduate petitions, leaves of absence, university withdrawal, tracking student progress through the Ph.D. program, chairing the Committee on Graduate Studies, and other assignments at the discretion of the Head. The DGS must be a member of the Graduate College Faculty.

In order to facilitate the orderly progression of students through the graduate program, the DGS and Graduate Coordinator -- working with the Department Head 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 and the Office of Admissions and Records. 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 Head and Program 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 Program 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 Program 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:

- 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 Program 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 Program

- 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)

COGS consists of five members, three faculty and two graduate students. The faculty members of COGS are appointed by the Department Head and serve three-year terms coincident with the program chair positions. The student members are nominated and elected by the graduate students and serve two-year terms, with one member rotating off COGS each year, and another elected. The committee works with the Director of Graduate Studies 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 participates in decision making concerning students' status in the program and student petitions.

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.

The Diversity Advancement Committee (DAC)

The Diversity Advancement Committee (DAC) consists of three faculty members. The faculty members of DAC are appointed by the Department Head and serve three-years terms coincident with the program chair positions. The central mission of the DAC is to support an environment in the Department that enhances diversity of ethnicity, culture, gender, sexual orientation, social and economic status and physical ability. To achieve this mission DAC focuses on the following:

- a. Encouraging recruitment and retention of diverse graduate students
- b. Encouraging recruitment and retention of diverse faculty
- c. Developing a listing of opportunities for diversity experiences both on campus and outside the university
- d. Inviting speakers to the Department of Psychology to address diversity issues
- e. Actively engaging in discussions regarding diversity issues
- f. Pursuing outside funding sources to support diversity-related student activities

- g. Promoting diversity in psychological research and inclusion of diversity issues in the Psychology curriculum

Office of Applied Psychological Services

The Office of Applied Psychological Services (OAPS) is a psychological and behavioral health clinic in the Psychology Department. OAPS offers psychotherapy and psychological testing using approaches that are based on scientific theory and supported by scientific evidence, with an emphasis on cognitive behavioral therapy (CBT) techniques. OAPS serves the UIC community, including faculty, staff, and students, as well as those living or working in the greater Chicago area. The Director and Co-Directors of OAPS are responsible for all aspects of its operation. Non-tenure track Associate Directors report to the Director. The Director reports to the Department Head. The Director will consult frequently with an Advisory Committee consisting of the Head of the Department, and the Chairperson of the Clinical Program.

DEPARTMENT HUMAN SUBJECTS REVIEW COMMITTEE

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 subject research.

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 the Protection of Research Subjects (OPRS), 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.

OPRS 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). For protocol forms at: <http://www.research.uic.edu/protocolreview/acc/index.shtml>.

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 OPRS web page at:

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

After Departmental approval, protocols go to the OPRS 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 OPRS 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 Advisors. 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

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.

INFORMATIVE UNIVERSITY AND DEPARTMENT SOURCES OF INFORMATION

Graduate College Web Page

The UIC Graduate College World Wide Web Home Page address is: <http://grad.uic.edu/cms/>

This page contains the most up-to-date information available, and it is updated more frequently than the print publications. Included on the website 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 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. The entire catalog is available online at <http://www.uic.edu/gcat/PUC.shtml>

Graduate College Thesis Manual

When submitting the MA and Ph.D. Thesis, it is imperative to follow the guidelines contained in the Thesis Manual. For formatting requirements, see

https://grad.uic.edu/pdfs/ThesisManual_rev_07April2009.pdf

For a condensed version of the formatting guidelines and a helpful graduation checklist, visit the following website.

<https://portal.psych.uic.edu/Graduate/Graduate%20Student%20Forms/Forms/AllItems.aspx>

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 Schedule of Classes

The UIC Schedule of Classes is published online each term. The Schedule lists all classes, including times, locations, call numbers, and instructors that Departments submitted to the Office of Registration and Records. The Timetable includes instructions about how to register online. Students should receive an email 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 schedule will be available. The class schedule is usually available at the following web address, beginning about three months before the start of the term:

https://ossswebcs.admin.uillinois.edu/PORTAL_UIC/classsch.html

The Graduate Student's Guide to UIC.

A comprehensive web page with urls and phone numbers for support services for the UIC student. Examples are Housing, Parking and Counseling Services.

<http://www.uic.edu/gcat/GG.shtml>

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

CHAPTER 3: OVERVIEW OF PH.D. REQUIREMENTS FROM ADMISSIONS THROUGH COMMENCEMENT

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 Program and selected as an advisee by a faculty member who is a member or affiliate of that Program. The Department Head and DGS--acting as representatives of the Department's Advisory 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 behavioral 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) GPA for the last 60 semester hours of undergraduate work. The GRE general exam is required, and admitted students typically score above 600 on each. This chapter provides an overview of Psychology Department Ph.D. requirements for graduate students across all Programs, 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 Program requirements. **APPENDICES D1 TO D5** present checklists which students may use to monitor completion of Department and Program 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 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 December 15th. Admissions decisions are typically announced mid March through April, and admitted candidates must inform the Department in writing of their intention to matriculate by April 15th.

Non-degree applicants

Non-degree applicants are rarely accepted. Non-degree applicants must submit all credentials and meet the same admission requirements as degree applicants. The Department only accepts non-degree applicants who have exceptional credentials and who desire to take a few specific courses for professional purposes. Non-degree applicants may not take practicum or individual study courses. Non-degree 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 Program requirements will be made by the DGS based on the recommendation of the Chair of the student's major program, 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 Program, and one additional Program 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 (December 15th - 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 December 15th admissions deadline.
3. Applications will be reviewed first by the Program faculty members, which will transmit its recommendations to the faculty COGS. 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 Program
 - the Chair of the applicant's proposed Program (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 Program, 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 Program.

GUIDELINES FOR ADVISORS

April, 2007

The Academic Advisor has the primary responsibility for guiding the student through the graduate program and ushering the student into a career in psychology. As such, the Advisor provides opportunities for the student to conduct research, prepares the student for a successful career in the field, structures the student's progress through the graduate program, and provides ongoing feedback about the student's quality of work. Collaboration, mutual respect, adherence to ethical principles, and sensitivity to diverse viewpoints and cultural backgrounds mark the advisor/advisee relationship.

Expectations for Advising Students

- When the student applicant is interviewed, the potential advisors are explicit about their research interests, future research plans, and preferences about work style.

- Advisors meet regularly with their advisees and take into consideration the developmental phase of the student in establishing expectations for collaboration.
- Advisors are explicit about expectations for required projects and timelines for progress toward timely completion of the thesis.
- Advisors assist students in selecting courses and defining a minor area of specialization.
- Advisors discuss with students their policies on joint authorships.

Ongoing Feedback

- Advisors provide informal feedback frequently, not just at the end of each year.
 - Corrective feedback is specific and is accompanied by helpful recommendations for improvement.
- Advisors meet face-to-face with students at the end of each academic year to discuss the year-end evaluation letter that will be sent to COGS.
 - Specific progress, both satisfactory and unsatisfactory, in multiple areas is reviewed.
 - Mutually agreed-upon goals and expectations for the upcoming semester and year are discussed.
- Barring unexpected circumstances, which should be discussed with the student, Advisors should return drafts or portions thereof in a negotiated timely manner. Note: For many faculty members, the academic year is from August to May.
- Emails are answered in a timely manner.

Professional development

- Advisors encourage and provide guidance in submitting manuscripts for publication, conference presentations, grant and award applications, and means for financial support.
- Advisors help the student transition to a career in psychology by fostering contact with colleagues outside of the Department and University, encouraging broad exposure to the work of other faculty, providing feedback on the job talk, discussing the application process, and apprising the student of career options outside of academia.

Other

- When planning a sabbatical, advisors arrange for supervision during their absence.

When terminating employment at the University, advisors assist the student in transitioning to a new advisor.

GUIDELINES FOR STUDENTS

GUIDELINES FOR STUDENTS REGARDING MENTORSHIP

April 2007

The student's primary academic advisor is an important figure in progressing through the graduate program. As such, the advisor provides opportunities for the student to conduct research, prepares the student for a successful career in the field, structures the student's progress through the graduate program, and provides ongoing feedback about the student's quality of work. Mentoring is a collaborative process; there are guidelines for good advising (see Guidelines for Advisors), and guidelines for students regarding the best way to respond to and work with your advisor. The Department is committed to providing you resources and encourages broad exposure to Department and campus researchers.

At the beginning of graduate school

- Ask your advisor to be explicit about her/his research interests, future research plans, and preferences about work style.
- Discuss mutual expectations with your advisor regarding timelines, milestones and goals.
- Make specific rather than general requests of your advisor (e.g., if you are someone who works better with frequent meetings and concrete deadlines, ask for them!)

Be proactive

- Initiate contact with your advisor; don't wait for him/her to come to you.
- Inform your advisor of when he/she will receive a work product for review and comment.
- Be mindful of summer breaks and 9-month appointments of professors; plan ahead to complete milestones within the academic school year.
- Rely on the Graduate Handbook for answers to questions, policies, and procedures, and ask your advisor for clarification when necessary.

Conduct yourself professionally and ethically

- Office and hallway conversations reflect on you and can be heard by others.
- Learn and follow ethical codes for research and teaching.
- Discuss with your advisor how you would like to receive feedback and respond to feedback in a professional manner.

Take your career seriously

- Start thinking of yourself as a future colleague, by attending departmental symposia, joining professional associations, and by attending conferences to network and present your own research.
- This is your career and you bear ultimate responsibility for it.

Be responsible

- Show up for scheduled meetings on time with an agenda of what you want to accomplish.
- Inform your advisor (ahead of time) if you cannot make a meeting.
- Respond to emails promptly.
- Be upfront about difficulties that could influence your work.
- Discuss with your advisor all time commitments, including work responsibilities (TA/RA/outside work), academic work, other research, practica, vacations, conferences, as well as life decisions that will influence your progress in the program.
- Return books and loaned materials in a timely fashion.

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 Program 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 Program 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 Ph.D. 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 PROGRAMS

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

Change of Program

Changing major Programs 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 Program Chair, the proposed Program Chair, and the DGS. Following these discussions, the student must complete a **Petition for Change of Program** 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

The student should submit these materials to the Graduate Coordinator who will make a copy for the Chair of the proposed Program. The Program faculty will meet to determine whether to admit the student to their Program. Following these deliberations, the Program 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 Program 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 register online through the UI-Integrate Self Service system. Prior to logging on to the system 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 defines 9 hours or more as a full-time load even if holding an assistantship. Students usually enroll for 9-15 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 8 hours of credit each semester, excluding summer. While summer enrollment is optional (except 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 Schedule of Classes \(https://ossswebcs.admin.uillinois.edu/PORTAL_UIC/classsch.html\)](https://ossswebcs.admin.uillinois.edu/PORTAL_UIC/classsch.html) each semester. The Schedule 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 Schedule as well as the complete and accurate processing of their registration according to Schedule 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. 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 may 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 Program Courses (a minimum of 9 hours, although some Programs 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 Program (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 Program
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 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 4)

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 **First Year 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 Program 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 5)

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**).

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 Graduate College will not accept a thesis without the required amount of 598 hours. 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 a **Petition for an Extension** 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.

Approximately 2-3 weeks before the defense the student should complete the Graduate College Committee Recommendation Form <http://grad.uic.edu/pdfs/CommRecForm.pdf> The defending student collects the Examination **Report to the Graduate College** (**APPENDIX F2**) and the

red-bordered **Graduate College Certificate of Approval (APPENDIX F3)** from the Graduate Coordinator 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 an electronic copy 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. Before the electronic copy is submitted to the Graduate College the Graduate Coordinator will check the manuscript to approve its format and presentation (**APPENDIX F4**). After the Graduate Coordinator reviews the manuscript the student can submit a PDF copy to the Graduate College following the steps below.

- Log into this website with your netid <https://vireo-lib-2.cc.uic.edu/>
- Verify your information and type in the other required information requested
- Agree to the License Agreement and pay fee here https://quikpayasp.com/uillinois/commerce_manager/payer.do?orderType=UIC_Thesis
- Enter your Document Information, Committee Information, and Reviewer Information (enter ahumann@uic.edu for Department Thesis Reviewer) Your advisor will get an automated email from Jim Kollenbroich in the Graduate College asking them to confirm that they have reviewed your thesis.
- Upload your manuscript as a PDF the file should be named LastName_FirstName
- Confirm and Submit

Any corrections to these items must be submitted by the deadline given by the Graduate College Thesis Coordinator.

Students also must file a **Intent to Graduate** online 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 Program [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 website.

PRELIMINARY EXAMINATION AND ADMISSION TO CANDIDACY (See Chapter 7)

Each student must complete a Preliminary Examination administered by the student's major Program. 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 Program.

Students must follow the Preliminary Examination procedures outlined by the Department and their Program). The Preliminary Examination Committee must be appointed by the Graduate College before the Examination is given. Students should consult their Program Chair regarding the composition of their committee. They obtain a Graduate College Committee Recommendation Form (**APPENDIX F1**) from the Graduate College website <http://grad.uic.edu/pdfs/CommRecForm.pdf> which must be signed by the students 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 Department (**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 48 hours 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 Program. 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 7 years after completing their Master's. Students who go beyond the time limit to complete the Ph.D. must complete a Graduate College Petition, obtain approval from their Advisor and Program, and submit the form to the Graduate Coordinator who will forward the petition to COGS.

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)** <http://grad.uic.edu/pdfs/CommRecForm.pdf>. 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. Students must be enrolled every semester from completion of the Preliminary Examination to the term of defense. However, registration for the semester in which graduation takes place is not required.

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) 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. 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 defending student collects the **Examination Report to the Graduate College (APPENDIX F2)** and the red-bordered **Graduate College Certificate of Approval (APPENDIX F3)** from the Graduate Coordinator 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 who will hold onto the forms until the student is ready to submit their documents to the Graduate College.

In order to receive their MA Degree, students must submit an electronic copy 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. Before the electronic copy is submitted to the Graduate College the Graduate Coordinator will check the manuscript to approve its format and presentation (**APPENDIX F4**). After the Graduate Coordinator reviews

the manuscript the student can submit a PDF copy to the Graduate College following the steps below.

- Log into this website with your netid <https://vireo-lib-2.cc.uic.edu/>
- Verify your information and type in the other required information requested
- Agree to the License Agreement and pay publishing fee here https://quikpayasp.com/uillinois/commerce_manager/payer.do?orderType=UIC_Thesis
- Enter your Document Information, Committee Information, and Reviewer Information (enter ahumann@uic.edu for Department Thesis Reviewer) Your advisor will get an automated email from Jim Kollenbroich in the Graduate College asking them to confirm that they have reviewed your thesis. Select the Open Access Publication Release for the library publication option unless you want one of the other options.
- Upload your manuscript as a PDF the file should be named LastName_FirstName
- Confirm and Submit

Any corrections to these items must be submitted by the deadline given by the Graduate College Thesis Coordinator.

GRADUATION REQUESTS FOR THE PH.D. DEGREE

Before the last term of completion of the Dissertation and Ph.D. requirements, students complete the **Intent to Graduate** form online. In order to receive their Ph.D Degree, students must submit the signed **Graduate College Certificate of Approval** (Red Border Forms, **APPENDIX F3**), Exam Report (**APPENDIX F2**) to the Graduate College. The Graduate Coordinator checks the manuscript to approve its format and presentation (**APPENDIX F4**) before the student submits copies to the Graduate College. Any corrections to these items must be submitted by the deadline given by the Graduate College. Doctoral students must also submit a separate abstract, publishing fee, publishing 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 by filing out the online Intent to Graduate Form. Students may check the Liberal Arts and Sciences web page (updated in late March) for additional information on commencement.

**Chapter 4: Research
Apprenticeship and Advisor-
Approved MA Thesis
Prospectus or Progress
Report**

CHAPTER 4: 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, first year, 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 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, Program Chair, and one other faculty member), and (b) their Advisor, Program Chair, and the DGS approve a request for exemption.

PROCEDURES

The Department requires first-year students to submit a signed Advisor-approved First Year 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 5: The Master's Thesis and the MA Degree

CHAPTER 5: 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 officially appoints the Thesis Committee. 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, the student submits to the Graduate Coordinator 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** (filled out online and printed).

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 Programs also require first- and second-year students to enroll in additional, thesis-related courses. The Graduate College will not accept a manuscript without the required 598 hours.

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 submit a **Petition for Extension** 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 (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. The COGS reviews MA Extension requests prior to the end of the semester and provides recommendations with students, Advisors, and Program Chairs prior to the start of the Annual Review by Programs. 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, then the student may schedule a Committee meeting to defend their Advisor-approved MA Thesis.

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 student 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 Graduate Coordinator is the closest representative of the Graduate College to the student, and is the best person to function as the primary format check. After the Graduate Coordinator has reviewed the manuscript the student can submit their thesis electronically by using the steps listed below.

- Log into this website with your netid <https://vireo-lib-2.cc.uic.edu/>
- Verify your information and type in the other required information requested
- Agree to the License Agreement and pay fee here https://quikpayasp.com/uillinois/commerce_manager/payer.do?orderType=UIC_Thesis
- Enter your Document Information, Committee Information, and Reviewer Information (enter ahumann@uic.edu for Department Thesis Reviewer) Your advisor will get an automated email from Jim Kollenbroich in the Graduate College asking them to confirm that they have reviewed your thesis. Upload your manuscript as a PDF the file should be named LastName_FirstName
- Confirm and Submit

Detailed guidelines for the preparation of the Thesis which meet the Graduate College's technical specifications are contained in the Graduate College Thesis Manual <http://grad.uic.edu/cms/?pid=1000916>, students are urged

to familiarize themselves with its contents early on. There is also a Formatting Summary available on our department website <http://portal.psych.uic.edu/Graduate/Graduate%20Student%20Forms/Forms/AllItems.aspx> 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 OPRS 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 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 Department-approved formatted manuscript is 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 the two (2) original **Certificate of Approval Forms (APPENDIX F3)**, the **Department/Program Format Approval Form (APPENDIX F4)**, and Exam Report at this time.

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.

FILING FOR THE MA DEGREE

In addition to submitting the required documents and the electronic thesis, students also must file an **Intent to Graduate** online.

Students should complete the **Graduate Transfer of Credit Form** by including courses required for the MA such as (a) their early Major Program 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 review their academic history which is available online.

Once approved the form must be copied for the student's Department file. The student may take the form over to the Graduate College when they submit their 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 website.

THE MA DEFENSE: A QUICK SUMMARY OF PROCEDURES!

Three weeks before the defense you should complete the committee recommendation form, obtain your advisors signature, and return the form to the Graduate Coordinator.

<http://grad.uic.edu/pdfs/CommRecForm.pdf>

When it is within several days to a week of your defense, you 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 after you submit it to the Graduate Coordinator. 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.

Return all forms to the Graduate Coordinator. He or she will forward your exam report to the Graduate College and retain your red border forms until you are ready to submit your thesis.

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 Program, 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) Program 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 Program 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 Program; 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.

Program Minors

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

Behavioral Neuroscience

Required courses

Psychology 462: Advanced Physiological Psychology

Psychology 467: Fundamentals of Neuroscience

Psychology 569 (2 semesters): Current Topics in Behavioral Neuroscience

Plus one elective course approved by the Behavioral Neuroscience Program, 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

Four courses from this list:

Psychology 452: Cognitive Psychology of Memory and Attention

Psychology 454: Cognitive Psychology of Language

Psychology 455: Cognitive Psychology of Thinking

Psychology 457: Cognitive Psychology of Skill and Knowledge Acquisition

Psychology 458: Cognitive Modeling

Psychology 459: Cognitive Methods

Psychology 558: Seminar in Cognitive Psychology

Psychology 559 (2 semesters): Current Topics 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 Program

Psychology 538: Seminar in Community and Prevention Research

Social and Personality Psychology

Required courses

Both Psychology 512: Attitudes and Social Cognition and Psychology 513: Interpersonal Relations and Group Processes, Psychology 519 (2 semesters): Current Topics in Social Psychology Plus one elective.

OR

Either PSCH 512 or PSCH 513, PSCH 519 (2 semesters) and **two** electives

Elective courses approved by the Social Program:

Psychology 411: Stereotyping, Prejudice, and Racism

Psychology 415: Health and Social Behavior

Psychology 417: Psychology and Law
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 Advisory Committee. ST Minors typically represent important sub-areas of psychology and related fields around which faculty from various Programs or disciplines have expertise. Students who declare ST Minors must submit a Minor Proposal that has been signed by their Advisor, Program Chair, DGS, as well as the Chair of the ST Steering Group. Currently, the Department has two approved ST Minors: Statistics, Methods, and Measurement and Diversity Science.

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 Programs require specific methods courses (e.g., Social, Clinical, and Community and Prevention Research). If a course is a major Program requirement for a particular student, it cannot be used to fulfill the Minor requirement. However taking an approved methods course in a different Program 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 Program 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.

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

Diversity Science Minor

The Psychology Department offers graduate students an opportunity to develop an expertise in diversity science through research and coursework. This minor is designed to provide students with some depth of training in questions of diversity, using both the expertise of faculty in the psychology department, as well as the vast resources available from the broader University of Illinois at Chicago community.

Minor requirements are fulfilled upon the completion of four graduate courses on topics relevant to diversity science, beyond courses required by the student's home Program. To propose a Diversity Science Minor, students should prepare a proposal that includes courses they wish to use to fulfill minor requirements. Often students rely on courses outside of the department offerings to complete their minor. For any courses from other departments, students are encouraged to include as part of their proposal an indication that they have contacted the outside department to ensure that they are eligible to enroll in that course (e.g. that the student has the appropriate prerequisites or can have them waived by the instructor), and to confirm that the course will be offered during the period of time the student intends to complete their minor requirements. All minor proposals for the Diversity Science Minor must be approved by the Chair of the Diversity Science Minor.

The following list of courses can be used as a starting point for students wishing to declare the Diversity Science Minor. This list is by not meant to be exhaustive, but is intended to provide some guidance to the broad set of the University-wide offerings that focus questions relevant to Diversity Science.

AAST 405	Urban Ethnography
AAST 406	Politics of Race, Gender and Class
AAST 407	Seminar in Comparative Racialization
AAST 410	Seminar in Black Child Development
AAST 438	Women in South Asian History
AAST 478	Women in Chinese History
ANTH 411	Urban Cultural Problems
ANTH 514	Gender issues in Cross-Cultural Perspectives
ASAM 428	Asian/Asian American Women in the Global Economy
ASAM 490	Advanced Topics in Asian American Studies
CHSC 554	International Women's Health: Current and Emerging Issues
CHSC 564	Community Integration in Development Disabilities
CHSC 595	Queer Public Health
DHD 517	Ethics and Disability: Contemporary Problems
DHD 535	Advocacy and Empowerment in Disability
DHD 570	Disability and Culture
DHD 584	International Human Rights, Policy and Disability
EDPS 412	Politics of Urban Education
EDPS 556	Cultural Studies in Education

EDPS 583	Women in Education
EDPS 588	Critical Race Theory: Race and Racism in Education
GWS 406	Politics of Race, Gender and Class
GWS 425	Sociology of Gender
GWS 428	Asian/Asian American Women in the Global Economy
GWS 485	Gender and Politics
GWS 501	Feminist Theories
GWS 502	Feminist Knowledge Production
GWS 514	Gender Issues in Cross-Cultural Perspectives
GWS 515	Psychology of Women and Gender
GWS 521	Violence Against Women
GWS 523	Gender and Space
GWS 547	Race, Class, and Gender Dimensions of Crime and Justice
GWS 583	Women in Education Interdisciplinary Research Methods in Latin American and Latino Studies
LALS 403	Studies in Language Policy and Cultural Identity
LALS 427	Studies in Language Policy and Cultural Identity
LALS 501	Latinos and Latin America in Transnational Context
POLS 485	Gender and Politics
PSCH 410	Seminar in Black Child Development
PSCH 411	Stereotyping, Prejudice, and Racism
PSCH 515	Psychology of Women and Gender
PSCH 521	Violence Against Women
PSCH 540	Research with Diverse Groups
RELS 446	Race, Ethnicity, and Gender in American Religion
SOC 407	Seminar in Comparative Racialization
SOC 422	Latin American Migration to the US
SOC 425	Race and Ethnicity
SOC 425	Sociology of Gender
SOC 426	Topics in Race, Ethnicity, and Gender
SOC 428	Asian/Asian American Women in the Global Economy Topics in Organizations and Institutions: Discrimination and Equal Opportunity In the Workplace
SOC 440	Opportunity In the Workplace
SOC 541	Social Stratification

STUDENT DESIGNED CURRICULUM (SDC) MINORS

SDC Minors are proposed by individual students and approved by the student's Advisor, Program 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, Program 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, Program 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 Program Minor should discuss their plans with their advisor and Program Chair, as well as the appropriate Minor Program 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, Program 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 Program 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 Program 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 Program 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 Preliminary Examination and Admission to Candidacy

CHAPTER 7: 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 Program. The end of Chapter 8 presents details about each Program'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) Program pre-requisites for taking the Exam; (d) guidelines for proposing the format and content of the Exam for Program 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 have one year from semester thesis is successfully defended. If the Prelim is not passed within one year, a petition is required. The timing of the Preliminary Examination may differ in different Programs, 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. Students must be registered the term in which they are taking the Preliminary 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 Program Chair appoints a Chair and members of the Examination Committee with the endorsement of the DGS. Program 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 Program.

Ultimately, Programs appoint five (5) faculty from within the Program who will sign the **Examination Report to the Graduate College (APPENDIX F2)** after the Program meets to review the student's overall performance. If a Program does not have as many as five members (or if it is for some other reason impractical to appoint five Program members to the committee), it is also permissible for the Department Head, DGS, or Program Chair to serve as ex officio members who sign the Report to the Graduate College in accordance with the unanimous votes of the Program 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 Programs 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 Program faculty. In such instances the Program 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 Program 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 Program Chair of their readiness, and to seek guidance about the best ways to propose and complete the Examination. All Programs require that students propose their Preliminary Exam; however, the content, structure, and feedback mechanisms regarding these proposals may differ for each Program (See Chapter 10).

1. When students propose their Preliminary Examination, the Program Chair appoints Preliminary Examination Chair and Committee members who will administer and evaluate the proposal.
2. When the proposal is accepted, the Program 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 Program) and written feedback to the Graduate Coordinator. Then the student obtains a **Graduate College Committee Recommendation Form (APPENDIX F1)** from the Graduate College Website <http://grad.uic.edu/pdfs/CommRecForm.pdf> which must be signed by the student's 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 Program faculty review the student's Preliminary Examination performance.
 - The Behavioral Neuroscience administers 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, Cognitive, Community and Prevention Research, and Social Programs administer a written examination and also engage in a Program Review of the student once the written portion has been completed and reviewed. Prior to the Program Review, the Program Chair will request a copy of the **Graduate College Examination Report Form** from the Graduate Coordinator. At the end of the Program Review, the Committee members sign the Report, indicate a grade of pass or fail, and return the Report immediately to the Graduate Coordinator. The Program 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 Program permit them to take a second Examination. In considering the request, the Program 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, Program Chair before making a final Department recommendation to the student, Program, and Graduate College.

Preliminary Examination Requirements for Each Program

Behavioral Neuroscience

Each student who enters the graduate program in Behavioral Neuroscience will be given a list of topics (with a few broad readings included) for which he or she will be held responsible. In Behavioral Neuroscience, the student proposes to take the Examination by informing the Program Chair prior to the semester in which the oral Examination will be administered. The Program Chair will appoint a subcommittee of three Program faculty at least a month before the Examination. The student's Advisor will normally chair the subcommittee. Once the Program 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 FI)**

It is intended that the Behavioral Neuroscience 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 Program 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 Program 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 Program faculty, of the student's entire academic and clinical performance, from entrance to the department to the completion of the Prelim paper. In the event that notable deficits are identified, the Program 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. Program faculty will discuss the proposal and decide whether to accept the proposal as submitted, reject the proposal as inconsistent with the Program'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 Program. 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 Program 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 Program 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 Programs's evaluation and decision about passing the Preliminary Examination.
6. The Oversight Committee and two members of the Clinical Program will sign official documents for the Graduate College.

**Cognitive Division
Preliminary Examination Requirements and Processes**

10/30/12

Introduction

In accord with policies of UIC's Graduate College and the Department of Psychology, the Cognitive Division has established the following requirements and processes for completing the Preliminary Examination and recommending a student for formal Advancement to Candidacy for the doctoral degree. Oversight and monitoring of these requirements and processes rests with the Division Chair.

Process Components. There are four major components of the Cognitive Division Preliminary Examination Process leading to recommendation for Advancement to Doctoral Candidacy:

- (a) Developing a Preliminary Paper proposal;
- (b) Writing the Preliminary Paper;
- (c) Oral Defense of the Preliminary Paper;
- (d) Summative Review by Division faculty of the student's academic credentials and accomplishments, including outcomes from committee review of the Preliminary Paper and its Oral Defense.

Committees. There are two major committees with separate roles in the overall process:

The Preliminary Examination Committee. This committee is composed of all members of the Cognitive Division. In the case that five Division faculty (including two tenured) are not available, the Department Head and/or the Director of Graduate Studies can serve as ex officio members.

The Preliminary Paper Review Committee. This committee is composed of at least three and at most four faculty members. One member may be from outside the Division, the Psychology Department, or the University if approved by the Division Chair (the outside member must bring relevant expertise to the committee). The student's advisor is expected to be a member of the committee unless unusual circumstances (e.g., sabbatical) prohibit committee membership. The student, after consultation with the advisor, submits recommendations for Paper Review Committee members to the Division Chair, who will then invite the Paper Review Committee, simultaneously identifying the Committee Chair. As part of accepting the invitation, faculty will commit to providing timely feedback as long as the proposal is distributed within the first 12 weeks of the Fall or Spring semesters. The Division strongly recommends that all students attempt to complete the proposal process within the Fall and Spring semesters, so that timely feedback can be received.

The Preliminary Paper

Purpose. The purpose of the Preliminary Paper component is for students to demonstrate their ability to write a paper that addresses a particular problem or issue by connecting theories and evidence. Demonstrations of this skill could include using

theories to interpret empirical findings, such as by discussing possible theoretical constructs or cognitive mechanisms that may explain different patterns of results, using an analysis of empirical findings to revise existing theories or develop new theories, using existing theoretical constructs to derive novel empirical predictions, or identifying possible designs for future empirical studies that would allow one to test between alternative theoretical explanations. Summarizing a literature or a set of studies that were intended to test a specific hypothesis is insufficient. The product must represent an original contribution, making connections or drawing conclusions that have not been previously made. Further, the student needs to demonstrate the ability to articulate their reasoning when making points or drawing conclusions, for example by providing enough information about any particular study that is serving as evidence to justify the students' novel claims about it. Thus the student should not just assert conclusions but should lay out their reasoning of how they arrived at that conclusion.

Paper Proposal. The student should consult with his or her advisor and potential members of the Preliminary Paper Review Committee when preparing the paper proposal. The goal of the proposal is to provide the committee with a clear understanding of the intended product. It is expected that the student will have become familiar with the literature prior to initiating the proposal process in order to facilitate the identification of possible questions to address in the paper. The student's advisor and/or committee chair will review drafts of the proposal before it is submitted for approval. The proposal should contain a summary of the major elements of the final paper, including:

1. **PROBLEM:** a clearly stated problem, question, or issue that will be addressed,
2. **THEORY AND EVIDENCE:** a description of the cognitive constructs or theories or mechanisms that will be brought to bear on the question, and the bodies of empirical research that will be considered,
3. **CONTRIBUTION:** a description of how the final paper will make an original contribution to the cognitive literature, and
4. **BIBLIOGRAPHY:** a bibliography/reading list of the literature the student expects to use. The exact reading list will likely undergo adjustments as the project develops. The proposed bibliography/reading list is intended to provide the committee with an understanding of the scope and quality of the sources that will be read and considered, even if not all are cited in the final product.

Students should use these four headings in their proposals. Proposals are limited to no more than 3000 words, not including references (approximately 10 double-spaced pages).

Proposal Acceptance. After committee invitations have been accepted and the student's committee chair believes the proposal is ready for official consideration, the committee chair will distribute copies of the proposal to each committee member and to the Division Chair for review. The committee reviews the paper proposal and provides written feedback to the committee chair. The purpose of the feedback is to point out strengths and weaknesses of the proposal and the overall acceptability of the project. The committee chair provides a synthesis of the collective comments to all members of the committee who then indicate to the committee chair their disposition regarding status of the proposal. Three outcomes are possible: (1) accept as is; (2) accept pending minor revisions; and (3) postpone acceptance pending major revisions. During

the Fall and Spring terms, committee members must give feedback within the two-week window or the committee chair will move forward without it and acceptance of the proposal will be assumed.

If the paper proposal is accepted as is by all members of the committee, then available feedback is provided to the student and the Division Chair is informed by the committee chair of the collective agreement by committee members to allow the student to proceed with the paper writing process. At this point the Division Chair initiates and oversees signing and submission of two forms: the Preliminary Examination Committee form, a formal University document, which is submitted to the Graduate College, and the Preliminary Paper Contract form, an internal Department document which is filed with the Department's Director of Graduate Studies and the Department's Graduate Program Coordinator. Once these forms are signed and submitted, the student and committee members are officially notified by the Division Chair that the period for completing the written paper has begun.

If the paper proposal is accepted pending minor revisions, then the student must submit a revised proposal to the committee chair within a time limit to be set by the committee, usually two weeks. The proposal is considered accepted when the committee chair has verified that all requested revisions have been made, has distributed copies of the revised proposal to all committee members, and has notified the Division Chair that there is collective agreement by committee members that the student should be allowed to proceed with the paper writing process. At that point, processes initiated by the Division Chair and described in the above paragraph are set in motion.

If acceptance of the proposal is postponed pending major revisions, then the student must submit a revised proposal to the entire committee and the Division Chair within a time limit set by the committee. The committee members review the revised proposal and a new vote is taken. At this point, the committee members vote either "acceptable" or "unacceptable." The proposal is considered accepted if all members of the committee indicate that the revision is acceptable. Actions taken by the committee chair and Division Chair then follow the steps outlined in the paragraphs above.

If there continues to be disagreement as to acceptability of the proposal, the committee chair shall exercise discretion about whether to discuss the nature of the disagreements with the Division Chair who may then attempt to seek an appropriate resolution that will permit acceptance of the proposal. In the event that the proposal is ultimately rejected, the Paper Review Committee is disbanded. Subsequently, the student must choose a new topic, a new committee is formed, and a new proposal is processed in accord with the procedures described above. Members of the original committee may serve on the new committee. If the second (new) proposal is also rejected, the Paper Review Committee will report to the Division Chair that the student was unable to produce an acceptable proposal in the second attempt, which constitutes a de facto recommendation that the student has failed the paper writing and review component of the Preliminary Examination process.

Paper Completion. The student has 10 weeks to write the final preliminary paper which should be in APA format. The suggested length is between 10,000-12,000 words not counting references, tables, or figures. (This is approximately 35-40 pages.) The paper may be no longer than 12,000 words.. The 10-week period begins on the day that the student is notified by the Division Chair that the written proposal is approved. During that time, the student should not seek the advice of any faculty member or student regarding the *organization or writing* of the final paper. He or she should not elicit comments from anyone on the *text* of the report. However, the student is free to discuss concepts and ideas relevant to the *content* of the project with any person as part of his/her normal, daily activities.

When the final paper is submitted, the committee members will give their evaluations of the paper to the committee chair within 2 weeks (unless the final paper is submitted less than 2 weeks before the end of the spring semester or during the summer, in which case feedback may be delayed). If no more than 1 committee member considers the paper unacceptable, the paper is considered acceptable and the committee chair will provide written feedback to the student regarding possible areas of weakness that will be discussed in the oral. Committee members at their discretion may provide additional feedback. The student schedules the oral defense so that it occurs within 2 weeks of the receipt of the written feedback (unless the final paper is completed in summer when the scheduling of the orals may be delayed).

If 2 or more committee members consider the paper unacceptable, the student fails the paper-writing component of the Preliminary Examination. The Paper Review Committee then recommends either: (a) that the student should be allowed to revise the paper and re-submit it to the Paper Review Committee within a specified time period usually not to exceed four weeks, in which case the process described in the previous paragraph is set in motion vis-a-vis the revised version; (b) that the student fails the paper-writing component of the Preliminary Examination, but should be allowed a second attempt, in which case the new proposal may be on the same or on a different topic, and the members of the Paper Review Committee may serve on the new committee; or (c) that the student should not be allowed a second paper writing attempt. This recommendation is forwarded to the Division Chair. The Division Faculty either affirms the recommendation of the Paper Review Committee or decides on some alternative. If the Paper Review Committee recommends that the student not be allowed a second paper writing attempt, and if the Division Faculty affirms this recommendation, the student fails the Preliminary Examination.

Oral Defense. The oral defense 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 paper about which they have questions; and to ensure that the student can relate the specialty topic to related areas of Cognitive Psychology. The oral defense meeting should take 1-2 hours.

At the oral defense meeting, the student describes his or her results and conclusions in a brief oral presentation (10-15 minutes maximum) and then the committee members

discuss the final examination paper with the student. The committee then meets without the student, discusses the quality of the paper and oral defense, as well as any suggested feedback to the student. It votes "pass" or "fail". If no more than 1 committee member votes "fail", the Paper Review Committee Chair submits the signed Preliminary Paper Review Report form to the Division Chair. The latter form is an internal Department document that includes the vote of each member of the Paper Review Committee, their signatures, and collective comments about the quality of the paper and oral defense and an appraisal of whether the student should be recommended for advancement to candidacy.

If 2 or more committee members vote "fail", the student fails the paper writing and oral defense components of the Preliminary Examination process. The Paper Review Committee then recommends either (a) that the student fails the paper writing and oral defense components of the Preliminary Examination process, but should be allowed a second attempt, in which case the new proposal may be on the same or on a different topic, and the members of the Paper Review Committee may serve on the new committee; or (b) that the student fails but should not be allowed a second attempt. This recommendation is forwarded to the Division Chair. The Division Faculty either affirms the recommendation of the Paper Review Committee or decides on some alternative. If the Paper Review Committee recommends that the student not be allowed a second attempt, and if the Division Faculty affirms this, the student fails the Preliminary Examination.

Final Review and Recommendation of Advancement to Candidacy

Following receipt of the recommendation from the Paper Review Committee, the Division Chair will call a meeting of the Preliminary Examination Committee (i.e., all Division Faculty) to discuss the candidate's cumulative record of performance in the program, and vote on endorsement for advancement to candidacy. Evidence to be considered will include course performance, research quality, productivity and originality, other professional interactions with faculty relating to scholarly activity, and feedback from the Preliminary Paper Writing and Oral Defense process. This meeting will normally occur within two weeks of receipt of the recommendation. A positive majority vote by the Division Faculty will be followed by completion and submission of the Graduate College form indicating successful passing of the Preliminary Examination process. In case of a negative majority vote, the form will indicate that the student failed the Preliminary Examination process.

Community and Prevention Research

Overview

Preliminary Exam Purpose. The primary purpose of the C&PR Preliminary Examination is to determine the candidate's potential and readiness for completing the doctorate in Community and Prevention Research. The prelim paper must demonstrate competence in the field of Community Psychology and Prevention Research with respect to knowledge and understanding of important research literature and conceptual underpinnings of the field. It serves as a demonstration of the ability to assess the quality of research, important community psychology concepts, and conceptual frameworks within the field of community psychology. The goal is to demonstrate both knowledge and critique of existing literature and provide direction for how the field can advance in terms of research questions, clarification of concepts, and elaboration of conceptual frameworks. The Exam should result in a product that can yield a professional contribution as a publication.

Examination Committee. Students will identify an Examination Committee with three faculty members—a main advisor, a second faculty member from the Program, and a third member from the Psychology Department or other relevant unit of the university, such as Public Health or Anthropology. The prelim committee may be chaired by a student's advisor or any other committee member deemed relevant by the student, and must be approved by the CPR Program Chair. In addition, two ex-officio faculty members serve as specified by Department guidelines.

Timelines. Prior to initiating the Preliminary Examination, students should have completed Psychology 531, 533 or their equivalent as well as the Masters' thesis. Students have one year after completion of the Masters' thesis to propose and successfully complete a

preliminary examination. The C&PR faculty views the preliminary examination as project that should be able to be completed within three months after approval of the proposal.

Preliminary Exam Components. There are two major elements to the C&PR Preliminary Examination: (1) a Preliminary Examination proposal, and (2) a Preliminary Examination paper. Students will receive feedback from faculty concerning each element.

Proposal

Proposal Purpose. The purpose of the proposal is to clearly delineate the scope, focus, and value of the Preliminary Examination paper. The proposal itself would be limited to a 6-10 page double spaced description of the proposed project. It consists of two parts: (a) a topic description and rationale that address why the topic is important, the new ground broken by the paper, and its relevance to community and prevention research (About 5-7 double spaced pages) and (b) a working bibliography of sources identified to date (about 2-3 pages). The paper is to be written in APA format.

Proposal Process. The meeting process for the prelim involves 1-2 meetings of the Examination Committee. The initial meeting is on the 6-10 page proposal where issues of topic, scope, expectations, and process are discussed. The second meeting is optional and depends on the degree of agreement following the first meeting that the proposal is sufficiently developed to proceed with the writing of the Preliminary Examination.

Format Options. Two options are offered in terms of the structure and purpose of the Preliminary Examination.

Option 1: A Comprehensive Literature Review. This option is patterned after the typical kind of literature review that appears in the *Psychological Bulletin*, a reflective, precise review of the existing research literature in terms of questions asked, methods used, results found, and future directions for research. The emphasis is on a “within paradigm” approach that takes the literature on its own terms, reflects on it in terms of substantive and methodological rigor, synthesizes findings and controversies in the literature, and provides directions for what questions should be asked next and what issues remain in debate for future work. Doing this paper rests on finding a topic on which there is a significant body of empirical literature and developing a focus on that literature for the review.

Option 2: Conceptual Paper. This option involves a critical analysis of a key concept in community psychology and/or prevention research. It can be structured in various ways. For example, the paper could consist of an analysis of how empowerment is defined and used in any particular area of community psychology or how is the concept of sustainability is defined and used in prevention research? Within this option, the first task might be a critical discussion, with examples from the literature, of the meaning(s) of the concept. Next might be the selection of a relevant body of research literature in community or prevention research that explicitly claims to reflect that concept. The

analytic task would be to assess the varied ways that the concept is reflected in existing research literature; that is, how is it operationalized in particular studies, how consistent or different are these operationalizations, what the current state of the concept is, and what kinds of conceptual issues need to be dealt with to improve our understanding of the concept.

Alternatively, another approach might be to apply a community or prevention paradigm to a phenomenon developed within a non-community or prevention perspective to provide an example of how C&PR might enrich a particular topic. For example, what would studies in a specific area of research on parenting look like if approached from an ecological perspective? This might begin with a thorough literature-based explication of what was meant by an ecological perspective. Next might be an analysis of a specified body of literature in research on parenting that would be viewed from an ecological perspective. This would necessitate a discussion of what the current literature reflects in terms of ecology followed by an examination of how well the body of literature in research on parenting reflects an ecological perspective. Next might be an examination of what that area of research might look like if approached from an ecological perspective. The overall contribution of this paper would be to highlight how research on parenting would be different if approached from an ecological perspective.

Preliminary Examination Paper

In writing the Preliminary Examination, the student is allowed to discuss issues related to the paper with committee members and other relevant parties. However, committee members themselves will not have a role in the actual preparation of the paper or in reading drafts. The final paper should not exceed 35 pages (excluding references). The student submits the proposal to the members of the Preliminary Exam Committee. The Committee reviews the proposal and gives the student feedback.

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

- a) Define the phenomenon of interest and specify its historical and contemporary relevance in community and prevention research.
- b) Integrate community and prevention theory, research, and action relevant to understanding the phenomenon.
- c) Assess critically and incisively the strengths and weaknesses of existing theory, research, and action concerning the phenomenon.
- d) Recommend future direction for the theory, research, and action on this topic including, if appropriate, a re-conceptualization of the phenomenon.
- e) 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 the paper to our understanding of the phenomenon.

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 (a) approve the

paper as is, (b) approve the paper contingent on specified revisions, or (c) not approve the paper.

At its discretion, the Committee may decide that revisions are necessary before it can decide on its recommendation. Only if the final prelim paper were seen as needing significant revision before it would be considered a “pass” would an additional meeting be considered. If revisions were required, a specific time for completing them based on how extensive they might be would be specified.

Social and Personality Psychology Program Preliminary Exam

(rev. 6-22-06)

The Preliminary Examination (prelim) is the last major program requirement that students must compete before beginning work on the doctoral dissertation.

Purpose

The purpose of the prelim is to determine the student’s readiness to undertake dissertation research. In the Social and Personality Psychology (S&PP) Program, this is accomplished by (1) evaluating the student’s performance in writing a scholarly review or theoretical paper on a topic in social and/or personality psychology that is chosen by the student and approved by the Program, and (2) assessing the student’s overall progress in the program to date. The intent of the paper is to give the student an opportunity to demonstrate an essential professional writing skill, along with broad conceptual competencies in social and/or personality psychology, while at the same time creating a potentially useful (i.e., publishable) professional product (although actual publication is not a requirement). In many cases, the prelim paper also lays important conceptual groundwork for the dissertation research (but again, there is no requirement that it do so).

Prerequisites and Timing

Before beginning the S&PP Program prelim, a student must first have completed at least 3 of the Program’s 4 named core courses (p512, p513, p516, p570), as well as four semesters of p519, have an average grade of B in all Program courses taken so far, and must have successfully defended his/her MA thesis. [Note that these prerequisites enable the student to begin the prelim before completing all of the S&PP Program courses requirements. However, students will not be advanced to candidacy until all such requirements have in fact been completed.]

Normally these prerequisites are completed during the first two years in the program, with the prelim taken during the third year. Students are encouraged to consider writing the prelim paper as early as the summer between their second and third years in the program. The Departmental deadline for completing the prelim is the end of the third year (i.e., the 6th semester). Should one become necessary, students may petition COGS for a 1-semester extension (until the end of the 7th semester) if they have the support of their Advisor and the Program. However, students are strongly discouraged from delaying the prelim until the 7th semester, as doing so leaves little

or no additional time for making revisions should they be required at either the proposal or paper-writing stages (see below).

Also, please note that the S&PP Program requires all graduate students who wish to teach an undergraduate course at UIC to have first passed the prelim. Students will not be permitted even to enroll in the first semester of the two-semester teaching practicum (p587) until the prelim has been successfully completed (the teaching practicum is a prerequisite for teaching an undergraduate course).

A prelim proposal may be submitted at any time during the first 12 weeks of class of the Fall or Spring semesters, or during the first 5 weeks of class of the Summer session. In planning when to submit a proposal, students should keep in mind the following points. First, the prelim paper will, without exception, be due 14 weeks from the date the proposal is approved -- no additional time beyond 14 weeks will be given to write the paper, even if those 14 weeks run into a traditional holiday period (e.g., no extra time will be given to account for the December holidays, spring break, etc.). Second, should it become necessary to revise the proposal, the proposal approval date will be delayed. This in turn will delay the date on which the prelim paper is due. Finally, if the proposal is submitted during the Summer session, there may be a brief delay in getting feedback on the proposal from the reading subcommittee, as faculty are often out of town during portions of the Summer. It will be the responsibility of the Program Chair to ensure that such delays are kept to a minimum, and avoided altogether whenever possible. Sometimes, however, delays due to faculty travel are not possible to avoid.

Any student who wishes to take the S&PP Program prelim in a given semester should make his/her intentions known to the Program Chair at least two weeks prior to submitting the proposal. Three copies of the proposal should be submitted to the Program Chair.

Proposal

The prelim proposal will consist of a document that addresses the following three points in no more than 10 pages of double-spaced text.

1. **Topic of the Paper.** Write a concise thesis statement that describes the goals and objectives the paper is intended to achieve.
2. **Relevant Literature.** Describe the literature(s) that you will review in order to address your question. Your goal here is to communicate a sense of the scope of the literature to be covered -- its range and boundaries -- not to provide an exhaustive reference list or annotated bibliography.
3. **Your Contribution.** Describe the unique contribution that you expect to make with this paper. That is, explain how the paper will help advance the domain within which you are working, and so contribute to the extant literature in that domain

The S&PP Program Chair will appoint a two-person reading subcommittee from among the Program's faculty (excluding the student's advisor). The task of the subcommittee is to oversee the prelim process for the student in question. The subcommittee will read the student's

proposal, and will, within one week of its submission, inform the student about whether or not the proposal has been approved. If approved, the student will then have 14 weeks to write the paper. The student may not consult with anyone (other than his/her subcommittee) about the paper in the 14 weeks during which it is being written. (Students are free, however, to consult with whomever they wish -- including their advisor -- up until they receive word that the proposal has been accepted.)

If the reading subcommittee does not approve the proposal, the student may, at the subcommittee's discretion, be given an opportunity to revise the proposal. In consultation with the student, the subcommittee will set a specific due date for the revision. It is expected that most proposal revisions can be accomplished within 2 weeks. If the revised proposal is approved, the student will then have 14 weeks to write the paper (i.e., the paper will always be due 14 weeks from the date of approval, no matter when that approval is given). If the revised proposal is not approved, the student may be given a second opportunity to revise the proposal, again at the subcommittee's discretion. If the second revision is not approved, no further opportunities to revise the proposal will be given, and the student will be considered to have failed the prelim.

The Paper

There are two main types of prelim papers. 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 or personality psychology that is written in the style of a *Psychological Bulletin* article. This analysis may take either a narrative form or be 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 in the student's topic area can be prepared. The second type of prelim is a theoretical paper written in the style of either a *Psychological Review* or *Personality and Social Psychology Review* article. A student may be at a stage where he/she can propose a novel theoretical idea in a particular area of social or personality psychology. In doing this, the student would draw upon empirical findings that bear upon the new theory, and compare and contrast the new theory with other relevant theoretical notions currently found in the literature.

It is expected that the prelim paper will be of sufficient quality that it reasonably could be submitted for publication to a professional, peer reviewed journal (though it need not actually be submitted to pass the prelim). An appropriate target length for the paper is 25-30 pages, although students may go beyond 30 pages if there is a need to do so.

Three copies of the completed paper must be submitted to the reading subcommittee no more than 14 weeks from the date of approval (the third copy is for the Program Chair). If the subcommittee judges that the paper satisfactorily meets the goals and objectives set forth in the proposal, then they will recommend to the Program faculty that the student receive a grade of "pass" on the paper. In the case of an exceptionally meritorious paper, the subcommittee may recommend that the paper receive a grade of "high pass."

If, on the other hand, the reading subcommittee judges that the paper does not satisfactorily meet the goals and objectives set forth in the proposal, the student may, at the subcommittee's discretion, be given an opportunity to revise the paper. This opportunity will be provided only if the paper, although not completely acceptable in its current form, nevertheless shows substantial promise, and in the estimation of the subcommittee, can be improved to a passing status with relatively little additional work. If the student is given an opportunity to revise the paper, the subcommittee, in consultation with the student, will set a specific due date for the revision. It is expected that most revisions to the prelim paper can be accomplished within 4 weeks. Note that although a subcommittee request for a revision is an encouraging sign, it is not a guarantee that the revision will be judged satisfactory. The revision will be evaluated independently, and must stand on its own merits. If the subcommittee in fact does judge the revised paper to be satisfactory, then they will recommend to the Program faculty that the student receive a grade of "pass" on the paper. However, should the revised paper still be judged unsatisfactory, the student may be given a second chance to revise it, again at the subcommittee's discretion. If the second revision is also judged unsatisfactory, no further opportunities to revise the paper will be given, and the student will be considered to have failed the prelim.

A student who fails the prelim, either because the proposal was not approved or because the paper was judged unsatisfactory, may petition the Program faculty to re-take the prelim. In considering such a petition, the Program faculty will meet to review the student's overall progress through the program. A petition to re-take the prelim will not be approved unless the student has satisfactorily met all other program requirements (i.e., not just the prerequisites specified above for taking the prelim the first time) and is making good progress in developing an independent program of research. If the petition is approved, the "re-take" prelim must entail a new topic. In no case may the prelim be re-taken more than once. A student who fails the prelim a second time, or who is not permitted to re-take the prelim after failing it once, will be dropped from the program.

Advancement to Candidacy

It is the S&PP Program faculty as a whole, not the reading subcommittee, who decide whether or not the student passes the prelim. Their decision will be based not only on the recommended grade for the paper, but also on a review of the student's entire record. A student will be declared to have passed the prelim, and so will be advanced to Candidacy for the Ph.D., only if he/she has (a) satisfactorily met all other program requirements except the dissertation, (b) is judged to be making good progress in developing an independent program of research, and (c) has received a recommended grade of "pass" (or "high pass") on the prelim paper. Note that the implication of (a) above is that although the student may initially begin the prelim after having completed all but 1 of the required core courses, and without having completed any electives, students will not be advanced to candidacy until the missing courses are in fact taken and passed with an average grade of B or better.

Chapter 8: Ph.D. Degree Progress and Timetables

CHAPTER 8: PH.D. DEGREE PROGRESS AND TIMETABLES

Time Limits for 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 Program, 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 years or seven years after completing their Master's degree. 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 need to complete a Graduate College Petition (if supported by their Program) to request additional time to complete the dissertation process. The Graduate College Petition should be completed by the student and given to the Graduate Coordinator who will send the form to COGS for department approval. 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 submit a petition for alternative time limits. Such petitions must be developed in concert with the student's advisor and other relevant faculty (e.g., Program 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. Students may defend their MA or Ph.D. during the first 10 days of the new semester as long as they were registered the preceding term.

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. 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 if they have defended their dissertation.

Annual Reviews

The faculty of each Program 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 Programs solicit input directly from students and their Advisors as part of this assessment process.

For these meetings, upon request, the Graduate Coordinator provides Program Chairs a printout identifying degree progress and academic achievement from the Department's Computer Data Base. 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 Program Chairs by the end of April for the Annual Review Meetings.

Following the review, the Program 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. Program 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 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 Graduate Studies Coordinator will forward the letter from the Graduate College to the Advisor and Program Chair. 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, students who have the approval from their Advisor and Program Chair can submit a Graduate College Petition to request an additional semester to raise their GPA.

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 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 Program 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.

REVISED PETITIONING PROCESS

March, 2007

- ◆ Students who do not successfully defend their M.A. thesis by the end of the second year must petition for an extension. If the thesis is not defended when the extension deadline passes, another petition is required.
- ◆ Students who complete the thesis before the end of the 4th year are not required to submit a petition for completion of the prelim. They will be given one year from the semester the thesis is successfully defended to complete the preliminary examination.
- ◆ If the preliminary examination is not completed within one year, a petition is required.

- ◆ Upon successfully passing the prelim, no petition is required for a deadline extension to successfully defend the dissertation proposal. The student has one year to successfully defend the proposal. After one year, a petition for an extension to defend the proposal required.
- ◆ In all cases, the advisor, student's Program, and COGS must approve the petition.

Note: This revision in the policy to change when a petition is required does not alter the timelines for progress toward the degree that the Department has stated in the Graduate Handbook.

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 may 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, Program, 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 advisor is out of control of the student (e.g., the advisor leaves UIC), the student's Program 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 Program)	4th Semester
Committee-approved Preliminary Examination (Note: Students may petition COGS for an extension until the 7th semester, only if approved by their Program)	6th Semester
Committee-approved Ph.D. Prospectus (Note: Students may petition COGS for an extension, only if approved by their Dissertation Committee and Program)	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 (7 years after MA)

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 Program)	6th Semester
Committee-approved Ph.D. Prospectus (Note: Students may petition COGS for an extension, only if approved by their Dissertation Committee and Program)	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 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 Program. 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. 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 7 years of completing their Master's. Students who exceed the time limit to complete the Ph.D. must complete a Graduate College Petition to request additional time to complete the remaining requirements; this form should be given to the Graduate Coordinator after the student obtains the approval from their Program. The Graduate Coordinator will forward the Graduate College Petition to COGS for approval.

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 Ph.D. 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 F1)**, signed by the student's Advisor 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 Program, 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. The Graduate College requires that students are registered the term that they defend their dissertation.

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 online for Psychology 599 (Dissertation Research), for each term 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. Once approved, the Graduate College notifies the Registration Office and a special billing process is initiated so that the student is billed the appropriate Zero Hours (Range IV) tuition and fees. With Option B, the student still registers 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 E3**).

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 signed copy of a **Committee, Human Subjects, and Prospectus Approval Form (APPENDIX E3)**, 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 Program, 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. Accordingly, two weeks prior to the Defense students are required to submit (via e-mail) 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.

The Graduate College sends the **Examination Report to the Graduate College (APPENDIX F2)** and the red-bordered **Graduate College Certificate of Approval** to the Graduate Coordinator after the Committee is approved. The student can pick up his or her forms the day of or before 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 dissertation 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 Program Chair, the Program 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 Graduate Coordinator is the closest representative of the Graduate College to the student, and is the best person to function as the primary format check. After the Graduate Coordinator has reviewed the manuscript the student can submit their thesis electronically by using the steps listed below.

- Log into this website with your netid <https://vireo-lib-2.cc.uic.edu/>
- Verify your information and type in the other required information requested
- Agree to the License Agreement and pay publishing fee here https://quikpayasp.com/ullinois/commerce_manager/payer.do?orderType=UIC_Thesis
- Enter your Document Information, Committee Information, and Reviewer Information (enter ahumann@uic.edu for Department Thesis Reviewer) Your advisor will get an automated email from Jim Kollenbroich in the Graduate College asking them to confirm that they have reviewed your thesis. Select the Open Access Publication Release for the library publication option unless you want one of the other options.
- Upload your manuscript as a PDF the file should be named LastName_FirstName
- Confirm and Submit

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 on the University's Web page. Or the student may want to read the format

summary on our website:

<http://portal.psych.uic.edu/Graduate/Graduate%20Student%20Forms/Forms/AllItems.aspx> .

The following regulations and deadlines apply to all Theses:

- An electronic copy of the successfully defended Department-approved formatted manuscript is due in the Graduate College by the Thesis deadline dates (See Graduate College Website 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 (if not already sent in) 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 and general formatting. 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 shelving in the UIC Library are the responsibility of the student 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.
- Abstract: Independent document from dissertation and not numbered (see Thesis Manual for details). Name and title must be consistent with the title page.

- Publishing Fee, subject to change without notice: Students must submit publishing fee electronically along with Thesis (see Thesis Manual).
- Doctoral Dissertation Agreement Form: Completed and signed (form available on the Graduate College website). Choose “Traditional Publishing” and select “Restrictions Required” particularly “No third party search engine access.”
- Survey of Earned Doctorates Form: Completed and signed (form available on the Graduate College website).

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

The Department will automatically bind three copies of the manuscript – one for the Advisor, one for the department library, and one for the student.

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 Program, 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 an **Intent to Graduate** online.

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.

THE PH.D. DEFENSE: A QUICK SUMMARY OF PROCEDURES!

Three weeks before the defense you should complete the committee recommendation form, obtain your advisors signature, and return the form to the Graduate Coordinator.

<http://grad.uic.edu/pdfs/CommRecForm.pdf>

When it is within a week of your defense, you 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. 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.

Return all forms to the Graduate Coordinator. He or she will forward your exam report to the Graduate College and retain your red border forms until you are ready to submit your thesis.

Chapter 10: Course Requirements for Major Programs and Grading Procedures

CHAPTER 10: COURSE REQUIREMENTS FOR MAJOR PROGRAMS AND GRADING PROCEDURES

DEPARTMENT COURSE REQUIREMENTS

The Department requires that graduate students from all Programs 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	Research Design and Analysis (4 hours)
Psychology 545	Multivariate Analysis (3 hours)
Psychology 505	Advanced History of Psychology (3 hours)
Psychology 507	Emerging Research Issues (1 hour fall, 1 hour spring)
Psychology 508	Colloquium on Teaching Psychology (1 hour, fall)
Psychology 541	Introduction to Computing in Psychology (1 hour, fall) recommended
Psychology 591	Research Apprenticeship (2 hours -Year 1 fall)
Psychology 591	Research Apprenticeship (3 hours -Year 1 spring)
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 program (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 Program requires specific courses and electives for their students, as well as a Preliminary Examination to assess competence in the major Program. The course requirements for each Program are listed below. Requirement checklists for each Program are presented in **APPENDICES D1 TO D5**.

APPENDICES D1 TO D5 also summarize sample course schedules for graduate students in each Program. 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 Program. If Programs change requirements over time (with official approval by the Advisory 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 Program Chair may permit a student to substitute or waive 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 Program Chair -- to request Department approval of this substitution or waiver.

Behavioral Neuroscience

Course Requirements for the PhD In Behavioral Neuroscience

Majors:

PSCH 484 Neuroscience 1
PSCH 485 Neuroscience 2
PSCH 569 Current Topics in Behavioral Neuroscience (Brown Bag--6 semesters)
Mammalian Neuroanatomy (Psch Dept.) or Neuroanatomy (Offered Outside Psch Dept)

Plus three elective courses from the following list:

PSCH 460 Advanced Learning
PSCH 462 Neural Bases of Learning and Memory
PSCH 465 Neural Bases of Perception
PSCH 466 Neural Bases of Motivation
PSCH 568 Seminar in Behavioral Neuroscience

Students whose research involves animals are required to complete GC470, and must be named as personnel on an approved ACC protocol. Students in the Behavioral Neuroscience program are strongly encouraged to complete the Concentration in Neuroscience offered by the Committee on Neuroscience. The preliminary qualifying exam is an oral examination based on a list of topics to be provided to the student upon entry into the graduate program.

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 573: Cognitive and Behavioral Assessment
Psychology 574: Techniques of Psychological Intervention
Psychology 575: Psychotherapy Theory and Research
Psychology 577: Ethics and Professional Development
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(2 semesters): Methods and Measurement in Clinical Psychology

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 Program requires that students satisfy a "breadth requirement" emphasizing the developmental, 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 Program. 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 four areas include the following:

Biological Bases of Behavior:

Psychology 462: Neural Basis of Perception
Psychology 483: Neuroanatomy
Psychology 485: Neuroscience II
Psychology 564: Clinical Psychopharmacology
Psychology 568: Seminar in Biopsychology

Cognitive-Affective Bases of Behavior

Psychology 455: Cognitive Psychology of Thinking
Psychology 457: Cognitive Psychology of Skill and Knowledge Acquisition

Developmental

Psychology 526: Lifespan Psychology

Social Bases of Behavior

Psychology 415: Social Bases of Health Behavior

Psychology 512: Attitudes & Social Cognition (if not used for Cognitive breadth requirement)

Students must complete a 1-year approved Clinical Internship. According to the policy of the Clinical Psychology Program, 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: Cognitive Psychology of Memory and Attention

Psychology 454: Cognitive Psychology of Language

Psychology 455: Cognitive Psychology of Thinking

Psychology 457: Cognitive Psychology of Skill and Knowledge Acquisition

Psychology 559: Current Topics in Cognitive Psychology (at least 8 semesters or until Ph.D. Dissertation Prospectus is approved)

Four Electives

At least two and up to four courses from this list. For courses not listed, approval must be received in advance, preferably by including the request and syllabus as part of the annual review process which includes course planning for the following year.

Psychology 459: Cognitive Methods

Psychology 494: Special Topics in Psychology (taught by Cognitive faculty)

Psychology 594: Advanced Special Topics in Psychology (taught by Cognitive faculty)

Psychology 551/552: Cognition and Instruction

Psychology 558: Seminar in Cognitive Psychology (may be repeated).

Community and Prevention Research

Core Courses

PSYCH 531: Community Research (6 hours) Note--Students will enroll in PSYCH 531 for two semesters during year 1.

PSCYH 533: Advanced Community and Prevention Research (3 hours)

PSYCH 534: Community and Preventive Intervention Theory (3 hours)

PSYCH 537: Seminar in Action Research (3 hours) Note—Students will enroll in PSYCH 537 for two semesters during year 3

PSYCH 539: Current Topics in Community and Prevention Research: Brown Bag (1 hour): Note--Students are required to enroll in PSYCH 539 for the first two years of the graduate program for a total of 4 hours, and encouraged to continue participation for all years in residence.

PSYCH 540: Research with Diverse Groups (3 hours)

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 and Personality Psychology

Core Courses

- Psych 512 (3): Attitudes and Social Cognition
- Psych 513 (3): Interpersonal Relations and Group Processes
- Psych 516 (3): Research Methods in Social Psychology
- Psych 519 (1): Social Psychology Brown Bag Seminar
- Psych 570 (3): Personality Psychology

Elective courses that can be taken to fulfill Major and Minor requirements

- Psych 411 (3): Stereotyping, Prejudice, and Racism
- Psych 415 (3): Social Bases of Health Behavior
- Psych 417 (3): Psychology and Law
- Psych 515 (3): Psychology of Women and Gender
- Psych 517 (4): Social Psychology of Education
- Psych 518 (3): Seminar In Social Psychology (May be Repeated) *

* Examples of Recent Seminar Topics (Psych 518)

- Research on Psychological Defense
- Small Group Performance
- Evaluating Experts
- Children and the Law
- Issues in Eyewitness Testimony
- The Psychology of Social Justice
- Psychology and the Holocaust
- Political Psychology

Other related courses

Psych 539 (1): Psychology-Law Brown Bag
Psych 595 (1): Social Psychology Journal Club

Course Requirements for the Major

All five core courses, including four semesters of 519, plus two electives

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 4-point grading system:

- 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)
- F-- 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 Programs require that students achieve a stated minimum GPA. Students should consult the descriptions of the programs of their Major Program 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 Program 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.

NR—Not Recorded

The grade of NR 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/UIN are added to grade roster by the instructor). In such cases the instructor must submit a Supplemental Grade Report to the Graduate College.

GRADING 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 F 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 non-degree 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:

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

- 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.
- 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.
- 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.
- 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 Advisory Committee.
- 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 Advisory Committee for review. If he or she decides not to change the grade, the student may elect to refer the matter to the Advisory Committee for review. In the case of appeals that allege unreasonable or inappropriate grading criteria, the Associate Head shall immediately refer the case to the Advisory Committee if he or she decides that there is a probable cause for the appeal.

Statement of 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 DGS or the Head. Both the Head 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 Head is also the person to see about specific personnel problems (see below). The formal grievance officer of the Department is the Associate Head.

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 Head or Head (or a member of the Advisory Committee if it concerns the Associate Head or Head). However, if the Head 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 Head 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 Head 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 Head 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 of the Graduate Student Handbook summarizes these procedures, see link for the entire University grievance procedures: http://www.uic.edu/depts/oaa/faculty/FINAL_VERSION_STUDENT_PROCEDURES.pdf

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 Head would be the first hearing officer. For grievances against the Head, the Dean would generally be the hearing officer

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 2012-2013, the Range II (for students enrolled in 6-11 hours) fall and spring semester Tuition rates are \$3,627/semester for residents and \$7,627/semester for nonresidents. There are also semester charges for a General Fee (\$425), a Service Fee (\$314), a Health Service Fee (\$88), and Health Insurance Fee (\$401). The Service Fee, General Fee, and Health Service Fee are mandatory fees. Students who present evidence of insurance in force that provides equivalent coverage may apply for an exemption from the health insurance 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 2011-2012 academic year, pay scales for 50% appointment 9- month assistantship (Teaching, Research, Clinical, and Administrative) appointments were as follows:

- \$14,709 Entering students with a BA degree
- \$14,709 2nd-year students (following filing of an Advisor-approved First Year Progress Report)
- \$ 15,070 Post MA Thesis students, contingent upon committee approval and degree conferred by the Graduate College
- \$ 15,523 Students admitted to doctoral candidacy by the Graduate College (after filing approved Preliminary Examination report)
- \$ 15,988 Post Ph.D. Dissertation Prospectus students (after filing approved Prospectus Approval form)

Student stipends will be reviewed and, if appropriate, modified once a year as long as contingencies are met in time for appointment papers to be processed. To advance a level, all documentation must be submitted to the Graduate Coordinator and completed in full before August 15th. It is to your advantage to turn in all paperwork well before the deadline. 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 some 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 20.00 for a 50% appointment, and the proportional fraction of time for other appointments (Graduate College Guidelines). 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.

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 an automatic waiver for the summer term immediately following, provided they are registered for at least three hours during that summer term. Under these conditions, no request for a tuition and fees waiver is required.

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.

When requesting a teaching assistantship, continuing students will be asked to complete an online form with their preferences for specific teaching assistantships. Those with interest in being a TA 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 various types of assistantships available to them.

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 10 and December 10, 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. Although the DGS makes every attempt to assign students to the course they requested, there is no guarantee that a student will receive their first choice. Students are allowed to decline assistantship offers.

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 assistantship 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 Program 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 Head 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.

4. Priority to international students because these students are not allowed to receive more than a 50% appointment during the fall and spring semesters.

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 2012-2013, fellowships carry a stipend of \$20,600 per year. 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. **Students who receive a recruitment round University Fellowship are only eligible for renewal in the fourth year if they passed their preliminary examination by April 15 of their third year in the program.**

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. *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 (> 3.8/4.0), 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 Programs. Faculty may propose nominees who have been admitted by their Program to the DGS who rank orders them and forwards them to the Graduate College.

Efforts are made to distribute nominations across Programs. The Graduate Coordinator prepares application packets for University Fellowship with the guidance and support of the DGS.

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 2012-2013, fellowships carry a stipend of \$20,600 per year. Recipients may accept part-time assistantships or up to a total of 50% time. Work unrelated to the field of study is not allowed. **Students who receive a recruitment round Abraham Lincoln Fellowship are only eligible for renewal in the fourth year if they passed their preliminary examination by April 15 of their third year in the program.**

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. Departments are able to submit up to 10 qualified nominations.

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 3.0), 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. Recipients of the Dean's Scholar Award will receive a fellowship stipend of \$20,600 for a twelve-month academic year. The recipient also receives a tuition and fee waiver from the Graduate College. The waiver covers the tuition (including differential, if any) service fee, health service fee, academic facilities maintenance assessment fee, and \$100/ per academic year towards Campus Care, if applicable. All other fees are the student's responsibility.

Eligibility. Doctoral candidates only. Students must have passed their Preliminary Examination and have a plan approved by the Department for their Dissertation Research. An award recipient may not accept a teaching assistantship while on a Dean's Scholar, but may accept a Research Assistantship for no more than 50% time in his/her research field, or external support in the form of a fellowship for work directly related to the dissertation.

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 two students 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.

Diversifying Higher Education Faculty in Illinois (DFI)

The DFI was established by the Illinois General Assembly to provide financial assistance to members of traditionally underrepresented racial minority groups to pursue and complete graduate or professional degrees at Illinois institutions of higher education. The overall intent of DFI is to increase the number of minority faculty and staff in Illinois institutions of higher education and higher education governing boards.

Amount. The stipend for the DFI award will be announced later on in the year, but will include 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. DFI 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

Eligibility: Continuing UIC African-American, Latino(a) or Native-American undergraduate students who have a current cumulative GPA of 3.0/4.0 and will be a junior or a senior status if the fall after applying or African-American, Latino(a) or Native-American graduate or professional students who have demonstrated high academic achievement. All students must have completed at least one semester at UIC, and must plan to be enrolled full-time during the coming academic year. Present or past holders of the graduate or professional awards are not eligible. Past winners of the undergraduate award are eligible. Full or part-time UIC employees are not eligible (this does not include student workers or graduate assistants). Applicants must be citizens or eligible non-citizens.

Description: The Martin Luther King, Jr. Scholarship Program was established in 1985 at UIC to encourage African-American, Latino(a), and Native-American UIC students who have demonstrated high academic achievement in the many fields where they have traditionally been underrepresented and who have shown commitment through community and campus service. 15 \$2,000 undergraduate scholarships, five \$5,000 graduate fellowships and five \$5,000 professional fellowships are awarded annually. Selection is based on academic record, personal statement, recommendations, and demonstrated commitment to community/campus service

Graduate College Tuition and Service Fee Waivers

The Department receives a limited number of Graduate College 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 DGS. A Graduate College 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 well in advance of each semester. Making a note on the online survey of assistantship request 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, provided 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 how to apply for this award can be found at <http://www.apa.org>. 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

Provost Award for Graduate Research

The Graduate College provides two programs of support for research by graduate students at UIC: the Provost's Award for Graduate Research and the W.C. and May Preble Deiss Fund for Biomedical Research. The Provost's Award is open to all graduate students currently enrolled at

UIC and the Deiss Fund is for graduate students engaged in research in clinical or basic medical sciences.

Students may apply on a competitive basis for awards of \$1000 to \$3000 to support their research. Awards will be made in two competitions annually, once in Spring semester and once in Fall semester. See the Grad College website for semesterly deadlines.

- You can only win this award once. If you win for research for your MA degree, you can NOT apply again for the Ph.D.

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."

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 Program, 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 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 one 50% TA assignment towards the requirement.

Psychology 508

All students are required to enroll in whatever teaching orientation the department offers. Currently, this takes the form of 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 Programs, 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. Please check with the DGS about the potential of payment for teaching a course under 587.

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 4.0 hrs per week per 10% appointment (20.00 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 Forms and Department Policies

CHAPTER 14: DEPARTMENT AND GRADUATE COLLEGE FORMS 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 Program are generally handled entirely within the Department. On the other hand, petitions to register retroactively, to be granted a Leave of Absence, request additional time to complete the Ph.D. 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 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 a Deadline Extension
- E9: Petition for a Change of Advisor
- E10: Petition for a Change of Program
- E11: Instructor Evaluation of Teaching Assistant

Graduate College 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) **SAMPLE ONLY**
- F2: Examination Report to the Graduate College (for Master's Thesis/Preliminary Examination/Doctoral Dissertation) **SAMPLE ONLY**

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

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 DGS 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). The formal grievance officer of the Department is the Associate Chairperson.

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 Advisory Committee if it concerns the Associate Head or Department Head). 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 Department Head 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 Department Head 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 Department Head 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.). See Chapter 15 for complete University policy.

Chapter 15: University Regulations

CHAPTER 15: UNIVERSITY REGULATIONS

ACADEMIC GRIEVANCES PROCEDURES

The Academic Grievance Procedures (March 1, 2007) 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

http://www.uic.edu/depts/oaa/faculty/FINAL_VERSION_STUDENT_PROCEDURES.pdf

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 Head. If it is against the Head, 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 60 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 Head) must conduct an appropriate investigation and may grant or deny the remedy sought, but must do so within 30 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:

Office for Access and Equity
809 South Marshfield
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, <http://www.research.uic.edu/protocolreview/acc/index.shtml>

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 Office of Access and Equity, 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, the Christopher B Keys Award for early outstanding research and the Michael J. Piorkowski Award which honors a graduate student for achievement in Behavioral Neuroscience 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	1993	Not awarded
1991	Loretta J. Stalans	1994	William G. Shadel
1992	Not awarded	1995	Walter D. Scott

1996	Suzanne L. Davis	2004	Not Awarded
1997	Alison Miller	2005	Henrietta Filipas
1998	Jason Schklar	2006	James McAnany
1999	Nilly Rafaeli-Mohr	2007	Ben Jee
2000	Tamara Haegerich	2008	Jennifer Watling Neal
2001	David J. Therriault	2009	Marina Fiori
2002	Sharon M. Wasco	2010	Adrienne J. Heinz
2003	Jessica Cook	2011	Cynthia Nadjowski
		2012	Jessica Salerno
		2013	Randi Schuster

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 Department Head, 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:

1992	David B. Henry	2002	Kari Nysse-Carris
1993	Theresa M. Schultz	2003	Thomas D. Griffin
1994	Pamela I. Dallob	2004	Trina Kershaw
1995	Paula Smith	2005	Julie Schecter
1996	Mark R. Pitzer	2006	TracyCaldwell
1997	Nicole Schnopp-Wyatt	2007	Robert Youmans
1998	Kimberley Duff	2008	Susan Long
1999	Julie Tillema	2009	Jennifer Veilleux
2000	Courtney Ahrens & Bonnie Rosenblatt	2010	Travis R. Ricks
2001	Bonnie Rosenblatt	2011	E. Sam Winer & Traci Weinstein
		2012	Steve N. DuBois

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 behavioral neuroscience. The recipient will receive a \$500.00 award, and be honored both at the University Honors Day Convocation and at the Psychology Department Student Award Banquet.

To apply for this award please submit a copy of your current CV. No letters of reference are submitted. However, please have your advisor contact the Director of Graduate Studies that he/she is aware that you are being considered for the award. Also, submit a personal statement in which you describe your research, understandable by someone not in your field. Be clear as to the importance of your research to your specific area, and the broader implications of your work. In addition, note that the evaluative criteria are based on scholarly work AND more subjective criteria, namely, "intellectual curiosity and love of people." Equal weight is given to both dimensions. Examples of “love of people” include service to the community, Program, and department, as well as service to students and peers (e.g., volunteer tutoring). Your work as a Teaching Assistant, even if beyond what is expected (e.g., giving career advice), should not be included in the personal statement. The personal statement is typically fewer than three pages, single spaced.

Previous award winners include:

1997 MarkR. Pitzer	2008 Gregory Colflesh
1998 David Cook	2009 Jason Braasch
1999 Holly Rice	2010 Travis Ricks
2000 David Therriault	2011 Patrick Cushen
2001 Mark G. Orr	2012 Stephanie Ebner
2002 Michael F. Bunting	2013 Andrew Jarosz
2003 Tim Miura	
2004 Ivan K. Ash	
2005 Rob Youmans	
2006 James McAnany	
2007 Leah Rubin	

THE CHRISTOPHER B. KEYS AWARD FOR EARLY OUTSTANDING RESEARCH ACHIEVEMENT

Established on the occasion of Christopher Keys’ retirement, this award is made annually to a 1st through 3rd year graduate student who is in good standing in the Department of Psychology at the University of Illinois at Chicago whose work best exemplifies the tradition of innovative, adventuresome research conducted by Christopher Keys. The award will consist of a written

certificate and a cash prize of \$500.00, and will be presented at the Annual Department Awards Banquet each spring.

The major criterion for the award is a high-quality research project that is completed in substantial part at UIC. Special consideration is given to a innovative research that breaks new ground theoretically, methodologically, empirically, or practically. The 3-person Selection Committee appointed by the Director of Graduate Studies—with appropriate Program representation—is not required to make an award if it judges that there are no exceptionally qualified nominees.

Students will submit a cover letter, a completed manuscript describing the research (e.g., thesis, journal article submission), curriculum vitae, and two letters of recommendation by April 1st of each year. Letters should comment on the innovative quality and scholarly contribution of the manuscript, the student's performance in graduate school, and the student's promise for a career of conducting creative, high-quality scholarship.

2007 Justin St. Andre

2008 Adrienne Heinz

2009 Jessica Salerno

2010 Lisa M. Alvy

2011 Katherine Emerson

2012 Laura Kuper

2013 Stephanie Gorka

APPENDICES

APPENDIX A: Faculty, Program Affiliation, and Research Interests

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APPENDIX A: Faculty, Program Affiliation, and Research Interests

APPENDIX A: FACULTY, PROGRAM AFFILIATION, AND RESEARCH INTERESTS

Evelyn Behar

Assistant Professor, Clinical

BSB 1050B

(312) 413-5564

Email: behar@uic.edu

(Penn State University, 2005) Anxiety disorders (especially GAD, panic, PTSD); affective, physiological, behavioral, cognitive, and interpersonal correlates of anxiety; comorbidity between anxiety and mood, sleep, and sexual disorders; psychotherapy treatment and process research.

Dina Birman

Assistant Professor, Community and Prevention Research

dbirman@uic.edu

(University of Maryland, 1991)

Acculturation and adaptation of immigrants and refugees; mental health interventions with refugee families and children; school based mental health interventions

Courtney Bonam

Assistant Professor, Social Psychology

cbonam@uic.edu

(Stanford University, 2010)

Racial stereotyping and discrimination; sense of place, environmental and social justice; perceptions and experiences of multiracial people

Bette L. Bottoms

Professor, Social and Personality Psychology

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.

Daniel P. Cervone

Professor, Social and Personality Psychology

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.

Sabine Elizabeth French

Assistant Professor, Community and Prevention Research

sefrench@uic.edu

(New York University, 2002)

Ethnic identity development; mental health and academic achievement in ethnic minority adolescents; school transitions

Susan R. Goldman

Distinguished Professor, Cognitive,
sgoldman@uic.edu

(University of Pittsburgh, 1979)

Learning in multimedia environments, especially strategies for understanding; instruction and the design of learning environments; assessment; development of literacy competencies.

Laurence G. Grimm

Emeritus Associate Professor, Clinical
Director of Graduate Studies

lgrimm@uic.edu

(University of Illinois at Urbana-Champaign, 1979)

Affect intensity, Psychopathology

Ellen Herbener

Assistant Professor, Clinical
BSB 1046A

(312) 413-2638

Email: herbener@uic.edu

(Harvard University, 1992) Schizophrenia; Psychosis; anhedonia and avolition; emotional processing, cognition-emotion integration, neuroimaging

Jon Kassel

Associate Professor, Clinical
jkassel@uic.edu

(University of Pittsburgh, 1995)

Addictive behaviors; effects of drugs on emotional response; self-regulation perspectives of drug use.

Michael W. Levine

Professor, Behavioral Neuroscience
mikel@uic.edu

(Rockefeller University, 1972)

Sensory processes; visual perception; visual processing

Pauline M. Maki

Associate Professor, Behavioral Neuroscience
pmaki@psych.uic.edu

(University of Minnesota, Twin Cities, 1994)

Memory; sex hormones; neuroimaging; neuropsychology; aging; dementia

David J. McKirnan

Emeritus Associate Professor, 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

Professor, Clinical

robinm@uic.edu

(University of Oregon, 1984)

Behavioral medicine; adolescent smoking; adolescent health behaviors; smoking cessation; health psychology; cancer prevention; health promotion

Kara Morgan-Short

Assistant Professor, Cognitive

karams@uic.edu

(Georgetown University, 2007)

Neurocognition of second language processing and acquisition; effects of explicit and implicit training and practice on second language acquisition; verbal protocols; event-related brain potentials.

Stellan Ohlsson

Professor, Cognitive

stellan@uic.edu

(University of Stockholm, 1980)

Cognitive psychology; creativity; conceptual change; the acquisition of complex skills; cognitive modeling; and the application of cognitive psychology to the design of information technologies, especially intelligent tutoring systems.

Jim Pellegrino

Distinguished Professor, Cognitive

pellegjw@uic.edu

(University of Colorado, 1973)

Aptitude and intelligence assessment; application of cognitive theory to the analysis, redesign and utilization of standardized test instruments; inductive reasoning and spatial ability; technology and instructional design.

Michael Ragozzino

Assistant Professor, Behavioral Neuroscience

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; text comprehension; eye movements during reading; bilingualism; attention; memory.

Stephen Reilly

Associate Professor, Behavioral Neuroscience

sreilly@uic.edu

(University of York, England, 1985)

Neural mechanisms of learning and motivation; neural basis of conditioned taste aversion and reward comparison; functional organization of mammalian gustatory system

Karina Olga Reyes

Associate Professor, Clinical

kreyes@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.

Jamie Roitman,

Assistant Professor, Behavioral Neuroscience

BSB 1042A

(312) 355-1458

Email: jroitman@uic.edu

(University of Washington, 2002).

Neural basis of value-based decision-making, impulsivity, and risk-preference; psychophysical measurement of behavior; ensemble recordings of single neurons during behavior.

Mitch Roitman

Assistant Professor, Behavioral Neuroscience

mroitman@uic.edu

Ph.D. University of Washington, 2001). Neurobiological basis of reward and aversion. Subsecond sampling of dopamine and single neuron activity during behavior. Systems serving adaptive (feeding) and maladaptive (drug-taking) motivation.

Stewart Shankman

Assistant Professor, Clinical

stewman@uic.edu

(Stony Brook University, 2006)

Neurobehavioral mechanisms and correlates of depression; classification of depression; reward sensitivity

Linda J. Skitka

Professor, Social and Personality Psychology

lskitka@uic.edu

(University of California, Berkeley, 1989)

Distributive and procedural justice, moral mandates, attributions, methods

Edison Trickett

Professor, Community and Prevention Research

trickett@uic.edu

(Ohio State University, 1967)

The role of the school in the acculturation and adaptation of immigrant and refugee families and youth, community intervention theory, and university-community collaboration as a research paradigm.

Roger P. Weissberg

Professor, Clinical

President, Collaborative for Academic, Social, and Emotional Learning (CASEL)

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

Professor, Cognitive

jwiley@uic.edu

(University of Pittsburgh, 1996)

Learning from text; problem solving; creativity, collaboration and innovation.

Robert D. Wirtshafter

Professor, Behavioral Neuroscience

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

APPENDIX B: IRB PROCEDURES

Human Subjects Compliance Procedures and Instructions

Department of Psychology

A set of procedures and hints

for preparing IRB submissions through the

Department of Psychology Departmental Review Committee (DRC)

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

<http://tigger.uic.edu/~mikel/IRBproc.htm#What>

All human subject research must receive approval before work is begun. The procedure for obtaining approval begins when investigators apply to the Department. The Chair signs, copies are made, and the application and protocol are sent to the Office for the Protection of Research Subjects (OPRS) for IRB review. No work may be initiated before approval is received. Data obtained without prior approval are “poisoned” and cannot be published in any form. Note that the IRB is not allowed to grant *ex post facto* approvals.

Thesis and dissertation committee approval

When a graduate student proposes a thesis or dissertation, the proposal approval form also requires the signature of the Chair of the Departmental Review Committee (DRC). This is to ensure that the student has proper IRB (or ACC for animal work) approval before starting the research. It also avoids the major headache that can come later if approval was not granted in time: the Graduate College will not accept a thesis or dissertation without proper approval – and the IRB is not allowed to grant approval after the fact. Data collected without prior approval (except for existing data, for which approval must be obtained for analysis) cannot be published at all – not as a dissertation, not as a journal article, not as a convention presentation! If a student submits a thesis or dissertation without prior approval, it will not be accepted and the student must start over from the beginning. To avoid this disaster, the student must be named as a PI or Co-PI on a valid IRB protocol, with a title consistent with that of the thesis or dissertation, and that clearly covers the matter within the thesis or dissertation.

To obtain this signature, submit the thesis or dissertation approval form to the DRC coordinator. The coordinator will check the records to confirm that there is proper approval, OK a signature, and return the signed form to the student. Note that if the student was added later as an amendment to a standing project, the Department will not have a record of that and a copy of the amendment approval should be attached to the form. If the IRB proposal went through another unit, Psychology will not have any record of it, so the student must supply documentation. If the subject of the thesis or dissertation is not obviously consistent with the IRB documentation, an explanation will be necessary.

Now, there’s a cute catch-22 here. The thesis or dissertation proposal should not be signed until IRB approval is in hand, but OPRS asks that IRB proposals for a thesis or dissertation be submitted after the thesis or dissertation committee has approved the project. This is to avoid the need for added paperwork in order to amend the project when the thesis or dissertation committee requests changes in the project design. In most cases, we can sign off while the IRB

approval is still pending, so you can submit to the IRB at the same time you submit the thesis or dissertation prospectus approval form. In complicated cases, it may be necessary to wait for the IRB approval before the Department officially approves the thesis or dissertation proposal. On the other hand, the student may already have obtained IRB approval before proposing the thesis or dissertation in order to obtain pilot data before proposing. In that case, amendments may be needed to change the number of subjects and to accommodate any requests of the thesis or dissertation committee.

When to submit

There are specific OPRS deadlines for submission for full (“convened”) reviews (either initial review or continuing review). In general, these deadlines fall two weeks before the meeting at which review will occur (a week to prepare the agenda and make and deliver packets, and a week for the IRB members to read it before the meeting). This schedule of meeting dates and deadlines is posted on the [OPRS](#) website:

<http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/meetings.shtml#irb2>

However, you cannot hope to give us something the day of a deadline and have it at OPRS in time for the next meeting. Even if the cover sheet indicates no further processing, the Department Head must sign off, and copies must be made. Note that if the Department Head is not available at that moment, you still may not make the deadline.

Full initial reviews require the departmental committee to write reviews that are attached as Appendix F. This will not happen overnight! Please allow at least 5 days for these reviews (and, of course, it is those proposals that must meet specific deadlines at OPRS). If there are problems, obviously, it will take a bit longer for you to make the necessary corrections. (We can submit without corrections but the departmental reviews will indicate the problems, and it will take much longer to answer the problems if posed by the IRB than by us).

Exempt and expedited proposals (and expedited continuing reviews) are done on a rolling basis at OPRS, so there are no specific deadlines. The reminder letters do not distinguish these from full reviews, so you will be told a deadline that is really irrelevant.

What to submit

What forms you must fill out, and how many copies are needed, depends on the level of the review.

Forms are available for download at:

<http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/forms/index.shtml> be sure to use the current version of the forms. Submissions not using these forms will be returned to investigators unreviewed. Don't forget to allow time for passage through the Department.

The forms indicate all necessary attachments. In general, you will need to attach as many copies of any instruments or questionnaires as you must submit of the form itself. Please do not include the instruction pages with the application.

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 (Determination of Whether an Activity Represents Human Subjects Research) is all that is required. This form is brought over to OPRS directly by the department coordinator.

Submit one (1) unstapled copies to the Department Review Committee Coordinator, if you are requesting editorial review please submit two (2) unstapled copies.

Exempt: Exempt studies meet the requirements in 45CFR46.101(b). The Request for Exemption form is used; be sure to attach an Initial Review 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). You will have to indicate that your study is minimal risk, and check which of the categories apply (note that **the entire project must fit within these categories for the project to qualify**). You will write an extra paragraph or two justifying that it is qualified for expedited review. Do not write a full summary – just a verification of how it is minimal risk and fits within the categories you checked. Be sure to attach an Initial Review Cover Sheet.

Full review: All other studies require full (or “convened”) review. The same forms are used as for expedited review, but leave the expedited review sections blank. The department committee will add two copies of Appendix F (one from each departmental reviewer). Be sure to attach an Initial Review Cover Sheet.

New project: (except *Registration*): Submit one (1) unstapled copy [original] of the application to the DRC Coordinator. If you are requesting an editorial review or have some special issues (boxes on the cover sheet that should be initialed left un-initialed for some reason), please provide an additional copy for the DRC reviewer.

Submit three (3) copies [original + 2 photocopies] of proposals that require full review. Also, please place a Post-It with the word “FULL” on the cover sheet so the DRC Coordinator will realize that a full review is requested.

All new applications require an Initial Review Cover Sheet. Indicate the level of review requested by checking the appropriate box near the top of the form. Also check whether you wish an editorial review before the application is forwarded to OPRS (Departmental review is required for applications receiving full IRB review; the cover sheet will help

guide these reviews). Note that each box on the form must be initialed by a faculty member (or an explanation attached explaining why it is not).

Continuing review: The Continuing Review form is a more complicated than it should be, and will require more time than you think to complete! Remember, it may have to go through the Department Review Committee (and it MUST be signed by the Chair) before it goes to OPRS. The IRB must then review it, and may request changes. If it is not approved before your expiration date, work must stop until it is approved! Therefore, it is wise to allow extra time for this process; you can submit well in advance to guarantee there will be no lapse. If it goes smoothly and gets to OPRS too far in advance, they will hold it until a reasonable time so your next continuing review is not pushed too far forward.

Please attach a departmental Continuing Review cover sheet indicating whether there have been complaints or adverse events since the last review. If you attest there were none, the CR will be signed without any further departmental review.

The form asks for all personnel (and any that have been added should already have been reported as an Amendment), a review of changes in the literature, a report of all subjects who refused participation or dropped out, and any adverse events. Note that any adverse events must be reported directly to the IRB as soon after they occur as possible. There is also a request for the ethnic and gender composition of your subject population; if you did not collect these data, you can state that the information was not a part of your research and asking the additional questions would only have increased risks to subjects. A breakdown of the UIC population at large is given at <http://www.uic.edu/~mikel/IRBproc.htm>.

You can attach an amendment to your Continuing Review form to change details or the consent documents. In some cases, the IRB may separate the amendment to prevent a lapse in approval, so the project can remain active in its original form until the amendment is approved.

The Final Research Report Form is used for the final report (when you want to close out the project and seek no further approval). Remember that once you submit a final report, the project is closed forever. You can't do further analyses without first submitting an application (for "existing data"). Don't get caught closing a project and then having a journal reviewer ask for some additional data!

Submit one unstapled copy [original] of the Continuing Review application (with the departmental Continuing Review cover sheet) to the DRC Coordinator. If the project requires a full review, please place a Post-It with the word "FULL" on the top sheet of the top copy so the Coordinator will realize that a full review is requested.

Amendments: Any change in what you are doing – from changes in number of subjects (including a major decrease in anticipated subjects) to new personnel working in the project, changes in recruiting procedures, changes in recruiting materials, changes in instruments, or changes in procedures, **must first be approved by the IRB**. An

Amendment Form asks for the new materials and a brief justification of why the change is made. Note that any adverse events must be reported directly to the IRB as soon after they occur as possible. For any unexpected or adverse events please use the Event Requiring Prompt Reporting to the Institutional Review Board. Don't forget to add any students (graduate or undergraduate) who are working on your research. Submit the amendments form and materials directly to OPRS.

What happens next:

Under the OPRS procedures implemented May 6, 2002, the Departmental Review Committee is no longer required to review exempt or expedited projects. The Initial Review Cover Sheet essentially places this responsibility upon the faculty member in charge of the project. We have therefore instituted the following two-tiered procedure:

- It is the investigator's option to have a regular review, in which the committee member advises of possible problems or difficulties so the investigator has a chance to revise the document before it is forwarded for review by the IRB. To request such a review, check the appropriate box near the top of the cover sheet. This is essentially what we have done in the past; this review (editorial or in-depth review) assists investigators in having a smoother and faster IRB review.
- The investigator may choose to request an application for exempt status or expedited review be forwarded "as is"; the cover sheet certifies that the application is acceptable for the Chair to sign. Only if there are issues that might cause a reviewer to advise the Chair to decline signing would the investigator be asked to make revisions. If there is a serious disagreement, the full DRC could be convened to discuss the issue.
- Projects requiring full IRB review must be treated differently. Two reviewers are mandated, and each must write a review using Appendix F. Nevertheless, investigators will be offered the option of an editorial review or an ethical review. In this case, the ethical review will have to be somewhat more in-depth, as the reviewers must answer the 7 questions in Appendix F. If there are issues that would cause a reviewer to make a negative comment, the PI will be offered the opportunity to revise the application. Note that the investigator does not fill out Appendix F.

Be aware that if you submit for Exempt or Expedited review and the IRB determines that you require Full review, you will have to return to the Departmental Review Committee for 2 completed copies of Appendix F.

Note that the Departmental committee no longer has scheduled meetings; items are reviewed as they come in. However, this does not mean reviews occur instantaneously; we try to return comments or approvals in less than a week.

Considerations if you use the Subject Pool:

Exemption: Few projects can be exempt if they use the subject pool. Obviously, projects under Federal agency heads, demonstration projects, or studies of existing data do not use the pool. Educational tests could, and there could possibly be a taste test. But the usual category of exemption -- surveys, interviews, etc. -- cannot be invoked because minors (under 18) are excluded from this exemption, and you cannot exclude minors from

subject pool experiments unless there is a valid scientific reason. If there is such a reason, be sure to make it explicit in your justification for exemption!

Special requirements:

- Even if your project is exempt, you will need to supply a proper consent form using the same format as for any other project. It will not be stamped by OPRS, but will be reviewed by the Departmental committee. The forms subjects see should not vary as a function of the level of review given the project.
- Rather than a “Consent” form, you should supply a single “Agreement to Participate” form that serves as both consent form (for those over 18) and assent form (for minors—parental permission will have been obtained through the blanket permission form). Other than the heading, this form should follow the template for a consent form. Note that no parental signatures or witness signatures are required, and the signature is of the subject, never a “legally authorized representative).
- In all cases, the debriefing for educational value must be supplied. It need not be a verbatim script or handout; an outline can suffice. Exempt proposals must attach a debriefing; others may either include it under “what will be said to subjects to explain the research” (noting explicitly what is to be said at the conclusion of the session), or attach a debriefing sheet.
- The “inducement” for participants is a “Psychology Experience Credit” or PEC. This is how it should be referred to throughout. Remember, the alternatives include other experiments, practice clinical interviews, and written reports. Consult the Subject Pool guide and procedures if you are unclear about these alternatives. However, since you give a PEC (or ½ PEC if so advertised) to everyone who shows up, you don’t need to indicate alternatives to being in this study.
- Note also that subjects will use a PIN identification; you don’t necessarily know their identities (names), but there is a key in the Department. If you identify data sheets with the PIN, you cannot claim they are iron-clad anonymous.

New subject pool procedures:

- The sign-up procedure for recruiting subjects has changed from paper postings in the corridor to an electronic system (PECOLSUS). New proposals should reflect this change, and not refer to signing up on posted sheets.
- There is a blanket parental permission obtained from minors who will participate in the subject pool. This means no parental permission forms will be needed. Rather than a consent, you should have a single "Agreement to Participate" form that will serve as both a consent and an assent form.
- **No projects deemed to be greater than minimal risk will be allowed to use the subject pool unless minors are specifically excluded** (for scientific reasons approved by the IRB). In most cases, this means the project received an expedited review. Some projects may have passed as exempt, but the most common exempt category excludes minors; if the project required full IRB review (perhaps because it didn’t fit the allowable categories), the IRB must have specifically determined that it is minimal risk. That will be stated at the top of the approval letter. Note that if your project received full review and the IRB does not determine that it is minimal risk, you will have to submit an amendment justifying the exclusion of minors.

What happens next:

The project will be reviewed by one (exempt or expedited applications if editorial review was requested) or two (for full review) members of the DRC. Exempt and expedited proposals will only be reviewed if editorial review is requested or the cover sheet indicates some potential problem. In general, proposals that receive review will be reviewed within 3 to 5 days of receipt. This is not a promise; reviews depend on the availability of DRC members and the number of applications received in any time period. Note also that this is a new procedure, and may need some refining.

About a day after review (if there is a review), the PI may receive a list of suggested or required changes, or a note that the application is being forwarded to OPRS. When the application is satisfactory, the committee will attach Appendix F (if it requires a full review) the Department Chair will sign. Copies will then be made for forwarding to OPRS. The investigator will also be asked at that time whether or not he or she has yet completed a mandatory training session for investigators. Applications will not be accepted at OPRS if this training has not been completed.

The training can either be completed through an on-campus course called Investigator Training 101, or via an online course. The training schedule and the link to the online course can be viewed at the following website:

<http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/education/index.shtml>

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

Once your application is approved at the departmental level, it will be forwarded to OPRS for IRB review. Copying and forwarding will be done by the Department unless you specifically want to shepherd it yourself. Comments or requests for changes that you may receive from the IRB (through OPRS) should be responded to directly with OPRS -- the Department has no further responsibilities for the proposal (unless it is bumped to Full review and we must supply the two versions of Appendix F).

What happens after it leaves the Department:

The department makes the necessary copies and delivers them to OPRS. If the PI wants to make the deliveries him or herself, that can be arranged. Deliveries can be made either to the OPRS office in AOB, or their satellite office: 3108A, BSB.

Registration: That's it! The Department Coordinator just files it.

Exempt or Expedited: One or two IRB members review the application. This is done on a fairly continuous basis – Vice-Chairs regularly “clear the shelf” of proposals and amendments awaiting review (there is usually someone twice each week). The convened meeting

schedule and deadlines are therefore irrelevant for these reviews. 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 “bumped” to undergo the next higher level of review. If it had been submitted as exempt, that means filling out the Application Form. If it was expedited, it will have to return to the department for review by the DRC.

Full (convened): The full IRB considers it at a convened meeting (after they have all read it). Be aware of the meeting and submission deadlines, because if you just miss being distributed in a packet you will have to wait at least two weeks longer to be on the agenda for the next following meeting. If it is approved, you receive a letter saying so, and begin work. But it is likely 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 receive a letter spelling out the required modifications. These are reviewed by individual IRB Vice-Chairs, and so do not have to await the next meeting, even if they received a full review. Work cannot begin until OPRS certifies that the modifications are complete and satisfactory (you will receive a letter of approval). In some cases, the application is "deferred". That is, you are given a list of required modifications and additional information or documentation that is required; after you resubmit the corrected application, 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. In some cases, a project submitted for full review will be determined to be minimal risk and the board will vote that continuing reviews can be expedited (even though it may not fit the special categories).

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 the DRC (unless the IRB rejects it and you have to start over from scratch).

If you have questions about where a submitted application is in the system, contact the Assistant Director for the board reviewing your application (*most* Psychology protocols go to Board 2; some go to Board 3). The OPRS staff listing is at <http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/contact.shtml> -- any of the OPRS addresses can be found from the menu on the left of the OPRS site (<http://tigger.uic.edu/depts/ovcr/research/protocolreview/> -- click the IRB tab) which is also linked from the Psychology site or the Psych IRB info listed at the top of the handbook..

Some hints:

- When you resubmit after Department editorial 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 couldn't figure out what all the extra stuff was about!

- 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 IRB demands answers to each and every question.
- Note that UIC is a performance site if you are housed here or doing data analysis here. Do not check "no" where it says "must be 'yes' unless the research is conducted only at the VACHCS". UIC is by definition a site because the UIC IRB is approving it!
- If you are using the Subject Pool, you cannot exclude minors except for acceptable scientific purposes. Since the blanket parental permission promises "minimal risk", the project must either have been approved by exempt or expedited review, or the IRB have specifically determined that it is minimal risk.
- If you are using the Subject Pool, you must supply a debriefing that provides educational value for the students.
- If you are using the Subject Pool for subjects, your "consent" document should be headed "Agreement to Participate". You can use this for subjects either older or younger than 18, as a consent or assent form. Parental permission will have been obtained through the blanket permission form. No parental signatures should be included on your "agreement" form.
- 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 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 OHRP will read to be sure we are doing things right, so it has to be satisfactory. It is also a critical part of the annual Re-Reviews.
- Include as much detail about the methods as is reasonable, 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.

- Consent forms are a pitfall. See the UIC [instructions](#), read the [hints](#), and it is often a good idea to use the [TEMPLATE](#) available for download. Use of the template is no longer required, but it is a good way to be sure you have included everything you should. Note, however, that some items are optional ("if...") and should not be included; irrelevant information confuses the subject.
- 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. **Graduate Students must be listed on an IRB application 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 who have not yet been trained need to attend sessions immediately. After initial training, yearly re-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.*" Previous approvals will not be considered valid if this obligation is not met! Please see the DRC Coordinator and let him know when you have completed training so the Department can keep a record of who is certified.
- The IRB will 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 other 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; 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. (The former is preferable).
- 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 recording tapes. "New information" being provided is absurd during a single one hour session. The statements about revealing information as required by law may not be applicable, and would only alarm subjects. Consent must be informed, but an overly legal and inclusive form scares subjects away.
- If the subjects are all competent to give consent, remove "or authorized representative" from the heading "Signature of subject or authorized representative". Unless blind or dyslexic subjects will be included, you can delete "(or someone has read to me)" under that heading.
- 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 common mistakes to avoid and up-to-date procedures are posted at <http://tiger.uic.edu/~mikel/IRBproc.htm#What>

When using animal subjects/Information regarding the ACC

The Institutional Animal Care and Use Committee (IACUC) at UIC is known as the Animal Care Committee (ACC). The ACC is responsible for the review and approval of all research, testing and teaching using animals in UIC facilities, or conducted by UIC students and/or paid personnel, or using funds administered by UIC. Committee functions are administered through the Office of Animal Care and Institutional Biosafety within the Office of the Vice Chancellor for Research.

The goal of the ACC office is to facilitate the protocol writing/review process for the investigator and to ensure compliance of all research, testing and teaching involving animals with federal regulations. The ACC Office accepts all protocol submissions, coordinates protocol

review for the committee, notifies the investigator of the outcome of protocol review and works with investigators during the protocol writing/review process.

For additional information please visit their website

<http://tiger.uic.edu/depts/ovcr/research/protocolreview/acc/index.shtml>

APPENDIX C: Subject Pool Regulations

APPENDIX C: SUBJECT POOL REGULATIONS

The documents which describe the rules, procedures and policies governing the Department of Psychology Subject Pool can be found on the department's main website by navigating to Research and then Subject Pool.

Rules, Procedures, and Policies Governing the Department of Psychology Subject Pool

Part 1 focuses on those rules, procedures and policies that affect researchers only (i.e., those that do not bear on the treatment of human subjects per se). These include policies concerning access to the subject pool, rules and procedures for reserving and returning subject hours, and instructions for using the subject pool sign-up system and attendance forms.

Part 2 deals with departmental rules, procedures and policies that pertain more directly to the treatment of human subjects. These include policies concerning how students are to be credited for participating in research, the various alternatives to participating in research that are available to students for earning credit, sign-up procedures for participating in research studies, participation cancellation and withdrawal policies, the penalty for missing a research participation appointment, the use of minors as research subjects, providing an educational benefit to students who participate in research, the use of deception, and the mass testing procedures. Note that Part 2 is reviewed annually by UIC's Institutional Review Board (IRB).

It is essential that all faculty and graduate students read and understand both parts of the documents prior to using the subject pool.

The Psychology Experience Credit (PEC) Requirement for Psychology 100 Students

This document is handed out to Psychology 100 students during the first week of classes and explains their participation requirements for the semester. An updated online version of this document can be found via the Research-Subject Pool link from the Department's home website.

Each Psychology 100 student must complete 8 PECs for their final course grade. They may earn their 8 PECs by any one of three methods: (1) participating as a subject in an IRB-approved research study conducted under the supervision of the Psychology Department faculty; (2) writing summaries of published empirical research using the resources of UIC's Daley Library, and/or (2) participating as a simulated client in one or more professional training sessions conducted by, and for the purpose of training, advanced undergraduate and graduate students in psychology.

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

- D1: Requirement Checklist and Sample Course Schedule for Behavioral Neuroscience**
- 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 BEHAVIORAL NEUROSCIENCE

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 Program Requirements
- Minor Area Requirements
- Two semesters 50% TA (or equivalent) and TA orientation class
- Minor Area Requirements

II. Department Course Requirements

- PSY 505 Advanced History of Psychology (3 hours)
- PSY 507 Emerging Research Issues (1 hour fall, 1 hour spring)
- PSY 508 Colloquium on Teaching Psychology (1 hour, fall)
- PSY 541 Introduction to Computing in Psychology (1 hour, fall, recommended)
- PSY 543 Research Design and Analysis (4 hours)
- PSY 545 Multivariate Analysis (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 BEHAVIORAL NEUROSCIENCE

IV. Major Area Course Requirements

- PSY 484 Neuroscience 1
- PSY 485 Neuroscience 2
- PSY 569 Current Topics in Behavioral Neuroscience (Brown Bag--6 semesters)
- Mammalian Neuroanatomy (Psch Dept.) or Neuroanatomy (Offered Outside Psch)

Three elective courses from the following list:

- PSY 460 Advanced Learning
- PSY 462 Neural Bases of Learning and Memory
- PSY 465 Neural Bases of Perception
- PSY 466 Neural Bases of Motivation
- PSY 568 Seminar in Behavioral Neuroscience

Requirement for students whose research involves animals:

- Graduate College 470: Essential for Animal Research

SAMPLE 4-YEAR COURSE SCHEDULE FOR BEHAVIORAL NEUROSCIENCE

Year 1--Fall Semester

	Department	507	Emerging Research Issues	1
		508	Colloquium on the Teaching of Psychology	1
		541	Introduction to Computing in Psychology	1
		543	Research and Design Analysis	4
		591	Research Apprenticeship	2
Major	GC	470	Essentials for Animal Research	1
		569	Current Topics in Behavioral Neuroscience (Brown Bag)	1
		LST**	Elective Course or Neuroscience Concentration Course	3
			TOTAL	14

Year 1--Spring Semester

	Department	507	Emerging Research Issues	1
		545	Multivariate Analysis	3
		591	Research Apprenticeship	3
Major		462	Advanced Physiological Psychology	4
		569	Current Topics in Behavioral Neuroscience (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 Behavioral Neuroscience (Brown Bag)	1
		NEUS 582	Methods in Modern Neuroscience	2
Minor		LST**	Minor Course	3
			TOTAL	13

Year 2--Spring Semester

	Department	598	Thesis Research	4
Major		467	Fundamentals of Neuroscience	3
		569	Current Topics in Behavioral Neuroscience (Brown Bag)	1
		NEUS 583	Practicum in Neuroscience Methods	3
Minor		LST**	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 Behavioral Neuroscience (Brown Bag)	1
		LST**	Elective Course in Behavioral Neuroscience/ or Neuroscience	3
Minor		LST**	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 Behavioral Neuroscience (Brown Bag)	1
	LST**	Elective Course in BN or Neuroscience	3
Minor	LST**	Minor Course	3
		TOTAL	14

Year 4--Fall Semester

Department	505	Advanced History of Psychology	3
	599	Dissertation Research	4
Major	LST**	Elective Course in Behavioral Neuroscience/ or Neuroscience	3
	569*	Current Topics in Behavioral Neuroscience (Brown Bag)	1
Minor	LST**	Minor Course	3
		TOTAL	14

Year 4--Spring Semester

Department	599	Dissertation Research	5
Major	LST**	Elective Course in Behavioral Neuroscience/ or Neuroscience	3
	569*	Current Topics in Behavioral Neuroscience (Brown Bag)	1
Minor	LST**	Minor Course	3
		TOTAL	12

** 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 Program 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 505 Advanced History of Psychology (3 hours)
- PSY 507 Emerging Research Issues (1 hour fall, 1 hour spring)
- PSY 508 Colloquium on Teaching Psychology (1 hour, fall)
- PSY 541 Introduction to Computing in Psychology (1 hour, fall, recommended)
- PSY 543 Research Design and Analysis (4 hours)
- PSY 545 Multivariate Analysis (3 hours)
- PSY 577 Ethics and Professional Development (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 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 in Biological Bases of Behavior:

one approved course in Cognitive-affective Bases of Behavior:

one approved course in Social Bases of Behavior:

one approved course in Developmental

SAMPLE 4-YEAR COURSE SCHEDULE FOR CLINICAL PSYCHOLOGY

Year 1--Fall Semester

Department	507	Emerging Research Issues	1
	508	Colloquium on Teaching in Psychology	1
	541	Introduction to Computing in Psychology	1
	543	Research Design and Analysis	4
	591	Research Apprenticeship	2
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	16

Year 1--Spring Semester

Department	507	Emerging Research Issues	1
	545	Multivariate Analysis	3
	591	Research Apprenticeship	3
Major		579 Current Topics in Clinical Psychology (Brown Bag)	1
	581	Practicum in Interviewing	2
	584	Practicum for Clinical Trainees on Assessment, Intervention, and Research	2
		TOTAL	15

Year 2--Fall 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
Minor	LST**	Minor or Breadth Course	3
		TOTAL	13

Year 2--Spring Semester

Department	598	Thesis Research	3
Major	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
Minor	LST**	Minor or Breadth Course	3
		TOTAL	12

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	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**	Minor/Breadth Course	3
		TOTAL	13

Year 4--Fall Semester

Department	505	Advanced History of Psychology	3
	577	Ethics	3
	599	Dissertation Research	3
Major	584	Practicum for Clinical Trainees (Externship, strongly recommended)	3
Minor	LST**	Minor/Breadth Course	3
		TOTAL	15

Year 4--Spring Semester

Department	599	Dissertation Research	9
Major	584	Practicum for Clinical Trainees (Externship, strongly recommended)	3
Minor	LST**	Minor/Breadth Course	3
		TOTAL	15

** 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 First Year Research Apprenticeship Report
- Committee-approved MA Proposal
- Approval of Proposed Minor
- Committee-approved MA Thesis
- Graduate College--Approved MA Degree
- Preliminary Examination Proposal
- Program-approved Preliminary Examination
- Graduate College--Admission to Candidacy
- Committee-approved Ph.D. Proposal
- Committee-approved Ph.D. Dissertation
- Major Program 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 505 Advanced History of Psychology (3 hours)
- PSY 507 Emerging Research Issues (1 hour fall, 1 hour spring)
- PSY 508 Colloquium on Teaching Psychology (1 hour, fall)
- PSY 541 Introduction to Computing in Psychology (1 hour, fall, recommended)
- PSY 543 Research Design and Analysis (4 hours)
- PSY 545 Multivariate Analysis (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 titles, four required)

Area: _____

Course #1: _____

Course #2: _____

Course #3: _____

Course #4: _____

or Brown Bag (2 semester): _____

REQUIREMENT CHECKLIST FOR COGNITIVE PSYCHOLOGY

IV. Major Area Course Requirements

Core Courses

- PSY 452 Cognitive Psychology of Memory and Attention
- PSY 454 Cognitive Psychology of Language
- PSY 455 Cognitive Psychology of Thinking
- PSY 457 Cognitive Psychology of Skill and Knowledge Acquisition
- PSY 559 Current Topics in Cognitive Psychology (at least 8 semesters or until Ph.D. Dissertation Proposal is approved)

Four Electives

At least two and up to four courses from this list. For courses not listed, approval must be received in advance, preferably by including the request and syllabus as part of the annual review process which includes course planning for the following year.

- Psychology 458: Cognitive Modeling
- Psychology 459: Cognitive Methods
- Psychology 494: Special Topics in Psychology (taught by Cognitive faculty)
- Psychology 594: Advanced Special Topics in Psychology (taught by Cognitive)
- Psychology 551/552: Cognition and Instruction
- Psychology 558: Seminar in Cognitive Psychology (may be repeated)

Other Approved Elective #1 _____

Other Approved Elective #2 _____

SAMPLE 4-YEAR COURSE SCHEDULE FOR COGNITIVE PSYCHOLOGY

Year 1--Fall Semester

Department	507	Emerging Research Issues	1
	508	Colloquium on Teaching in Psychology	1
	541	Introduction to Computing in Psychology	1
	543	Research Design and Analysis	4
	591	Research Apprenticeship	2
Major	454	Cognitive Psychology of Language	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
TOTAL			13

Year 1--Spring Semester

Department	507	Emerging Research Issues	1
	545	Multivariate Analysis	3
	591	Research Apprenticeship	3
Major	452	Cognitive Psychology of Memory and Attention	3
Major/Minor	LST**	Elective Cognitive Course/Minor Course	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
TOTAL			14

Year 2--Fall Semester

Department	598	Thesis Research	5
Major	457	Cognitive Psychology of Skill and Knowledge Acquisition	3
Major/Minor	LST**	Elective Cognitive Course/Minor Course	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
TOTAL			12

Year 2--Spring Semester

Department	598	Thesis Research	5
Major	455	Cognitive Psychology of Thinking	3
Major/Minor	LST**	Elective Cognitive Course/Minor Course	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
TOTAL			12

Year 3--Fall Semester

Department	505	Advanced History of Psychology	3
Department	596	Independent Study (Prelim)	5
Major/Minor	LST**	Elective Cognitive Course/Minor Course	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
TOTAL			12

Year 3--Spring Semester

Department	596	Independent Study (Prelim)	5
Major/Minor	LST**	Elective Cognitive Course/Minor Course	3
Major/Minor	LST**	Elective Cognitive Course/Minor Course	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
		TOTAL	12

Year 4--Fall Semester

Department	599	Dissertation Research	6
	587	Practicum in Instruction in Psychology (recommended)	3
Major/Minor	LST**	Elective Cognitive Course/Minor Course	3
Major	559	Current Topics in Cognitive Psychology (Brown Bag)	1
		TOTAL	13

Year 4--Spring Semester

Department	599	Dissertation Research	6
	587	Practicum in Instruction in Psychology (recommended)	3
Major/Minor	LST**	Elective Cognitive Course/Minor Course	3
Major	559	Current Topics in Cognitive Psychology (Brown Bag)	1
		TOTAL	13

** Course is from a list of elective and minor 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 Program 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 505 Advanced History of Psychology (3 hours)
- PSY 507 Emerging Research Issues (1 hour fall, 1 hour spring)
- PSY 508 Colloquium on Teaching Psychology (1 hour, fall, required)
- PSY 541 Introduction to Computing in Psychology (1 hour, fall, recommended)
- PSY 543 Research Design and Analysis (4 hours)
- PSY 545 Multivariate Analysis (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

- PSYCH 531: Community Research Methods (6 hours) Note--Students will enroll in PSYCH 531 for two semesters during year 1.
- PSYCH 533: Advanced Community and Prevention Research (3 hours)
- PSYCH 534: Community and Preventive Interventions (3 hours)
- PSYCH 537: Seminar in Action Research (3 hours) Note—Students will enroll in PSYCH 537 for two semesters during year 3
- PSYCH 539: Current Topics in Community and Prevention Research: Brown Bag (1 hour): Note--Students are required to enroll in PSYCH 539 for the first two years of the graduate program for a total of 4 hours, and encouraged to continue participation for all years in residence.
- PSYCH 540: Research with Diverse Groups (3 hours)
- PSYCH XXX CPR Elective

SAMPLE 4-YEAR COURSE SCHEDULE FOR COMMUNITY AND PREVENTION RESEARCH

Community and Prevention Research Program:

YEAR 1: Required Courses and Training Experiences

Fall

- 507. Emerging Research Issues (1 hour)
 - 531. Community Research Methods/Quantitative (3 hours)
 - 533. Advanced Community and Prevention Research (3 hours)
 - 539. Current Topics in Community and Prevention Research (1 hour)
 - 543. Research Design and Analysis (4 hours)
 - 591. Research Apprenticeship (2 hours)
 - 594. Faculty Research Group (1 hour)
- TOTAL: 15 hours

Spring

- 507. Emerging Research Issues (1 hour)
 - 531. Community Research Methods/Qualitative (3 hours)
 - 539. Current Topics in Community and Prevention Research (1 hour)
 - 545. Multivariate Analysis (3 hours)
 - 591. Research Apprenticeship (3 hours)
 - 594. Faculty Research Group (1 hour)
- TOTAL: 12 hours

Notes: According to University Regulations, all graduate students who receive a tuition and fee waiver for a term (explicitly or as part of an assistantship or fellowship) must register for at least 9 semester hours for that term. By the end of Year 1, students will propose a plan--to be approved by their Advisor, Program Chair, and the Director of Graduate Studies--for fulfilling the Department's Minor/Breadth requirement. CPR students who are TAs must enroll in Psychology 508: Colloquium on Teaching of Psychology (for 1 hour) during the Fall Semester.

Year 2--Fall Semester

YEAR 2: Required Courses and Training Experiences

Fall

- 539. Current Topics in Community and Prevention Research (1 hour)
 - 540. Research with Diverse Groups (3 hours)
 - 594. Faculty Research Group (1 hour)
 - 598. Thesis Research (4 hours)
 - 5---. Elective or Minor/Breadth Course (3 hours)
- TOTAL: 12 hours

Spring

- 534. Community and Preventive Interventions (3 hours)
 - 539. Current Topics in Community and Prevention Research (1 hour)
 - 594. Faculty Research Group (1 hour)
 - 598. Thesis Research (4 hours)
 - 5---. Elective or Minor/Breadth Course (3 hours)
- TOTAL: 12 hours

Note: Students typically complete their Required Foundation courses, 1 Required Program Elective course and 1 Minor/Breadth course by the end of Year 2.

Year 3--Fall Semester

- 537. Seminar in Action Research (3 hours)
 - 539. Current Topics in Community and Prevention Research (1 hour)*
 - 594. Faculty Research Group (1 hour)
 - 596. Independent Study: Preliminary Exam Essay (4 hours)
 - 599. Dissertation Research (1 hour)
 - 5---. Elective or Minor/Breadth Course (3 hours)
- TOTAL: 13 hours

Spring

- 537. Seminar in Action Research (3 hours)
 - 539. Current Topics in Community and Prevention Research (1 hour)*
 - 594. Faculty Research Group (1 hour)
 - 596. Independent Study: Preliminary Exam Essay (4 hours)
 - 599. Dissertation Research (1 hour)
 - 5---. Elective or Minor/Breadth Course (3 hours)
- TOTAL: 13 hours

Notes: Students typically will complete their breadth/minor requirement by the end of Year 3.

Year 4--Fall Semester

Fall

- 505. History of Psychology (3 hours)
 - 539. Current Topics in Community and Prevention Research (1 hour)*
 - 594. Faculty Research Group (1 hour)
 - 596. Independent Study (3 hours)
 - 599. Dissertation Research (4 hour)
- TOTAL: 12 hours

Spring

- 5--. Elective or Minor/Breadth Course (3 hours)
 - 539. Current Topics in Community and Prevention Research (1 hour)*
 - 594. Faculty Research Group (1 hour)
 - 596. Independent Study (3 hours)
 - 599. Dissertation Research (4 hour)
- TOTAL: 12 hours

Note: Students typically will propose their Dissertation Research in Year 4 and will complete all required coursework by the end of Year 4.

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 Program 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 505 Advanced History of Psychology (3 hours)
- PSY 507 Emerging Research Issues (1 hour fall, 1 hour spring)
- PSY 508 Colloquium on Teaching Psychology (1 hour, fall)
- PSY 541 Introduction to Computing in Psychology (1 hour, fall, recommended)
- PSY 543 Research Design and Analysis (4 hours)
- PSY 545 Multivariate Analysis (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 AND PERSONALITY 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)
- PSY 570 Personality Psychology

Plus two additional courses from the following list:

- PSY 411 Stereotyping, Prejudice, and Racism (3 hours)
- PSY 415 Social Bases of Health Behavior (3 hours)
- PSY 417 Psychology and Law (3 hours)
- PSY 515 Psychology of Women and Gender (3 hours)
- PSY 518 Seminar in Social and Personality Psychology (may be taken twice-3 hours)

SAMPLE 4-YEAR COURSE SCHEDULE FOR SOCIAL AND PERSONALITY

Year 1--Fall Semester

Department	507	Emerging Research Issues	1
	508	Colloquium on Teaching in Psychology	1
	541	Introduction to Computing in Psychology	1
	543	Research Design and Analysis	4
	591	Research Apprenticeship	2
	541	Introduction to Computing in Psychology	1
Major	512	Attitudes and Social Cognition	3
	519	Current Topics in Social Psychology (Brown Bag)	1
TOTAL			14

Year 1--Spring Semester

Department	507	Emerging Research Issues	1
	545	Multivariate Analysis	3
	591	Research Apprenticeship	3
Major	516	Research Methods in Social Psychology	3
	LST**	Elective Social Course	3
	519	Current Topics in Social Psychology (Brown Bag)	1
TOTAL			14

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.

2002 The Social Program Elective Courses are Psychology 411, 415, 417, 515, 518, and 570. Psychology 518 may be repeated.

2003

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**	Minor Course	3
TOTAL			12

Year 2--Spring Semester

Department	598	Thesis Research	5
Major	570	Personality Psychology	3
	LST	Elective Social Course	3
	519	Current Topics in Social Psychology (Brown Bag)	1
Minor	LST**	Minor Course	3
TOTAL			15

Notes on Year 2:

1. Most or all required Social Program 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 and Personality 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
	519	Current Topics in Social Psychology (Brown Bag)	1
Minor	LST**	Minor Course	3
			TOTAL 12

Year 3--Spring Semester

Department	599	Dissertation Research	5
Major	519*	Current Topics in Social Psychology (Brown Bag)	1
	LST**	Elective Social Course	3
Minor	LST**	Minor Course	3
			TOTAL 12

Notes on Year 3:

1. Departmental regulations require that the Preliminary Exam be completed by the end of Year 3. Social Program students are encouraged to complete it either during the summer before Year 3, or in the fall of Year 3. The Teaching Practicum (587) elective cannot be taken before completion of the Prelim.
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**	Minor Course	3
			TOTAL 13

Year 4--Spring Semester

Department	599	Dissertation Research	6
Major	519*	Current Topics in Social Psychology (Brown Bag)	1
	LST**	Social Program Elective Course	3
Minor	LST**	Minor Course	3
			TOTAL 13

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: First Year Progress Report**
- 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 Program**
- E11: Instructor Evaluation of Teaching Assistant**

E1: FIRST YEAR PROGRESS REPORT

Student’s Name: _____

Major Program: _____

Program Chair: _____ Advisor: _____

Today’s Date: _____

Title of MA Prospectus or Progress Report:

____ I approve the attached MA Progress Report

____ I approve the attached MA Prospectus

____ I approve the First Year Project (please attach a description of the First Year Project)

Advisor’s Signature

Date

Notes:

The Advisor's signature indicates his/her perspective that the student has made satisfactory progress during the first year of graduate school, and is likely to complete the MA Thesis by the end of the fourth semester.

This form 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 Program: _____

Semester started Program: _____ Today’s Date: _____

Note: All students must attach a brief written justification for their proposed minor to this form. Minor Program Chairs or Special Topics Chairs must endorse the proposed Minor for their areas.

MINOR AREA: Please check one

- | | |
|--|---|
| <input type="checkbox"/> Behavioral Neuroscience | <input type="checkbox"/> Student Designed Curriculum |
| <input type="checkbox"/> Clinical | Special Topics: |
| <input type="checkbox"/> Cognitive | |
| <input type="checkbox"/> Community and Prevention Research | <input type="checkbox"/> Statistics, Methods, & Measurement |
| <input type="checkbox"/> Social | <input type="checkbox"/> Diversity Science |

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 Program Chair	Date	Minor Program 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 and the Prospectus to the Graduate Coordinator. Students are not permitted to collect data until this set of tasks is completed.

Student Name: _____ Advisor: _____

Major Program: _____ Program Chair: _____

Semester started 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

SPRING 20__ PETITION FOR A DEADLINE EXTENSION

Student's Name: _____

Advisor's Name: _____

Major Program: _____

Year Entered Program: _____

Extension for: _____ (i.e., Thesis, Prelim, etc.)

Today's Date: _____

Please provide a statement about your progress on the current project for which you are seeking a deadline extension. For example, if it is your thesis, what stage are you at? In addition, specify a timeline for completion over the next twelve months. State not only the final completion date but also when you expect to complete each stage of the project that is left to do. You do not need to submit this petition if you have completed your thesis or prelin within the last year.

SIGNATURES

Student: _____ Date: _____

Advisor: _____ Date: _____

Program Chair: _____ Date: _____

DGS: _____ Date: _____

APPENDIX E5

E9: PETITION FOR CHANGE OF ADVISOR

Student _____ Major Program _____

I request that my major advisor be changed:

From: _____

To: _____

Endorsed By:

Student

Date

Current Advisor

Date

Proposed Advisor

Date

Major Program 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 PROGRAM

Student _____

I request that my major Program be changed:

From: _____

To: _____

Endorsed By:

Student Date

Current Advisor Date

Proposed Advisor (if applicable) Date

Current Major Program Chair Date

Proposed Major Program 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.

General Guideline for Thesis Format

1. Font Size:

The font size of the text and heading should be 12 pt.

2. Page Spacing:

The text in the thesis should be double-spaced, while the table of contents should be single-spaced. The appendices can be either single-spaced or double-spaced.

2. Margins:

Margins should be at least 1 inch on the left side and no less than ½ inch on the other three sides.

3. Numbering of Preliminary Pages:

The Preliminary (pretext) pages are numbered with small Roman Numerals in the bottom center of page beginning with Page ii. The first page is not numbered. The preliminary pages are as follows:

Title Page (page i, unnumbered)

Dedication (optional) – ii.

Acknowledgements (optional) – iii.

Table of Contents (required) – iv. plus additional pages as needed.

List of Tables (required if you have tables)

List of Figures (required if you have figures)

List of abbreviations (required if you have abbreviations)

4. Numbering of Text Pages:

Text pages are numbered in Arabic numbers in the top right corner of each page except Page 1, which is numbered in the bottom center. If you do not page-break your chapter or sections (i.e., begin new chapters on new pages intentionally), you may continue to number all pages in the top right. If you break your chapters, initial pages are numbered in the bottom center. The first pages of References and your CV both count as chapter breaks, so number accordingly.

5. Headings and Subheadings:

All headings should be centered and CAPITALIZED. Subheading should be on the left and they may be underlined or *italicized*.

6. Tables:

Tables may be placed at the end of the thesis per APA style (recommended). If they are placed in the text they should be inserted into the text as soon as possible after they are first mentioned. Tables should be separated from text above and below by 5 single space lines, if the table is larger than one-half page it should be placed on a separate sheet.

7. Last item should be your CV and the second to last item should be the IRB approval.

8. Finally running headers are not permitted.

(This is an example of a Master of Arts Title Page)

A Multidimensional Approach

BY

DEBORAH BROSSEAU McGUIRE
B.S., University of Pennsylvania, 1974
M.S., University of Illinois at Chicago, Chicago, 1981

THESIS

Submitted as partial fulfillment of the requirements
for the degree of Master of Arts in Psychology
in the Graduate College of the
University of Illinois at Chicago, 2011

Chicago, Illinois

Defense Committee:

Ulysses Vine, Chair and Advisor
Winnie Yates
Zelda Adams, Microbiology and Immunology

Master's Candidate Checklist

___ Complete **Intent to Graduate** form online on Banner Student Self- Service (under Graduation Information tab) within the first 2 weeks of the semester.

___ Finalize any issues with formation of Defense Committee with the department.

___ Fill out **Committee Recommendation Form**

<http://grad.uic.edu/pdfs/CommRecForm.pdf> online on the Graduate College website. Print out and obtain signature of advisor and DGS

___ Turn into Graduate Coordinator at least 3 weeks before the defense. He or She will forward to the Graduate College.

___ Pick up your **examination report** and **certificates of approval** (red border forms) the day of or before your defense. (Provided you completed step 4).

___ After your successful defense give the Graduate Coordinator your signed exam report and red border forms. He or She will send in the exam report and keep your red border forms until you are ready to turn in your formatted thesis. The Graduate College Thesis Manual can be found at https://grad.uic.edu/pdfs/ThesisManual_rev_07April2009.pdf

___ Send the Graduate Coordinator an electronic copy of your thesis. If this format is approved, you may submit your manuscript to the Graduate College as a PDF using the steps below

- Log into this website with your netid <https://vireo-lib-2.cc.uic.edu/>
- Verify your information and type in the other required information requested
- Agree to the License Agreement and pay fee here https://quikpayasp.com/uillinois/commerce_manager/payer.do?orderType=UIC_Thesis
- Enter your Document Information, Committee Information, and Reviewer Information (enter ahumann@uic.edu for Department Thesis Reviewer) Your advisor will get an automated email from Jim Kollenbroich in the Graduate College asking them to confirm that they have reviewed your thesis. Select the Open Access Publication Release for the library publication option unless you want one of the other options.
- Upload your manuscript as a PDF the file should be named LastName_FirstName
- Confirm and Submit

____ Fill out **Petition for Transfer Credit** (located in the Graduate Coordinator's Office or on the bulletin board) form to indicate the 32 hours you want transferred to your MA degree.

____ Put the above documents (Red Border Forms, Exam Report, and Petition for Transfer Credit) into a manila envelope.

____ Affix **Student Information Labels**

<https://grad.uic.edu/pdfs/thesisdissertationinformationformwebversion.pdf> on your envelopes and bring to the Graduate College (6th Floor UH) by the posted deadline.

____ You will be notified by email if there are any problems with your thesis by the Graduate College Thesis Coordinator.

(This is an example of Doctor of Philosophy Title Page)

**Your Thesis Title Can Be Up to Two Lines
It Should be in Mixed Caps.**

Your title must be exactly as it appears on the red boarder form.

BY
YOUR NAME
B.A., University of Knowledge, 1999
M.A., University of Lore, 2002

Your name must be exactly as it appears on the red boarder form.

THESIS
Submitted as partial fulfillment of the requirements
for the degree of Doctor of Philosophy in Psychology
in the Graduate College of the
University of Illinois at Chicago, CURRENT YEAR
Chicago, Illinois

Defense Committee:

Kenneth Lawrence, Chair and Advisor
Mildred Newton
Oliver Perkins
Quincy Reed, Anatomy and Cell Biology
Susan Townsend, University of Peoria

Doctoral Candidate Checklist

____ Complete **Notify Intent to Graduate** form online on Banner Student Self- Service (under Graduation Information tab) within the first 2 weeks of the semester.

____ Finalize any issues with formation of Defense Committee with the department.

____ Fill out **Committee Recommendation Form**

<http://grad.uic.edu/pdfs/CommRecForm.pdf> online on the Graduate College website. Print out and obtain signature of advisor and DGS

____ Turn into Graduate Coordinator at least 3 weeks before the defense. He or She will forward to the Graduate College.

One week before your defense send the Graduate Coordinator a copy of your advisor approved abstract.

____ Pick up your **examination report** and **certificates of approval** (red border forms) the day of or before your defense. (Provided you completed step 4).

____ After your successful defense give the Graduate Coordinator your signed exam report and red border forms. He or She will send in the exam report and keep your red border forms until you are ready to turn in your formatted thesis. The Graduate College Thesis Manual can be found at https://grad.uic.edu/pdfs/ThesisManual_rev_07April2009.pdf

____ Send the Graduate Coordinator an electronic copy of your thesis. If this format is approved, you may submit an electronic copy to the Graduate College by following the steps below

- Log into this website with your netid <https://vireo-lib-2.cc.uic.edu/>
- Verify your information and type in the other required information requested
- Agree to the License Agreement and pay publishing fee here https://quikpayasp.com/uillinois/commerce_manager/payer.do?orderType=UIC_Thesis
- Enter your Document Information, Committee Information, and Reviewer Information (enter ahumann@uic.edu for Department Thesis Reviewer) Your advisor will get an automated email from Jim Kollenbroich in the Graduate College asking them to confirm that they have reviewed your thesis. Select the Open Access Publication Release for the library publication option unless you want one of the other options.
- Upload your manuscript as a PDF the file should be named LastName_FirstName

- Confirm and Submit

____ Print out and complete **Doctoral Dissertation Agreement Form** <http://grad.uic.edu/cms/?pid=1000336>. It is suggested that you choose “Traditional Publishing” and select “Restrictions Required” particularly “no third party search engine access.”

____ Complete online **Survey of Earned Doctorates** <http://grad.uic.edu/cms/?pid=1000335> from the Graduate College website.

____ Put the above documents (Doctoral Dissertation Agreement, Survey of Earned Doctorates confirmation, Red Border Forms, and Exam Report) into a manila envelope.

____ Affix **Student Information Labels** <https://grad.uic.edu/pdfs/thesisdissertationinformationformwebversion.pdf> on your envelopes and bring to the Graduate College (6th Floor UH) by the posted deadline.

____ You will be notified by email if there are any problems with your dissertation by the Thesis Coordinator.

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**

APPENDIX F: GRADUATE COLLEGE FORMS

Forms from the Graduate College are all available online. Below is a list of relevant forms, what they are used for and when, and a link to the form. Because links change frequently, navigation directions to the form from the Graduate College website are also listed. All navigation directions begin from: <http://grad.uic.edu/cms/>

F1: COMMITTEE RECOMMENDATION FORM (FOR MASTER'S THESIS/PRELIMINARY EXAMINATION/DOCTORAL DISSERTATION)

This form is used to obtain approval of Committee for Master's Thesis Defense, Doctoral Preliminary Exam, or Doctoral Dissertation Defense. The form must be typed on-line, printed and submitted to the Graduate College AT LEAST THREE WEEKS before defense date. If form is not submitted at least three weeks prior to defense, there is no guarantee that the examination report or certificates of approval will be prepared on time.

Graduate College Policy requires the minimum membership of committee as follows:

Master's Thesis: Three, one must be tenured full member, no outside member required
Preliminary Exam: Five, two must be tenured full members, outside member recommended
Dissertation Defense: Five, two must be tenured full member, one outside member required

Form available at: <http://grad.uic.edu/pdfs/CommRecForm.pdf>

F2: EXAMINATION REPORT TO THE GRADUATE COLLEGE (FOR MASTER'S THESIS/PRELIMINARY EXAMINATION/DOCTORAL DISSERTATION)

Used for approval of Master's Thesis Defense, Doctoral Preliminary Examination and Doctoral Dissertation Defense. Graduate College prepares form using information provided on the Committee Approval Form. It is sent to student's department where it will be available for the result of the defense or Preliminary Examination.

Sample form available at: <https://grad.uic.edu/pdfs/examinationreportform1.pdf>

F3: GRADUATE COLLEGE CERTIFICATE OF APPROVAL

Sample Form available at: <https://grad.uic.edu/pdfs/CertificateofApproval.pdf>

F4: DEPARTMENT/PROGRAM THESIS FORMAT APPROVAL FORM

This form can be used for the Masters and Dissertation Theses. It is filled out in the Department and sent to the Graduate College upon completion of the Thesis.

Form available at:

<http://grad.uic.edu/pdfs/formGCDepartmentProgramFormatApprovalrev020503.pdf>

F5: GRADUATION REQUEST FORM

The Graduate College no longer requires a paper version of the Graduation Request Form. Effective Spring 2006, intent to graduate is filed electronically.

To declare your intention to graduate for a certain term you must complete the steps listed in the Student Access System for the Pending Degree List. The Pending Degree List form may be submitted from the start of registration for your graduation semester until the Friday of the third week of fall and spring semester or second week of the summer semester.

As you access the form you will be asked to verify certain degree and program information. For the majority of students the information will be complete and accurate. If you are working on two degrees simultaneously (concurrently or in an approved joint-degree program), or if you are in a doctoral program and are declaring for the master, some of the information may be inaccurate for the degree for which you are declaring.

F6: GRADUATE PETITION FOR TRANSFER CREDIT TOWARD AN ADVANCED DEGREE

This form is used to transfer credits from your UIC Academic History to your MA Degree when you submit your thesis to the Graduate College. You must use an original triplicate form, obtained from the Department or from the Graduate College.

Sample form available at:

<https://grad.uic.edu/files/transcredpet.html>

F7: REGISTRATION REVISION FORM

The Graduate College Registration Revision Form must be used for all course transactions for which the deadline has passed (i.e., no longer supported via the Web-based registration system), except if you are dropping all courses for the term (see below). A number of transactions also require a petition with the revision form. The different scenarios are described below. Please be aware that your transaction will not be processed by the Office of Registration and Records if you have a registration hold for any reason. Any course request after the sixth week (fifth in summer), or for a term that has already ended must be accompanied by a Graduate Student Petition. Approval is not guaranteed for any transaction. (Note: all transactions before the deadlines must be done online by the student.)

There are various registration requirements for recipients of financial awards. It is your responsibility to ensure that the requested transaction does not jeopardize your award. The registration requirements for awards administered by the Graduate College are listed on the front of this form. Consult the Office of Financial Aid regarding registration requirements for loans.

Registration After the Late Registration Period Has Ended

If you missed the late registration period without registering for any courses and you need to be registered, you must obtain a Petition to Register After the Deadline from the Office of Registration and Records in SSB. Complete that petition along with the Graduate College Registration Revision Form, obtain signatures as needed, and bring both to the Graduate College for review. If approved, you will take the forms to the Office of Registration and Records in SSB for their final review. Approval is not guaranteed, and if approved, a late registration charge will be added to your bill.

Adding a Course to Your Existing Schedule After the Close of Late Registration

Adding a course to your existing schedule after the registration period has closed requires that a Graduate College Registration Revision Form be submitted to the Graduate College by the sixth week of fall or spring and the fifth week of summer. Approval is needed from the department offering the course, your director of graduate studies, and the Graduate College. The form must be submitted to the Graduate College immediately after your director of graduate studies approves the transaction. Course adds after the sixth week of fall or spring and the fifth week of summer must be accompanied by a Graduate Student Petition form.

Corrections to Sections of the Same Course or to Hours for Variable-Credit Courses

Corrections for entry errors require that a Graduate College Registration Revision Form with required signatures be submitted to the Graduate College immediately upon discovery of the error. After the sixth week of fall or spring and the fifth week of summer, a Graduate Student Petition form must accompany this form.

Dropping Courses After the Deadline

There are various deadlines for dropping courses, and each have different procedures. All drops after the second week of fall and spring and the first week of summer receive a W.

Dropping all courses through the official tenth day (fifth day in summer) of the term

You must drop all but your last class using the online registration system. The system does not allow you to drop the last class, so select the “Withdraw from Term/Cancel Registration” link on the Registration menu to notify the Office of Registration and Records of your intent to withdraw from the last class. If this is done before the official first day of classes, you will receive a 100 percent refund. Consult the UIC Schedule of Classes for complete information and the refund percentage for once classes begin.

Dropping all courses after the official tenth day (fifth day in summer) of the term and through the last business day before the designated final exam period

Complete a University Withdrawal form and obtain signatures from your director of graduate studies (except nondegree students), International Services if on a visa, and the Graduate College. A pro-rata reduction of tuition may apply. Withdrawals will not be approved once the final exam period (the official week for final exams in fall and spring, or the last two days of summer session) has begun. Consult the UIC Schedule of Classes for complete information.

Dropping a course while remaining in other courses

Students may drop courses, with their advisor's approval, online through the second week of fall or spring and the first week of summer. To drop a course in weeks three to six (two to five in summer) degree-seeking students, and nondegree students assigned to a program, must complete a Graduate College Registration Revision Form, obtain signature approval from the director of graduate studies of the student's program (not the department of the course), and submit the form to the Office of Registration and Records in SSB immediately and no later than the end of the sixth week (fifth in summer). Unassigned nondegree students only need to complete the form (no approval required) and submit to the Office of Registration and Records as stated directly above. For any attempted drop after the sixth week of fall and spring and the fifth week of summer, students need to submit a completed Graduate College Registration Revision Form (unless dropping all courses—see above) and a Graduate Student Petition. Approval is not guaranteed.

Form is available at the Graduate College. You must use an original multipart form.

Sample form is available at: <https://grad.uic.edu/pdfs/RegRevForm.pdf>

F8: REQUEST FOR CHANGE IN THESIS TITLE/COMMITTEE MEMBER(S) (FOR MASTER'S THESIS/PRELIMINARY EXAMINATION/DOCTORAL DISSERTATION)

This form is used to change a committee member on a committee already submitted to the Graduate College. If you change your committee members before any paperwork has been filled out, this form is not required.

The form must be filled out online, then printed and submitted.

Form is available at: <http://grad.uic.edu/pdfs/ChangeCommittee.pdf>

F9: GRADUATE STUDENT PETITION

To be completed in consultation with the major advisor and the director of graduate students. Detailed justifications must be provided by all parties. Petitions will not be accepted unless all sections are complete. Address must be printed legibly as this petition will be mailed back to you in a window envelope. The student's UIN must be included. DGS signature is not necessary for nondegree students.

Petitions based on medical reasons should be accompanied by a medical statement.

Petitions that involve a change of grade (including I or W) must have the instructor's recommendation and, if applicable, a *Supplemental Grade Report* attached. Petitions that involve course adds or drops must have a completed *Graduate College Registration Revisor Form* (for each term) attached.

Form is available at the Graduate College or from the Department. You must use an original multipart form.

Sample form is available at: <https://grad.uic.edu/files/generalpetition.html>

F10: GRADUATE PETITION FOR LEAVE OF ABSENCE

The form must be submitted to the Graduate College prior to the tenth day of the term of which leave is requested (fifth day in summer). Consult the back of the form for eligibility. The leave does not take effect unless and until it is approved by the Graduate College. Exceptions to the filing deadline will *only* be considered for medical reasons and with a confirming statement by the treating physician.

The form is available from the Graduate Coordinator

APPENDIX G: Funding Request Forms

G1A: Graduate Student Requests for Research Funds

**G1B: Graduate Student Requests for Travel Funds for Scientific
Conventions (ICR Funds)**

G2: Graduate College Student Travel Awards Guidelines

G3: Graduate Student Council Travel Award Application

G4: CMEP Chicago Metropolitan Exchange Program

G1: GRADUATE STUDENT REQUESTS FOR RESEARCH FUNDS

- Graduate Students are eligible to apply for one Departmental research grant in order to support their MA thesis research and another to support their PH.D. research
- Maximum awards will be \$300
- Applications require pre-approval by the Psychology ICR Fund Coordinator
- Attach a one page budget and explanation of the requested expenses with copy of your prospectus approval form.
- Receipts must be presented before expenses can be reimbursed

Name_____

Address _____

UIN _____

Date of form Completion_____

Summary of requested items of

services_____

Advisor’s Signature (In approving this application the advisor is certifying that the request is appropriate and needed for the purpose specified).

_____Date_____

Approved for \$_____

_____Date_____

Psychology Coordinator of ICR Funds

G1B: GRADUATE Student Requests for Department Travel Funds

- Graduate students are eligible to apply for one Departmental travel grant during each fiscal year in order to support first author presentations at conferences
- Maximum awards are \$300 for student's who were first authors on presentations at the Midwest Psychological Association meeting preceding their proposed travel, or \$200 otherwise. Allowable expenses include lowest airfare available, registration fees, hotel costs and meals, within allowed limits.
- Applications require pre-approval by the Psychology ICR Fund Coordinator
- Attach a letter documenting acceptance of your paper and a one-page estimate of travel expenses. If appropriate attached documentation of your previous MPA presentation.
- Students should also apply to the graduate college for complementary travel support. (List the department contribution as \$0 on this form). Awards of up to \$200 are available to students making presentations. APA and other scientific groups also support travel
- Receipts must be presented before expenses can be reimbursed.

Name and Address _____

UIN _____

Date of form completion _____

Destination _____

Dates of proposed travel _____

Purpose _____

Check here if you presented at the MPA meeting preceding the current application.

Advisor's Signature (In approving this application the advisor is certifying that the request is appropriate and needed for the purpose specified).

_____ Date _____

Approved for \$ _____

_____ Date _____

Psychology Coordinator of ICR Funds

G2: GRADUATE COLLEGE STUDENT TRAVEL AWARDS GUIDELINES

The 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. A graduate student is defined, for the purpose of this program, as a currently enrolled, degree-seeking student in the Graduate College. The Graduate College attempts to support as many qualified applicants as possible; however, awards are contingent upon the availability of funds.

The annual deadlines for submission of applications are:

October 1 (July, August, September)
January 1 (October, November, December)
April 1 (January, February, March)
July 1 (April, May, June)

Applications must be submitted for the closest deadline following your trip as specified above. Applications submitted prior to the proposed trip will be reviewed on the deadline following the trip. When a deadline falls on a weekend, the deadline will be the following Monday. Applications submitted after the above deadline dates will not be accepted.

Specific rules regarding eligibility and appropriate use of funds is located on the Graduate College website.

G3: GRADUATE STUDENT COUNCIL TRAVEL AWARD APPLICATION

The GSC Travel Fund is available to help support students actively participating in academic or professional meetings. Currently, the GSC offers awards of up to a maximum of \$300, pending the availability of funds, that may be used for reimbursement of transportation, lodging, per diem (meals), and conference registration costs.

To be eligible for a GSC Travel Award, you must be (1) currently enrolled in a graduate degree program at UIC, and (2) presenting original work, chairing a session, or leading a discussion at a recognized meeting. Furthermore, your department must have an active GSC representative. You may only receive one GSC Travel Award per academic (fiscal) year.

The GC award may be combined with GSC's award to support your travel. Please note, both GC and GSC reimburse you upon completion of your travel.

Your application for the GSC travel awards must include the following items:

1) **A completed GSC Travel Award Application form.** Please follow all instructions carefully. You must fill in all boxes on the form. An incomplete form will be returned.

2) **Proof of attendance at the meeting** indicating both your primary participation and that you are presenting your own work. An acceptance letter or copy of the official program listing your presentation is sufficient. If you are sending a copy of the program page, please highlight, underline, or otherwise indicate your name on the page. If the meeting does not issue such documents, you must obtain and submit a letter from the meeting organizers stating that they do not issue acceptance letters or copies of the program before the meeting.

3) **An abstract describing your presentation.** Please do not send a complete version of your paper!

NOTE: You should never send receipts or credit card statements to the GSC. Retain these for processing your award later.

Please double check your application and make sure that each of these items are included. Your application will be rejected if any parts are missing!

Your Travel Award Application may only be submitted in the quarter during which your event occurs. Quarters are as follows:

- Q1) 1 July through 30 September
- Q2) 1 October through 31 December
- Q3) 1 January through 31 March
- Q4) 1 April through 30 June

Completed applications from eligible applicants will be considered on a first-come, first-served basis. Due to the limited number of GSC Travel Awards, the GSC cannot guarantee that all eligible applicants will receive awards. Those not receiving awards in a given quarter will be placed on a wait list and will be eligible to receive awards if the budget allows at the end of the fiscal year.

Given the strict time deadlines and the benefits of early application within a given quarter, the GSC Travel Award Committee highly recommends that you either fax or hand-deliver your application. Faxing an application is the preferred method. The transmission receipt from your fax provides a detailed time stamp ensuring your place in the queue. Application forms may also be sent via UIC campus mail or the US Postal Service, but is not recommended since these are slower, less reliable methods. Our contact information is as follows:

UIC Graduate Student Council
Mailbox Number B22
UIC Campus Programs, Room 340 CCC, MC118
750 South Halsted Street
Chicago, Illinois 60607-7012
GSC-OFFICERS@uic.edu

Voice: (312) 355-5102 Fax: (312) 355-5101

You cannot apply for a GSC Travel Award after either 1) the last day of a quarter; or 2) 30 days after the final day of your conference. Applications received after those deadlines will not be considered.

NOTE: Since the end of the fiscal year (30 June) places specific limits on the amount of time available to both process and pay awards, applicants attending conferences in June will have until no later than 30 June to claim an award, regardless of the date of the last day of the conference. Further, no application received after 1 June will be considered.

Form is available at:

http://icarus.cc.uic.edu/stud_orgs/gsc/travelawards.htm

G4: CMEP Chicago Metropolitan Exchange Program

The Chicago Metropolitan Exchange Program (CMEP) allows graduate students in a doctoral program, or in a participating training program that is jointly supported by the Exchange Scholar's home and host institutions, to enroll at one of the three participating institutions to take advantage of academic courses at any of the other participating institutions that are not available at their home institution. The three institutions in the program are the University of Chicago, Northwestern University and the University of Illinois at Chicago.

Forms and additional information available at: <http://grad.uic.edu/cms/?pid=1000979>