

# Psychology Department Handbook for Graduate Students

Effective August, 2019

## Psychology Graduate Program Administration

### **Advisory Committee**

Michael Ragozzino, PhD (Head)  
Linda Skitka, PhD (Associate Head and Chair, Social and Personality Psychology)  
Mitchell Roitman, PhD (Chair, Behavioral Neuroscience)  
Ellen Herbener, PhD (Chair, Clinical Psychology)  
Susan R. Goldman, PhD (Chair, Cognitive Psychology)  
Amanda Roy, PhD (Chair, Community and Prevention Research)  
Jamie Roitman, PhD (Director of Graduate Studies)  
Ed Sargis, PhD (Director of Undergraduate Studies)

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

Jamie Roitman, PhD

### **Graduate Program Coordinator**

Michelle Cerullo

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

Jenna Rowen, PhD  
Kate Zinsser, PhD



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## 1. Overview

Welcome to the University of Illinois at Chicago Department of Psychology! We are delighted that you have enrolled in our graduate program, and are committed to supporting your efforts to achieve your PhD. 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 Major Programs:

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

Graduate students major in one of our five Programs. To attain the PhD in Psychology, students must satisfy requirements of the Graduate College, the Department, their major Program, and an approved minor area.

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 critical that you seek guidance from personnel who are keenly familiar with policies and requirements **at every stage** of your progress through the program. As you make decisions about your graduate education:

- refer to this [handbook](#), available on the [Department's website](#).
- consult with your Academic Advisor, Program Chair, Graduate Program Coordinator, and Director of Graduate Studies.
- consult the [Graduate College website](#) – it is a wealth of important information about the requirements for advancing through graduate school, and the personnel there are available to answer questions and assist you.

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.

In addition, UIC offers comprehensive [student support services](#).

## 2. Admissions

### A. Application Procedures

The Department accepts only candidates seeking a PhD. Applicants are not admitted as candidates for the MA as a terminal degree, but students will obtain a Master's degree in progress towards the PhD. The program is only for full-time students that enter the program in the fall semester.

For application procedures, please visit the [application](#) page of the Psychology Department website.

### B. Admission 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 PhD program.

**Coursework.** Credit for coursework completed prior to admission to the Psychology PhD program may be granted in accordance with [the policies of the Graduate College](#). The decision as to whether courses taken at another university or in a unit other than the Department of Psychology may be considered in lieu of UIC Department of Psychology requirements is a Department decision made after the student has entered the program. Students should submit a written request of requirements they would like to have waived to their major Program Chair, with a copy to the Director of Graduate Studies (DGS). Such requests are to be submitted by September 16<sup>th</sup> of the student's first year in the program.

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 and after consultation with faculty who teach such courses. The Department does not accept transfer credits earned through independent study.

**Thesis.** Students who have completed an experimental Master's Thesis in Psychology may request a waiver of the Department's requirement to complete a Master's thesis at UIC. They should submit a copy of the thesis to the DGS by September 16<sup>th</sup> of the student's first year in the program. The DGS will appoint a reading committee consisting of the student's Advisor, Program Chair, and one additional Program member. The reading committee will recommend whether to accept the Thesis as written, accept the Thesis with the condition of requiring additional work related to the Thesis, or reject the Thesis. In the last case, the student would be required to do a Master's Thesis at UIC. If the Committee accepts the Thesis, it is common for students to still enroll in Psychology 591 (Research Apprenticeship) for the entire first year to launch a new program of research with the mentorship of an Advisor at UIC.

### C. Readmission

Applicants interested in readmission after a separation from the program must apply through standard procedures and compete with applicants for regular admission. Applicants for readmission are reviewed by the faculty members of the Committee on Graduate Studies (COGS), who will make a recommendation that includes any conditions attached to the admissions decision. Applicants for readmission who (a) had obtained Committee approval of the PhD 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 are an exception to regular admission procedures and may be considered for readmission at any time during the academic year.

## 3. Advising

### A. Academic 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 student 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. A student's Academic Advisor must be a member of the student's major Program. If a student seeks mentoring for their research outside of the department, the student must still have an Academic Advisor. However, they may also have a Research Advisor. To establish a Research Advisor in addition to the Academic Advisor, the student must complete the **Change of Advisor** form indicating both the Academic and Research Advisor's information and support for the arrangement. If a student has Research and Academic Advisors, the Academic Advisor is the faculty member that serves as Chair of the student's committees, and signs paperwork for the department and University in the role of 'Advisor'.

### B. Change of Advisor

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 current *and* future Advisors agree, and (c) an approved **Change of Advisor** form is filed with the Graduate Program Coordinator's Office.

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 Program 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 Academic Advisors. They usually can, however, retain membership on established Master's Thesis, Preliminary Exam, or Dissertation 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.

### C. Change of Program

When students are admitted to the Graduate Program in Psychology, they are admitted to one of the five Programs. The Academic Advisor must be a member of that Program. A change of major Program represents a significant choice regarding a student's professional direction. Students who are considering proposing such a change should discuss the implications of such changes with their current Advisor, proposed Advisor, current major Program Chair, proposed Program Chair, and the DGS. Following these discussions, the student must complete a **Change**

**of Program** form. 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 Program Coordinator who will distribute to 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 completed petition to the Graduate Program Coordinator. A change of Program may also necessitate a change of Advisor. In such cases, the student should also complete the **Change of Advisor** form.

#### D. Guidelines for the Advisor-Advisee Relationship

##### Guidelines for Advisors

The Academic Advisor has the primary responsibility for guiding the student through the graduate program. As such, the Advisor provides ongoing feedback about the student's *quality and timeliness* 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.
- 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 student's annual progress report and year-end evaluation.
- 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, Advisors should return drafts or portions of student-submitted work 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 presentations (e.g., conference presentations, job talks), 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

Mentoring is a collaborative process (see Guidelines for Advisors above), and students must be active in shaping their progress through the program.

### **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 your advisor to come to you.
- Inform your advisor of when you will provide a work product for review and comment.
- Be mindful of summer breaks and 9-month appointments of professors; plan ahead to complete milestones at a time when the Advisor and committee members are available.
- 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**
- 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.

**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 TA/RA responsibilities, academic work, other research, practica, vacations, conferences, as well as life decisions that will influence your progress in the program.
- Treat common resources, such as computers, lab equipment, etc., with care.
- Be respectful of fellow students' workspaces and conduct yourself with appropriate decorum so as not to disturb fellow students.

## 4. Personnel and Resources

There are many personnel and resources to support graduate students' progress through the PhD program:

### A. Director of Graduate Studies (DGS)

The DGS tracks student progress through the PhD program, chairs the Committee on Graduate Studies (COGS), and coordinates issues related to student grievances, academic probation, graduate petitions, leaves of absence, and university withdrawal.

### B. Graduate Program Coordinator

The Graduate Program Coordinator works closely with the DGS to coordinate the daily running of the graduate program. The Graduate Program Coordinator is **the key contact** person with information about procedures and forms that students must follow and complete as they move through graduate school. The Graduate Program Coordinator:

- Works with the DGS to prepare fellowship application materials for students nominated by the Department for University, state, or national awards
- Helps to process forms required for completion of the MA Prospectus, Minor, MA Thesis Defense, MA Degree, Preliminary Examination, PhD Dissertation Prospectus and Defense, and PhD Degree
- Maintains records of graduate student progress as well as a database of student accomplishments, and communicating that information to students, faculty Advisors, and Program Chairs
- Checks that students have completed all of their requirements to certify that they are eligible to receive their MA and PhD

### C. Special Topics Minor Advisor

Students may elect to do a Special Topics (ST) Minor – in Statistics, Methods, & Measurement or in Diversity Science. The ST Minor Advisor guides and approves the selection of courses towards the ST Minor.

### D. Committee on Graduate Studies (COGS)

The Committee on Graduate Studies (COGS) consists of three faculty appointed by the Department Head and two graduate students nominated and elected by the graduate students for two-year terms. The committee works with the DGS in reviewing the graduate program, considering suggestions for changes, and developing proposals to be presented to the faculty for possible action. The faculty on the committee participate in decision making concerning students' status in the program and readmission to the program.

### E. Diversity Advancement Committee (DAC)

The [Diversity Advancement Committee](#) (DAC) consists of three faculty members appointed by the Department Head and the DAC Student Advisory Board (DAC-SAB) who are recruited to serve by the DAC. 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.

#### F. [Office of Applied Psychological Services \(OAPS\) and Counseling Center](#)

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.

Students also have access to services at the [UIC Counseling Center](#), which is supported by the Health Service Fee and provides mental health services to students at no additional cost.

#### G. [Institutional Review Board \(IRB\)](#)

All research conducted by Department members that involves human subjects requires approval by the University-wide [Institutional Review Board](#) (IRB). Students must consult with their advisors to coordinate IRB approval before initiating any research with human subjects.

#### H. [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 typically participate in experiments for credit that contributes to their final course grade. Students must abide by the [policies that govern use of the department's Subject Pool](#).

#### I. [Animal Care Committee \(ACC\)](#)

The UIC [Animal Care Committee](#) reviews (ACC) 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). Students must consult with their advisors to coordinate ACC approval before initiating any research with non-human animal subjects.

## 5. Courses

### A. Required Coursework

The Department requires that graduate students from all Programs complete coursework in their Major area, coursework in a Minor area, Master's Thesis, Preliminary Examination, and Dissertation. In addition, the Department requires that all graduate students complete the following courses:

- PSCH 505 Advanced History of Psychology (3 hours – semester not specified)
- PSCH 507 Emerging Research Issues (1 hour – Year 1 fall and spring)
- PSCH 508 Colloquium on Teaching Psychology (1 hour, Year 1 fall)
- PSCH 543 Research Design and Analysis (4 hours – Year 1 fall)
- PSCH 541 Introduction to Computing in Psychology (1 hour – Year 1 spring)
- PSCH 545 Multivariate Analysis (3 hours – Year 1 spring)
- PSCH 591 Research Apprenticeship (2 hours -Year 1 fall)
- PSCH 591 Research Apprenticeship (2 hours -Year 1 spring)
- PSCH 598 Thesis Research (at least 3 hours-Year 2 fall)
- PSCH 598 Thesis Research (at least 3 hours-Year 2 spring)
- PSCH 599 Dissertation Research (12 hours)

Students must complete 32 semester hours of course work for the MA – including PSCH 541, 543, 545, 4 hours of 591, from 6 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 PhD

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 11. Teaching in Psychology).

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. Details of course requirements, Preliminary Exam requirements, and checklists for each Program are available in [APPENDICES A1-A5](#).

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



## B. Statistics Requirement

Competency with statistical methods and analyses are critical for all fields within Psychology. Our core statistics sequence is designed to provide students with a strong foundation as follows:

**Semester 1: PSCH 543 Research Design and Analysis (4 credits).** The goal is for students to learn the conceptual and theoretical basis for doing parametric frequentists statistics for classical experimental designs (such as ANOVA). Students will learn to use *R* as the language of statistics.

**Semester 2: PSCH 545 Multivariate Analyses (3 credits) + PSCH 541 Introduction to Computing in Psychology (1 credit).** The goal is for students to learn the conceptual and theoretical basis for doing parametric (and some non-parametric) regression. Use of *R* is integrated in the material.

**Semester 3: PSCH 548 Seminar in Methods and Measurement (Optional, 4 credits; can be taken in any year).** The goal is to build on topics introduced in 543 and 545 to familiarize students with more modern and complex topics, such as mixed-effect models or SEM. Material is covered at a level to provide an overview of possible questions modern methods can address and sufficient resources for students to continue learning these methods subsequently for full mastery.

**Semester 4: PSCH 594 Advanced Special Topics (Optional, 1-4 credits; can be taken in any year).** The semester will consist of shorter ‘workshops’ (e.g. 5 to 8 weeks long) focused on more advanced topics such as SEM, HLM, MATLAB, Mixed-Models or Time Series. Each workshop is structured with the first half of the unit covering content in class and the other half conducting a project analysis independently with support from instructors.

**MA Thesis support.** A departmental Statistics TA will be available for students outside of the core statistics sequence for student meetings, supervising refresher sessions, etc. and for faculty who want to learn *R* or interpret *R* output so they can better assist students. Note: faculty expectations for 1<sup>st</sup> year and MA Thesis projects should focus on questions that can be analyzed with the material covered in the first-year sequence courses. If the MA Thesis will require more complex questions, faculty should be able to provide statistics support or students should seek outside training.

**Placement.** Students should be placed according to prior coursework/experience/familiarity and should not take PSCH 543 if they do not have sufficient background for its pace/content. Options include:

- 1) For students with little prior coursework, take PSCH 343 and 443 in first year and enroll in 543 in second year.
- 2) For students with some background, take PSCH 343 concurrently with 543, if other requirements can be moved to a later semester.

### C. Minor Coursework

Students complete a Minor so that they are broadly exposed to bodies of knowledge and skills outside their major area that may improve the quality of their scholarship and research. Although this exposure is not as extensive as the training a student receives in the 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. Courses contributing to each of these types of minors are found in [APPENDIX B](#).

The standard requirement for the Minor is the successful completion of four courses. Three of these must be approved graduate seminars. The fourth may be a Program or Special Topics Brown Bag (i.e., a Current Topics Course) or a fourth approved graduate seminar. Students must earn at least a B, or Satisfactory in these four courses. Students who complete a Student Designed Curriculum Minor are encouraged to attend two semesters of a Brown Bag in an area outside their major Program to gain exposure to the latest advances in knowledge, theory, research, and skills in an area. 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.

### Declaring the Minor

Students are required to submit a **Minor Approval Form** to the Graduate Program 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 or a Student Designed Curriculum Minor must write a

justification that must be approved by their Advisor, Program Chair, and the Special Topics Minor Advisor 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 Program Chair, and the DGS. 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**

The Minor must be completed before a student is permitted to defend the dissertation. The Graduate Program Coordinator will audit the students' records to certify the completion of the Minor.

#### **D. Concentrations**

The Psychology Department participates in interdisciplinary concentrations in: [Neuroscience](#), [Gender and Women's Studies](#), and [Latin American and Latino Studies](#)

#### **E. Grading**

Course grades are given in accordance with [Graduate College grading guidelines](#).

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. The faculty believes that a uniform policy for the Department is essential in this area and has adopted the following 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 in the written syllabus for each 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. If it is deemed in reasonable likelihood that this provision has not been met, 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. 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 ask 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 provided to the Associate Head of the Department.
- If the instructor is not available to review or to remove a Deferred or an Incomplete grade, then the Department Head will establish an ad hoc mechanism for reviewing or removing the grade.

- The only individuals authorized to change a student's grade are the faculty member who taught the course and the Head of the Department, but the latter may do so only after consultation with the Advisory Committee.

The faculty seeks to insure that in the case that a student has a legitimate objection to his or her grade, the student shall be provided recourse through an appeal process. Any appeal of a grade by a student is submitted directly to the Associate Head. If the appeal is directed toward the Associate Head as the instructor, the appeal will be directed to the DGS. 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 the efforts the student has undertaken with the instructor to seek relief prior to appeal. After consulting with the student and with the instructor, the Associate Head (or DGS) shall make a ruling. If the decision is to change a grade and the instructor disagrees, the case will be advanced to the Advisory Committee for review. In the case of appeals that allege unreasonable or inappropriate grading criteria, the Associate Head shall consult first with the instructor and then refer the case to the Advisory Committee.

## 6. First Year Research Apprenticeship

First-year students are required to enroll for 4 hours of Psychology 591 (2 hours each in fall and spring). Psychology 591 (Research Apprenticeship) is a 2-semester, individualized, independent study training experience - between a graduate student and Advisor 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 plan and expected timeline for making satisfactory progress conducting research during the first year. At the conclusion of PSCH 591, students produce a report (see below), which is submitted to their advisor by the last day of finals in the second semester.

The Research Apprenticeship is satisfied, according to each program's requirements, by:

- 1) completion of a first-year project that is separate from, or preliminary to, Master's thesis work, concluding with an APA-formatted research report that includes plans for moving to the MA Thesis Prospectus in a Conclusion section, *or*
- 2) conduct of research leading to the MA Thesis, concluding with an APA-formatted report that highlights the study's rationale, hypotheses, subjects, design, measures, and expected analyses and results. The report requirement is waived if the student has completed the Committee-approved MA Thesis Prospectus (see 7. Master's Research and Thesis).

The student's annual review letter includes an evaluation of *timeliness* and *quality* of the work completed during the Research Apprenticeship.

Students who have completed an MA thesis elsewhere may be exempt from the second semester of Psychology 591 if: (a) their Thesis has been evaluated by a 3-member Review Committee (comprised of the Advisor, Program Chair, and one other faculty member) and satisfies the requirements for a Master's at UIC, and (b) their Advisor, Program Chair, and the DGS approve a request for exemption.

## 7. Master's Research and Thesis

### A. Purpose, Scope, and Format

**Purpose.** Students complete an MA Thesis 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 conference presentation or a journal article. The research itself is expected to clearly be the student's project, although it is expected that students will receive guidance from their Advisor and members of the Thesis Committee. However, the student should meet the criteria for being the senior author of any presented or published report of the research. Note however, that the acceptability of the MA Thesis is not dependent on finding significant results as long as the proposed study is judged to be well-designed and poses a scientifically interesting question; nor is publishing the final paper required for an acceptable MA Thesis.

**Scope and Format.** The thesis is designed, analyzed and written up in the form of an APA-style report of research. The scope, design, and statistical analysis of the thesis project should allow it to be completed reasonably within the first two-years of graduate training.

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. Reviews of relevant literature should be limited to that which is directly relevant to the proposed project. Extended reviews of relevant literature may be included as an appendix to the thesis.

The research methods should suit the nature of the research question(s). 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.

### B. Forming the MA Committee - Composition and Appointment of the Committee Members

The Thesis Committee consists of at least three (3) persons. The Committee Chair must be the student's Academic Advisor, holding more than a 0% appointment as a faculty member in the Psychology Department. At least one (1) member must be a full member of the Graduate College and at least one (1) member must be tenured. At least two (2) committee members must be faculty or affiliate faculty of the Psychology Department. One (1) member of the Committee may be from outside the Department, academic unit, or university. Retired, emeritus, or relocating faculty members can usually retain membership on established MA Thesis committees as long as their contact with the student is maintained. In such cases, the student should ask the department to request Graduate College approval of the retention of the faculty as a member of the committee.

Students, in consultation with their Advisors, initiate the identification of committee members as the Thesis Project takes shape. This often occurs during the 2nd or 3rd semester of graduate study. Conversations with prospective committee members about the project are useful for shaping the project as well as getting their commitment to serve on the Thesis Committee. At least one week prior to the Thesis Prospectus meeting (see section C, below), the student completes the Departmental **Committee Members and Prospectus Approval Form** and secures DGS approval of the Thesis Committee members.

### C. Obtaining Approval of the Thesis Prospectus

**Preparing the Prospectus.** The Thesis Prospectus is prepared to communicate the Thesis Project to the Thesis Committee. It is a written description of the proposed study describing the study's rationale, hypotheses, participants, design, measures, and expected analyses and results. Typically, students and their Advisors iterate on the Thesis Prospectus. When the Advisor and student agree that the Prospectus is ready for Committee input, the Thesis Prospectus should be distributed to the Thesis Committee. The Thesis Committee members evaluate whether the Prospectus is sufficiently well-developed for the student to defend the project in a Thesis Committee meeting. Programs differ with respect to the details, including timing, of this process and students should consult the appendices for program specifics. In general, it is in the student's best interest to meet with the Thesis Committee for feedback and approval of the project prior to embarking upon the project.

**The Thesis Committee Meeting: Defending the Prospectus.** The candidate schedules the time and location of the Prospectus meeting and informs the Graduate Program Coordinator of when the meeting will take place. The 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 on whether the Prospectus should be approved as is and, if not, what course of action should be taken. The Advisor immediately informs the candidate of the committee's decision.

There are several possible outcomes of the Prospectus meeting: 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. 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 Advisor. The DGS in consultation with COGS will adjudicate the matter. If there is a change to the committee composition, a new **Committee Members and Prospectus Approval Form** is completed.

It is common practice for the student and 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, the students should inform Committee members of significant changes as they occur rather than waiting until the final Defense.

**Prospectus Approval.** The student should bring a copy of the DGS-approved **Committee Members and Prospectus Approval Form** to the Prospectus meeting so that the outcome can be recorded. After the meeting, the student turns in the completed **Committee Members and Prospectus Approval Form** and a copy of the prospectus to the Graduate Program Coordinator, who maintains the form to record the outcome of the meeting.

#### D. Completing the Thesis Project

**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 outlined at the [UIC IRB website](#). If the Thesis uses human subjects, students are required to include the official University IRB notification of approval in the final copy of their MA Thesis. The [Animal Care Committee](#) must provide approval for non-human animal research.

**Thesis-Related Course Requirements.** In addition to the Thesis Project, students must complete 32 credit hours of courses to earn the MA degree. Second-year students must register in PSCH 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 the Thesis manuscript without the required PSCH 598 hours.

#### E. Defending the Master's Thesis

**Semester of Defense.** The student must electronically declare their [Intent to Graduate](#) **early in the term** in which they expect to defend the MA Thesis (by the end of Week 3 for Fall/Spring, end of Week 2 for Summer).

**Three weeks prior to Defense.** Students must complete the Graduate College **Committee Recommendation Form**, signed by the student's Advisor and the DGS. The student turns the form in to the Graduate Program Coordinator who sends it to the Graduate College. *It must be sent to the Graduate College 3 weeks in advance of the MA Thesis defense date.* The Dean of the Graduate College officially approves and appoints the Thesis Committee. For committee members from outside UIC, the form must be accompanied by the outside member's CV and credentials that demonstrate academic standards equivalent to those of UIC members. The Graduate College indicates approval of the committee by delivery of the **Examination Report Form** to the Graduate Program Coordinator, who keeps it until the MA Thesis defense.

**Scheduling the Oral Defense of the Thesis paper.** The student consults with the Advisor throughout data collection, analyses, and iterative drafts of the MA Thesis paper. When student and Advisor agree that the draft is ready for Thesis Committee review, the student distributes it to the Thesis Committee. The Thesis Committee reviews the draft and provides feedback to the Advisor as well as an indication of whether the draft can move forward to an oral defense of the Thesis paper. If so, and if the student is in good academic standing and has completed all other MA requirements (or be on schedule to do so), the meeting is scheduled. The Graduate Program Coordinator must be informed in advance of when the MA Thesis defense will be held. The Graduate Program Coordinator will provide the student with the **Examination Report Form** to bring to the Thesis Defense.

**The Oral Defense Meeting.** 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. 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 Advisor will immediately convey to the candidate the Committee's decision.

**Reporting the Outcome of the Defense.** The Thesis Committee recommendation is reported on the **Examination Report Form**, which the Graduate Program Coordinator subsequently sends to the Graduate College. 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 form. If the Committee members wish to approve final changes individually or in a follow-up meeting, they typically do not sign the form 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/or a second meeting is required with the possibility that the candidate may not pass the MA Thesis defense. It is permissible to include these conditions on a separate piece of paper rather than listing them on the **Examination Report Form**. In such instances, the Advisor should return the **Examination Report Form** to the Graduate Program Coordinator; the student can pick it up again once the conditions are effectively met and Committee members are ready to sign them.

#### F. Submitting the Final Copy of the Master's Thesis

The MA Thesis format should follow the requirements of the Graduate College. The Student should consult the [Graduate College guidelines](#). Students must also validate the originality of the thesis using [iThenticate](#). Once the final Thesis is approved by the Master's Thesis Committee, it can be submitted to the Graduate College for approval via the [ETD \(Electronic Thesis/Dissertation\) system](#).

#### G. Filing for the MA Degree

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) PSCH 541, 543 and 545, (c) PSCH 591 (4 hours), (d) PSCH 598 (at least 6 hours), plus (e) 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 are 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 submit the form 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 - with copies to the Graduate Program Coordinator - by the established deadlines noted in the Graduate College website.

#### H. Timeline

Students are expected to defend and attain Committee approval of the MA Thesis by the end of finals week of their 4<sup>th</sup> semester. The student must electronically declare their [Intent to Graduate](#) early in the term in which they expect to defend the dissertation.

Students whose MA Theses are not passed by this deadline must submit an **Extension for Milestone** form signed by the student, their Advisor, Program Chair, and DGS to the Graduate Program Coordinator. The student will then be given a one-year grace period to meet milestone deadline. If the MA Thesis is not completed by the end of the grace period, the timeliness of the student's progress is considered to be 'not meeting expectations', which must be stated in the student's annual written evaluation.

## 8. Preliminary Examination and Advancement to Candidacy

### A. Purpose, Scope, and Format

**Purpose.** The Preliminary Exam serves to determine the student's readiness to undertake Dissertation research. Passing the Preliminary Examination constitutes formal Advancement to Candidacy. There are two phases to the Preliminary Examination: completion and evaluation of the actual exam (written/oral components) *and* an evaluation of the student's overall record in the PhD program including the results of the exam. *Both phases determine readiness to advance to candidacy.*

**Scope and Format.** Programs in the department vary in terms of their implementation of the Preliminary Exam so students should refer to the relevant program for details ([APPENDICES A1-A5](#)).

### B. Forming the Preliminary Exam Committee – Composition and Appointment of Committee Members

**Preliminary Exam Committee.** The Preliminary Exam Committee consists of at least five (5) members. The Committee Chair must be the student's Academic Advisor, hold more than a 0% appointment as a faculty member in the Psychology Department, and be a full faculty member of the Graduate School. At least three (3) members must be full members of the Graduate College and at least two (2) members must be tenured. At least three (3) committee members must be faculty or affiliate faculty of the Psychology Department. An outside member is recommended but not required. The major Program Chair appoints a Chair and members of the Preliminary Examination Committee with the endorsement of the DGS.

**Reading Committee.** The Program Chair must appoint a minimum of two (2) faculty to serve on the committee that administers the written/oral portions of the Preliminary Examination, referred to here as the *Reading Committee* (note: this may be referred to by different names in different programs). Individual programs determine the role of a student's Advisor in relation to the Reading Committee. The Program may also determine whether the Reading Committee is limited to faculty in the student's program. Following the written/oral portions of the exam, the Reading Committee reports the results to the full five-member Preliminary Exam committee.

*The full five-member Preliminary Exam committee considers the candidate's overall record, including the results of the written/oral exam, to determine whether the student should advance to candidacy.*

**Ex Officio Committee Members.** 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), the Department Head, DGS, or Program Chair may serve as ex officio members to certify advancement to candidacy in accordance with the unanimous votes of the Program members who administer the Preliminary Examination. The Preliminary Examination Committee is officially appointed by the Dean of the Graduate College upon the recommendation of the Department.

### C. Preliminary Examination Process and Procedures

Many Programs require that students propose their Preliminary Exam; however, the specific content, structure, and feedback mechanisms regarding these proposals differ for each Program (see [APPENDICES A1-A5](#)). In this section the general process is described.

**Proposing.** Students consult with their Advisor regarding their readiness for the Preliminary Exam and potential members of the Preliminary Exam Committee. The Advisor notifies the Program Chair of a student's readiness to propose and may recommend faculty to constitute the Reading Committee that will evaluate the proposal and the written and oral components of the exam. The Program Chair then invites the designated faculty to serve on the Reading Committee and designates one member to serve as chair.

**Accepted Proposals.** When the proposal is accepted, the Program Chair notifies the student that they may begin the written portion of the Preliminary Exam and specifies the due date for the written product. As well, the Program Chair informs the Graduate Program Coordinator of the time frame of the written Preliminary Exam, the members of the Reading Committee, and the members of the five-member Preliminary Exam Committee. The five-member committee is indicated on the Graduate College **Committee Recommendation Form**, which must be approved by the Advisor and DGS and sent to the Graduate College for approval. *This form must be sent to the Graduate College at least 3 weeks before the oral exam.* When the Graduate College returns the **Examination Report Form** to the department, the Graduate Program Coordinator keeps it until the oral defense of the written preliminary exam.

**Completion and Evaluation of the Written and Oral Preliminary Exam.** Students submit their written exam to the Reading Committee no later than the agreed upon due date. The members of this committee read and evaluate the written exam and provide the Chair of the full Preliminary Exam Committee with their feedback and assessment of whether the written exam is of sufficient quality to schedule the oral exam. If it is, the oral exam is scheduled within two-weeks.

If the written paper is unacceptable, the Reading Committee reports this to the full Preliminary Exam Committee along one of three possible recommendations: to allow a second attempt with no revision to the proposal, to allow a second attempt with a revised/new proposal, or to not allow a second attempt. The Preliminary Exam Committee can accept or revise the recommendation of the Reading Committee.

If the written paper is acceptable and the Reading Committee evaluates the oral exam as a "pass", the Reading Committee submits a report to the Preliminary Exam Committee to indicate the "pass" or "fail" votes of each member on the written and oral portions of the exam. The Reading Committee provides their recommendation along with a report on the exam to the Program Chair and/or to the other members of the Preliminary Exam Committee. The details of this process vary between programs.

**Evaluating the Preliminary Exam and Advancement to Candidacy.** The Preliminary Exam Committee convenes to consider the report of the Reading Committee and the student's overall record in the PhD program. Each member of the committee indicates a "pass" or "fail"

vote on the Graduate College **Examination Report Form**. A “pass” is a vote to advance the student to candidacy. The committee may require that specific conditions be met before on either the written or oral exam before an advancement recommendation becomes effective. A student cannot be advanced to candidacy with more than one “fail” vote.

Students who fail their first Preliminary Examination may request that the Program permit them to take a second Examination. In considering the request, the Program faculty review both the student's exam performance as well as his/her performance in all aspects of graduate school. Based on this review, the Program Chair or Chair of the Examination Committee provides 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, the Program Chair would recommend dismissal from the graduate program to COGS. In such cases, the COGS will assess the situation by gathering input from the student, Advisor, and Program Chair before making a final Department recommendation to the student, Program, and Graduate College. A third examination is not permitted.

**Reporting the Results of the Preliminary Exam Process.** Once the Preliminary Exam Committee advances the student to candidacy, the completed and signed **Examination Report Form**, written examination or paper, and written comments of committee members are submitted to the Graduate Program Coordinator. Upon receipt, the Graduate Program Coordinator submits the **Examination Report Form** 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 s/he has been admitted to Candidacy.

#### D. Timeline

The Preliminary Examination is usually administered when the student has completed most, though not necessarily all, of their course work, but has not made a major investment of time and effort towards the Dissertation research project. The Preliminary Examination may not be taken until completion of the MA Thesis has been approved. The deadline for completing the Preliminary Examination is the end of the finals week of the student's 6<sup>th</sup> semester or one-year from the end of the semester in which the MA Thesis was successfully defended. Students who fail to meet this deadline must submit an **Extension for Milestone** form signed by the student, Advisor, Program Chair, and DGS to the Graduate Program Coordinator. The student will then be given a one-year grace period to complete both phases of the Preliminary Exam. If the Preliminary Exam is not completed by the end of the grace period, the timeliness of the student's progress is considered to be 'not meeting expectations', which must be stated in the student's annual written evaluation.

Note that 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 PhD 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.

## 9. Doctoral Research and Dissertation

### A. Purpose, Scope, and Format

**Purpose.** The Doctoral Dissertation is the traditional academic finale for graduate work. Successful completion of it is the final step in the process of earning the Doctor of Philosophy degree. Accordingly, students must advance to candidacy prior to undertaking the Dissertation. The Dissertation emphasizes the advancement of knowledge through independent research and demonstrates scholarship and research skills applied to a specific problem in the student's major area of expertise.

**Scope and Format.** The Doctoral Dissertation is designed, analyzed, and written in the form of an APA-style research report, with one exception: it 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. The research methods should suit the nature of the research question(s). Prior to conducting the doctoral research, a student's Doctoral Dissertation Prospectus must be approved by the student's Doctoral Committee.

### B. Forming the Dissertation Committee - Composition and Appointment of the Committee Members

The Dissertation Committee consists of at least five (5) persons, one of whom must be from outside the Psychology Department. The Committee Chair must be the student's Academic Advisor, hold more than a 0% appointment as a faculty member in the Psychology Department, and be a full faculty member of the Graduate School. At least two (2) members must be full members of the Graduate College and at least two (2) members must be tenured. At least three (3) committee members must be faculty or affiliate faculty of the Psychology Department. At least one (1) must be from outside the Psychology Department, which may include graduate faculty from other UIC Departments or Colleges, or from outside of UIC. Retired, emeritus, or relocating faculty members can usually retain membership on established PhD committees as long as their contact with the student is maintained. In such cases, the student should ask the department to request Graduate College approval of the retention of the faculty as a member of the committee.

The student in consultation with the Advisor typically selects potential committee members based on their expertise relative to the dissertation topic and project. The student should discuss the prospectus with potential committee members as the prospectus is being developed. Once the committee is identified, the student completes the Department's **Committee Members and Prospectus Approval Form** and submits it to the DGS for approval of the proposed committee. **The DGS must approve Committee members before the Committee meets formally for the first time.** The form should be submitted *at least one week prior* to the Prospectus Meeting. The DGS notifies the student and the Advisor when the committee has been approved. The Advisor, in turn, notifies the other members of the committee.

### C. Obtaining Approval of the Dissertation Prospectus

**Preparing the Prospectus.** The Prospectus provides a theoretical and empirical rationale for the dissertation research. 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, may not need to be included in the Prospectus, depending on Program requirements (see [APPENDICES A1-A5](#)).

To develop the Prospectus, students often discuss their ideas with their Advisor, potential committee members, and other students. Many students find the feedback that comes from such discussions extremely helpful in formulating and refining their ideas. When the student and Advisor think the Prospectus is sufficiently well-developed for committee review, the student submits the Dissertation Prospectus to the committee members who provide feedback on whether they are ready to proceed to an oral defense or require revisions/further development prior to an oral defense. The Prospectus should be distributed to the committee at least two weeks prior to an anticipated oral defense.

**The Dissertation Committee Meeting: Defending the Prospectus.** There are three possible outcomes for the oral defense of the Prospectus: pass with minimal or no revisions, major revisions required, or major revisions required with another oral defense. If revisions are required, the Committee provides written feedback specifying the revisions and the process that will be used to approve a revised Prospectus, including who is responsible for approving a revised Prospectus. This may range from all members of the committee to just the Chair. Final approval of a Prospectus should be unanimous as the Prospectus represents what the student must do to satisfy the Committee. 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 Advisor. The DGS in consultation with the Committee on Graduate Studies will adjudicate the matter. If there is a change in the composition of the committee, and new **Committee Members and Prospectus Approval Form** must be completed.

**Prospectus Approval.** Upon approval of the Prospectus, the committee members complete the Departmental **Committee Members and Prospectus Approval Form**. The student turns in the completed **Committee Members and Prospectus Approval Form** to the Graduate Program Coordinator, who maintains the form to record the outcome of the meeting. At this time, students should review their progress through the program with the Graduate Program Coordinator to make sure they have completed all Department, Major Program, and Minor requirements for the PhD Degree or are on the way to completing all of them.

### D. Completing the Dissertation Project

**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 outlined at the [UIC IRB website](#). If the dissertation uses human subjects, students are required to include the official University IRB notification of approval in the final

copy of their Dissertation. The [Animal Care Committee](#) must provide approval for non-human animal research.

**Dissertation-Related 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.* The Graduate College requires that students be registered the term that they defend their dissertation. 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.

*Zero Hours – 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 Program Coordinator does a graduation check, and if all requirements are completed, the Advisor and DGS approve the petition and forward it to the Graduate College. The College then reviews for graduation requirements, and either approves or denies, based on the Department and Graduate College review. The student registers for Psychology 599 (Dissertation Research), for each term by the registration deadline. The student is billed the appropriate Zero Hours (Range IV) tuition and fees.

*Zero Hours – 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.

#### E. Defending the Dissertation

**Semester of Defense.** The student must electronically declare their [Intent to Graduate](#) **early in the term** in which they expect to defend the Dissertation (by the end of Week 3 for Fall/Spring, end of Week 2 for Summer). *\*Note: Clinical students on internship wishing to walk in Spring graduation must declare their Intent to Graduate in the Spring to be included in the*

*commencement program. They must then declare their Intent to Graduate again in Summer, so that completion of the degree requirements can be certified - and diploma issued - after the internship is completed.*

**Three weeks prior to Defense.** Students must complete the Graduate College **Committee Recommendation Form**, signed by the student's Advisor and the DGS. The student turns the form in to the Graduate Program Coordinator. At this time, the Graduate Program 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 PhD Degree or is on the way to completing all of them. If any requirements have not been fulfilled, the Graduate Program Coordinator notifies the student and retains the form in the student's file until such time as the certification check is complete.

When the certification check is complete, the Graduate Program Coordinator sends the **Committee Recommendation Form** to the Graduate College so that the Dean of the Graduate College can officially appoint the committee. *It must be sent to the Graduate College 3 weeks in advance of the Dissertation Defense date.* The Dean of the Graduate College officially approves and appoints the Thesis Committee. For committee members from outside UIC, the form must be accompanied by the outside member's CV and credentials that demonstrate academic standards equivalent to those of UIC members. The Graduate College indicates approval of the committee by the delivery of the **Examination Report Form** to the Graduate Program Coordinator, who keeps it until the Dissertation Defense.

**Scheduling the Oral Defense of the Written Dissertation.** Following approval of the PhD Prospectus, students are encouraged to update their committee members regularly (e.g. at the completion of individual components of the project, once per semester, etc.). If changes need to be made to the research plan, the student should schedule a committee meeting to gather consensus on how to proceed. As dissertation research is nearing completion, and when all of the other requirements are met, the student should prepare for the oral defense and graduation.

The student in consultation with the Advisor determines when the Dissertation document is ready for distribution to the full committee. The committee has two weeks in which to read and evaluate whether the document is ready to be defended. Each member communicates their evaluation to the Chair of the committee along with an indication of whether or not they believe the oral defense can be scheduled. The defense cannot be scheduled if more than one committee member does not approve. Before the Dissertation defense, *it is the student's responsibility to obtain the Examination Report Form from the Graduate Program Coordinator and bring it to the dissertation defense.*

**Oral Defense of the Dissertation.** 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 all Defenses. Accordingly, two weeks prior to the Defense students are required to submit (via e-mail) the following information to the Graduate Program Coordinator: Dissertation Title and Abstract; Dissertation Chair and Committee Members; time, date, and location of the Defense; and future professional plans.

**Reporting the Outcome of the Defense.** At the completion of the Defense, the Dissertation Committee recommendation is recorded on the **Examination Report Form** that is signed by each committee member. Each Committee Member 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 signed **Examination Report Form** to the Graduate Program 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.

#### F. Submitting the Final Copy of the Doctoral Dissertation

The dissertation format should follow the requirements of the Graduate College. The Student should consult the [Graduate College guidelines](#). The Student must also validate the originality of the thesis using [iThenticate](#). Once the final Dissertation is approved by the Dissertation Committee, it can be submitted to the Graduate College for approval via the [ETD \(Electronic Thesis/Dissertation\) system](#).

The final electronic Dissertation should be sent to the Graduate Program Coordinator to be bound – with copies made for the Advisor, the department library, and the student.

#### G. After you graduate!

1. **Keys.** All keys must be returned.
2. **Office.** Please remove all personal items from your office.
3. **Course Materials.** Exams, papers, quizzes, etc. that are in your possession as a past teaching assistant or instructor should not be left in your office.
  - a. Materials more than **2 years** old can be shredded.
  - b. If less than **2 years** old: bring to 1066 for storage if you were the instructor; bring to the instructor if you were the teaching assistant.
4. **Informed Consent Forms.** Paper informed consent forms must be kept for **3 years** after the completion of research. Communicate with your research advisor about their storage. Older consent forms should be shredded.

5. **IRB protocols.** Make sure all current IRB protocols for which you are the PI are closed or transferred. Please let the PI know to remove you as key personnel on any IRBs (submit an amended Appendix P).
6. **Data.** Communicate with your research advisor about any data is that you collected during your time at UIC; all parties involved in the research should have access to data and scripts.
7. **Financial Accounts.** Make sure all financial accounts are closed prior to leaving UIC, i.e. program advances.
8. **Email address.** Please provide a non-UIC email address to the Graduate Program Coordinator so we can contact you if needed.
9. **Listserve and Directories.** Send email to [IT@psch.uic.edu](mailto:IT@psch.uic.edu) and notify them that you have graduated and can be removed from psychology directories.
10. **Legacy:** Sign the PhD Pillar in 1009!

#### H. Timeline

Students should form their Dissertation Committee during the 7th or 8th semester and complete their approved PhD Prospectus by the end of finals week of the 8<sup>th</sup> semester or one year from having advanced to candidacy. Students who fail to meet this deadline must submit an **Extension for Milestone** form that is signed by the student, their advisor, Program Chair, and DGS to the Graduate Program Coordinator. The student will then be given a one-year grace period in which to accomplish an approved Prospectus. If an approved PhD Prospectus is not completed by the end of the grace period, the timeliness of the student's progress is considered to be 'not meeting expectations', which must be stated in the student's annual written evaluation.

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/Advancement to candidacy must retake the Preliminary Examination.

Students who enter the Graduate College with a Master's degree must complete all PhD requirements within 7 years. Students who enter without a Master's degree must complete the PhD requirements within 7 years of completing their Master's. Students who exceed the time limit to complete the PhD must complete a Graduate College Petition to request additional time to complete the remaining requirements; this form should be given to the Graduate Program Coordinator after the student obtains the approval from their Program. The Graduate Program Coordinator will forward the Graduate College Petition to COGS faculty for approval.

## Finances

### A. 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. There are also semester charges for [fees and assessments](#).

### B. Financial Aid

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](#) can also provide information on student loans and other types of financial aid.

### C. Pay Schedules and Fees

Departmental assistantships are divided into three basic categories: Teaching Assistants (TA's), Research Assistants (RA's), and Clinical Assistants (CA's). Graduate students employed by the University between 25% and 67% time during the academic year automatically receive a waiver of tuition, tuition differential, and [some, but not all, fees](#). According to University regulations, the upper limit for international students is a 50% appointment. In addition, graduate students holding fellowships (e.g., University, Diversity, and Access (formerly Abraham Lincoln)) may take assistantships for a maximum of 50% time during the academic year. Pay schedules are determined by the [agreement](#) between the UI Board of Trustees and the Graduate Employees' Organization.

### D. Financial Commitment to Graduate Students

The Department endeavors to provide support for graduate students. Within budgetary limitations, the Department of Psychology aims to offer 50%-time research or teaching assistantships to all students in good standing during their graduate study. Additional assistantships may be available during the summer months.

Students who fail to complete major program requirements in a timely manner or assistantship duties adequately will have lowest priority for financial support.

### E. Required effort

The weekly clock hours of service required of Teaching, Research, and Clinical 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.

#### F. Waivers

Tuition and some fees 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 for the spring semester and for whom tuition and service fees were waived in the spring are entitled to a waiver for the summer term immediately following if they do not hold a summer assistantship, 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.

#### **Board of Trustees (BOT) Waivers**

The Department receives a *limited number* of Graduate College Board of Trustees (BOT) 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 BOT Waiver provides a waiver from tuition and some, but not all, fees. The Department gives priority in assigning BOT Waivers to graduate students who cannot accept an assistantship because they have an off-site internship or are conducting research out of state. Students must be in good academic standing to receive a BOT Waiver.

To request a BOT Waiver, email the Graduate Coordinator and DGS [well in advance of each semester](#). If you are going to live at least 90 miles from campus and are committed to being off-campus for the entire term, please indicate this as well in your request. Students granted a BOT Waiver during one term should not assume they will automatically obtain another and should make a timely request for the additional term(s).

#### G. Summer Assistantships

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 holding any kind of summer appointment between 25-67% must register for the required number of hours to maintain an assistantship.

#### H. Department Support for Research

If no other funds are available, a student may [request funds](#) to conduct research that supports the completion of a MA thesis or dissertation.

#### I. Department Support for Travel

Upon request, the department [supports graduate student travel](#) to professional meetings in which a student is presenting their research.

#### J. 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 award 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).

## 10. Teaching in Psychology

### A. 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 may be assigned to courses in a different Program.

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.

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" (PSCH 508). During this course, students receive training in the basic skills needed to serve as a Psychology teaching assistant.

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.

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

### B. 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 and their supervisors should meet prior to the start of classes** to clarify the expectations for the roles of instructor and TA, and the responsibilities of each throughout the semester as these may vary week-to-week. Once a student accepts a TA assignment, it is the student's professional obligation to give priority to their teaching assistantship in the case of a scheduling conflict.

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 or 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 10-25% TA. These individuals are expected to carry out different responsibilities according to % effort expected.

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 classroom 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
- Respond to communications from students
- 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. Unsatisfactory completion of TA responsibilities will result in the student having lowest priority for future TA assignments.

The Department appoints teaching assistants for each semester with an effort to distribute different types of TA assignments equitably among students. TA's should not be assigned to regular classroom teaching assignments by their supervisors unless the Department Head 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.

### C. International Teaching Assistants

International 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.

### D. Teaching Practicum

The Department offers PSCH 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. The practicum provides students with the skills and experience 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 PSCH 587 and received a "strong recommendation for future teaching" from the instructor are given first priority for these positions.

## 11. Progress Through the Program

### A. 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. 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 preliminary exam and defending the dissertation. The Graduate College requires that students be registered during this time, except summers (unless students plan to take the preliminary exam or defend the dissertation during the summer). However, Clinical students may take leaves of absence when completing their clinical internships if they have defended their dissertation.

### B. 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.

Following the review, the Program Chair ensures that timely written feedback is provided to each student. These written comments should recognize student achievements and identify areas for development. Program Chairs also submit annual reviews to the Graduate Program Coordinator to be reviewed by the DGS and placed in each student's file that indicate whether the **quality** and **timeliness** of work meet expectations.

### C. 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 Program 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.

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.

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 faculty members of 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.

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.

#### D. Conflict and Grievance Resolution

Students with complaints related to Programmatic issues should be discussed with the DGS first. Students with grievances concerning advising should first meet with the Advisor, Program Chair, and the DGS. Matters that cannot be resolved by informal discussion will be referred to the Associate Head. Formal complaints will follow [Grievance Procedures](#) established by the Graduate College.

#### E. Counseling

Students are encouraged to contact the [UIC Counseling Center](#) for mental health issues such as anxiety, distress, depression, substance abuse, or other problems that impact on well-being and academic performance. The Counseling Center is located in Suite 2010, Student Services Building (SSB). In an emergency or crisis, outside normal business hours, call the InTouch Crisis Hotline at 312-996-5535.

## 12. Department and Graduate College Policies

### A. 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. 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 PhD or to register for Zero Hours require both Department and Graduate College approval. In either case, students should see the Graduate Program 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.

### B. 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 Program Coordinator maintain the files on current and past (graduated and terminated) graduate students.
2. The Graduate Program 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 Program 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. 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 Program 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.

#### C. Department Policy on Amorous Relationships

**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.

#### D. 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. 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, and discrimination) should be discussed with the Associate Head or Head (or a member of the Advisory Committee if it concerns the Associate Head or Department 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 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.).

## 13. University Policies

### A. 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 provides [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 are governed by the Policies and Procedures for Academic Integrity (June 1989).

### B. 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.

Resources available for students and faculty can be found at UIC's [Disability Resource Center](#).

### C. 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.

### D. Medical Immunization Requirements

University policy requires students to be up-to-date on [immunizations](#).

#### E. 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, as detailed in the [nondiscrimination policy](#).

#### F. 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.

#### G. 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 [IRB](#) for research with human subjects or the [ACC](#) for research with animals. Work that is completed without IRB approval cannot be published, even as a Thesis.
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 policies of the IRB and [Subject Pool Use](#). 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 before they begin data collection.
4. For research with animals, follow the procedures outlined in the application distributed by the University Animal Care Committee. 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](#).

#### H. 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 Building, 809 South Marshfield Avenue, Phone: (312) 996-8670.

#### I. 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 Program Coordinator.

## 14. Graduate Student Awards

Each spring, the Department holds a Graduate Awards Banquet to honor the achievements of our graduate students. The DGS, Graduate Program Coordinator, and COGS student representatives organize the banquet, which is a celebration for all students, staff, and faculty. At the Banquet, we announce winners of departmental awards (detailed below), honor students who have received a Master's or PhD degree, and recognize graduate students' achievements during the year. Every graduate student registered during the current academic year in the Department is eligible for consideration for the awards in that year including students who completed all of their requirements for the PhD since the date of the previous year's award.

### 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.

The major criterion for the award is **accomplishment in scholarly research as evidenced by papers first-authored by the nominee that are judged to have the potential for a major impact on the field**. In exceptional circumstances the award may be based 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. 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 3-person Selection Committee appointed by the DGS is not required to make an award if it judges that there are no exceptionally qualified nominees.

#### Required documents:

- .CV
- .One letter of recommendation
- .Copy of the article accompanied by a statement explaining the research

### 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.

The major criterion for the award is **evidence of outstanding accomplishment in teaching**. 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 (Department Head, DGS, and current instructor of 587) is not required to make an award if it judges that there are no

exceptionally qualified nominees.

Required documents:

.Nominations via letter of support

.Evaluations by the teaching practicum instructor, course materials, and other pertinent evidence to support nomination

[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.

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 an **innovative research project that breaks new ground theoretically, methodologically, empirically, or practically**. The research has to be completed, so no works in progress, abstracts, etc. can be accepted, though it does not have to be defended or in press yet. The 3-person Selection Committee appointed by the DGS is not required to make an award if it judges that there are no exceptionally qualified nominees.

Required documents:

.CV

.Cover letter

.Completed manuscript describing the research (e.g., thesis, journal article submission)

.Two letters of recommendation that 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.

[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 is given to a deserving student in the areas of Cognitive or Behavioral Neuroscience. The recipient will receive a \$500 award and be honored both at the University Honors Day Convocation and at the Annual Student Achievement Awards Banquet.

Required documents:

.CV

.Personal statement fewer than 3 pages, single spaced

*The personal statement should describe your research, understandable by someone not in your field as evidence of "intellectual curiosity". Equal weight is given to "love of people", which includes service to the community, program, department, students, or peers. Service as a Teaching Assistant should not be included in the personal statement.*

.Letters of recommendation are not required

### Jamie Carter Research Resource Award

UIC alum Jamie Carter, in appreciation of her education in the Psychology Department, established this award to further their graduate student training by purchasing a research tool, e.g. special software package or small piece of equipment, attend a training workshop or travel to a conference in which the student will present. The awardee must be in good academic standing and *demonstrate an active and productive research career*. Students may only win the award once.

**Required documents:**

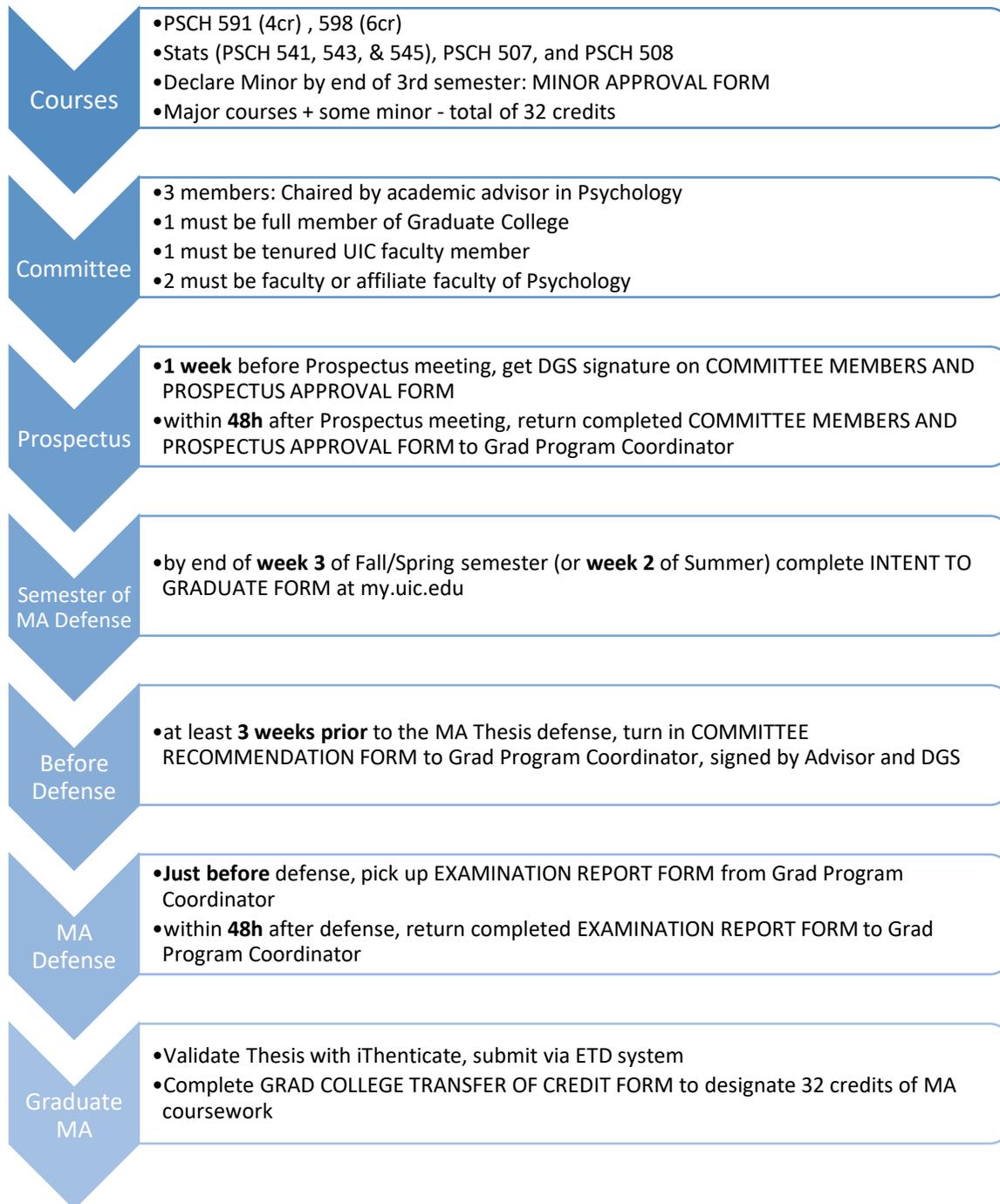
.CV

.1 page proposal that includes a brief research plan and a budget (up to \$500 but may be considerably less)

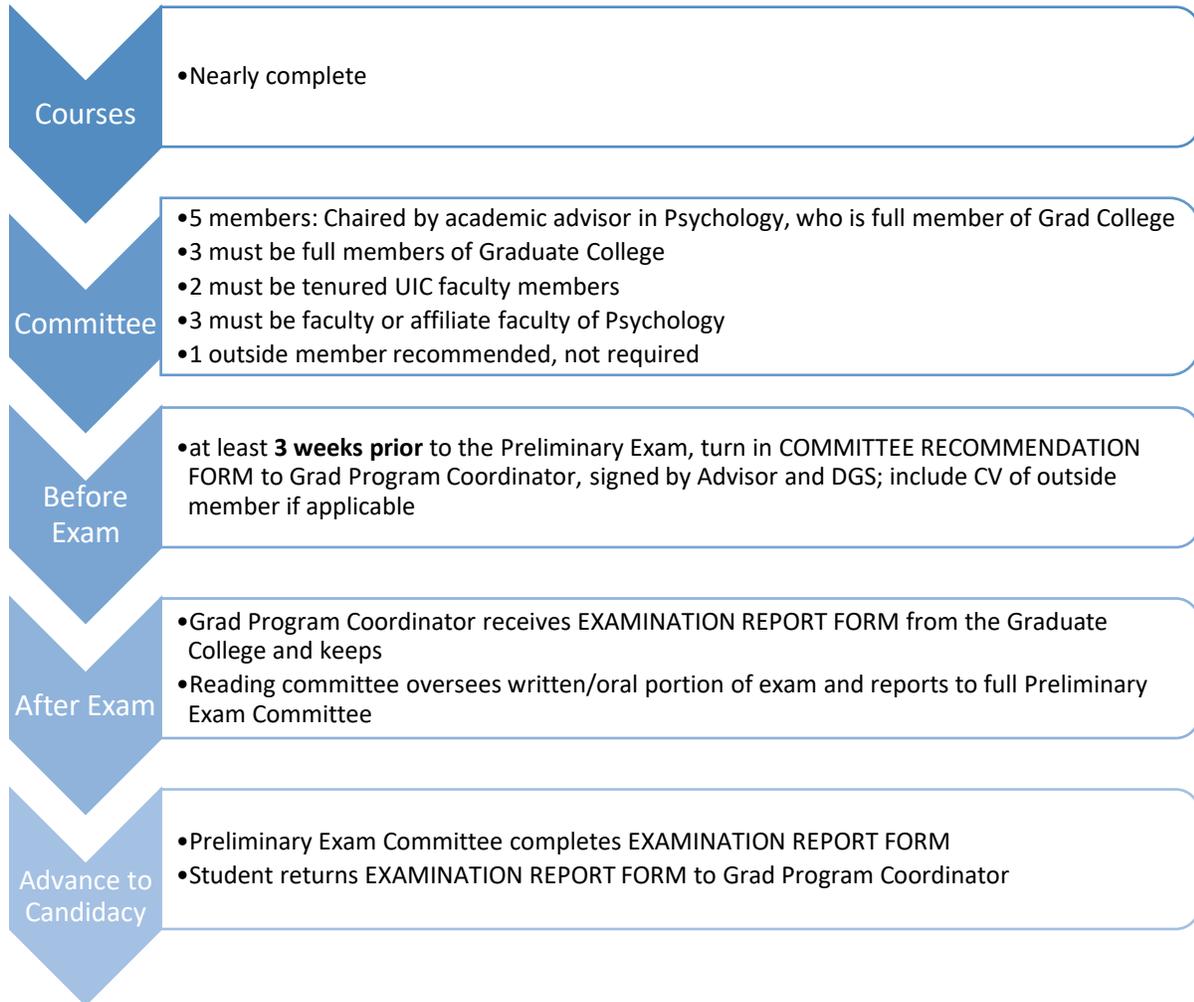
.Letter of recommendation from the student's research mentor that indicates their advisor support of the endeavor but also the lack of funds to support it monetarily

## 15. Overview of Milestone Completion

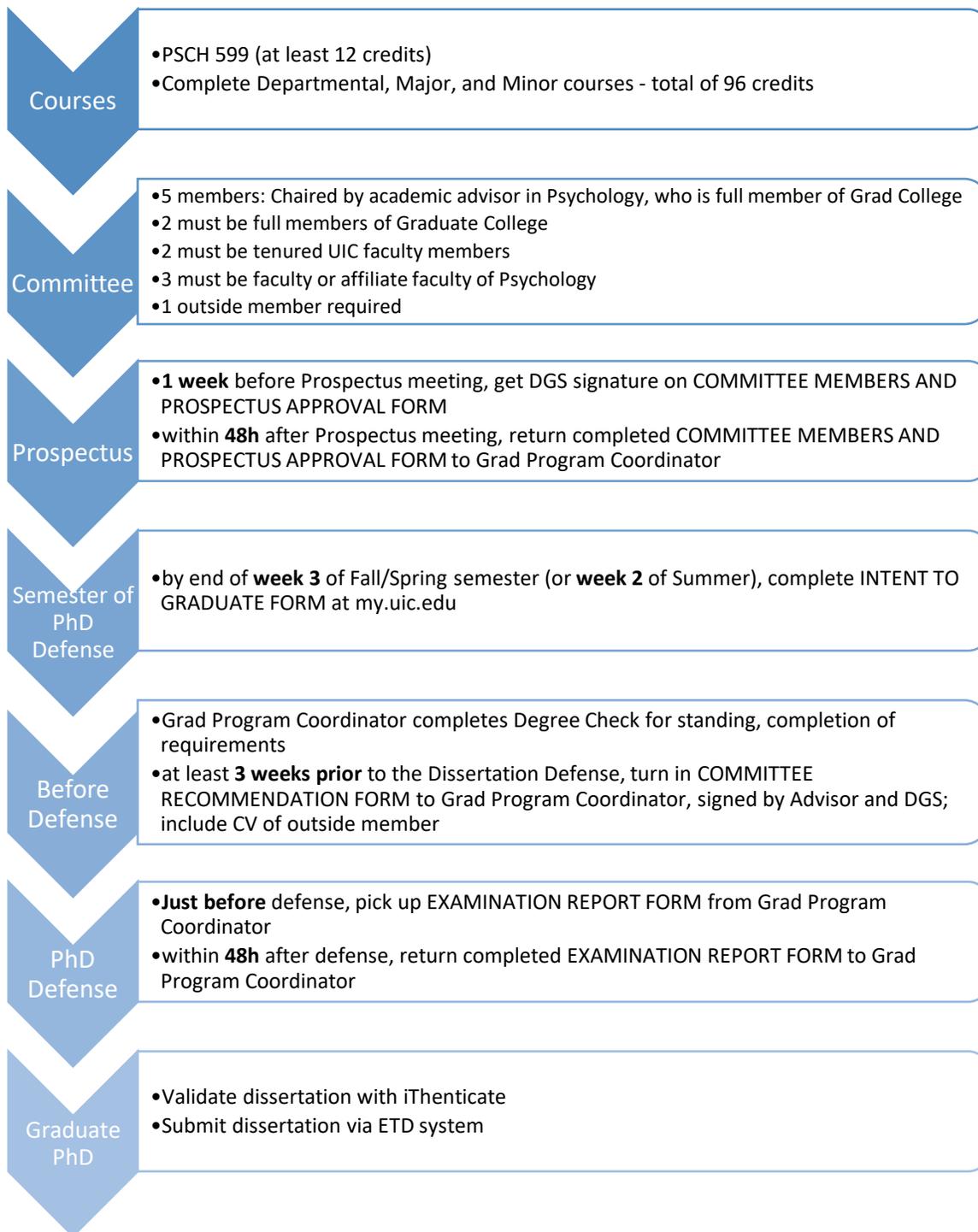
### A. Master's Thesis and Defense



## B. Preliminary Exam



## C. Dissertation and Defense



#### D. Forms to Petition Modifications in Program Progress

1-year extension	<ul style="list-style-type: none"><li>• EXTENSION FOR MILESTONE FORM</li></ul>
Transfer credits to Psychology Program	<ul style="list-style-type: none"><li>• GRADUATE COLLEGE TRANSFER OF CREDIT FORM</li></ul>
Leave of absence (up to 1 year)	<ul style="list-style-type: none"><li>• PETITION FOR LEAVE OF ABSENCE FORM</li></ul>
Change of advisor	<ul style="list-style-type: none"><li>• PETITION FOR CHANGE OF ADVISOR FORM</li></ul>
Change of program	<ul style="list-style-type: none"><li>• PETITION FOR CHANGE OF PROGRAM FORM</li></ul>

# Behavioral Neuroscience

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<b>MAJOR COURSE REQUIREMENTS</b>	<b>1</b>
<b>PRELIMINARY EXAMINATION REQUIREMENTS</b>	<b>2</b>
<b>REQUIREMENT CHECKLIST</b>	<b>3</b>
<b>SAMPLE 4-YEAR COURSE SCHEDULE</b>	<b>5</b>

## Major Course Requirements

Course Requirements for the PhD in Behavioral Neuroscience (BN)

Majors:

PSCH 484 Neuroscience 1

PSCH 485 Neuroscience 2

PSCH 483 Neuroanatomy

PSCH 569 Current Topics in BN (at least 6 semesters)

Plus *three* elective courses from:

PSCH 560 Advanced Learning

PSCH 562 Neural Bases of Learning and Memory

PSCH 565 Advanced Cognitive Neuroscience

PSCH 566 Neural Bases of Motivation

PSCH 568 Seminar in Behavioral Neuroscience

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

## Preliminary Examination Requirements

A subcommittee will be formed comprising five members of faculty (the candidate's Advisor will normally chair the subcommittee). Once the subcommittee chair informs the Graduate Coordinator that the Committee has been appointed and who the members are, the candidate will complete a **Committee Recommendation Form**.

Prior to the Examination, the Committee Chair will get a copy of the **Examination Report to the Graduate College** from the Graduate Coordinator. At the end of the Examination, the Committee Chair will inform the candidate 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.

The preliminary examination will be an oral exam in which the candidate answers five questions, given in advance, with the expectation for additional relevant follow-up questioning during the examination. Approximately ten weeks before the preliminary examination date, each committee member submits two-three questions to the committee chair. The committee will select five questions from those submitted and the chair of the committee will forward the selected questions to the candidate eight weeks before the targeted date. The candidate will prepare thorough answers to the questions, with the goal of presenting for about 20-30 minutes per question. Because it is an oral examination, the candidate should not use any kind of prepared presentation (i.e. PowerPoint) but should feel free to use a whiteboard/chalkboard to illustrate information as appropriate. The candidate should expect follow-up questions during the presentation (e.g. clarification, connections between concepts, how might other techniques bear on question, what are current/emerging issues and how to address them?). To obtain a pass, the candidate is expected to be able to coherently present answers to all five questions (plus associated follow-up questions), answers that show in-depth understanding of the material and critical thought about the scientific process.

If the subcommittee does not unanimously agree to pass the candidate, it 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.

## Requirement Checklist

### 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

- PSCH 505 Advanced History of Psychology (3 hours)
- PSCH 507 Emerging Research Issues (1 hour fall, 1 hour spring)
- PSCH 508 Colloquium on Teaching Psychology (1 hour, fall)
- PSCH 541 Introduction to Computing in Psychology (1 hour, spring)
- PSCH 543 Research Design and Analysis (4 hours, fall)
- PSCH 545 Multivariate Analysis (3 hours, spring)
- PSCH 591 Research Apprenticeship (2 hours, fall)
- PSCH 591 Research Apprenticeship (2 hours, spring)
- PSCH 598 Thesis Research (3 hours, fall)
- PSCH 598 Thesis Research (3 hours, spring)
- PSCH 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. Major Area Course Requirements

- PSCH 484 Neuroscience 1
- PSCH 485 Neuroscience 2
- PSCH 483 Neuroanatomy
- PSCH 569 Current Topics in BN (Brown Bag--6 semesters)

Three elective courses from:

- PSCH 560 Advanced Learning
- PSCH 562 Neural Bases of Learning and Memory
- PSCH 565 Advanced Cognitive Neuroscience
- PSCH 566 Neural Bases of Motivation
- PSCH 568 Seminar in BN

Requirement for students whose research involves animals:

- Graduate College 470: Essential for Animal Research

## Sample 4-Year Course Schedule

### Year 1--Fall Semester

Department	507	Emerging Research Issues	1
	508	Colloquium on the Teaching of Psychology	1
	543	Research and Design Analysis	4
	591	Research Apprenticeship	2
Major	484	Neuroscience 1	3
	569	Current Topics in BN (Brown Bag)	1
	GC 470	Essentials for Animal Research	1
		TOTAL	13

### Year 1--Spring Semester

Department	507	Emerging Research Issues	1
	541	Introduction to Computing in Psychology	1
	545	Multivariate Analysis	3
	591	Research Apprenticeship	4
Major	485	Neuroscience 2	3
	569	Current Topics in BN (Brown Bag)	1
		TOTAL	13

### Year 2--Fall Semester

Department	598	Thesis Research	5
Major	5--	Elective	3
	569	Current Topics in BN (Brown Bag)	1
Minor	LST**	Minor Course	3
		TOTAL	12

### Year 2--Spring Semester

Department	598	Thesis Research	4
Major	483	Neuroanatomy	4
	569	Current Topics in BN (Brown Bag)	1
Minor	LST**	Minor Course	3
		TOTAL	12

### Year 3--Fall Semester

Department	596	Independent Study (Prelim)	5
Major	5--	Elective	3
	569	Current Topics in BN (Brown Bag)	1
Minor	LST**	Minor Course	3
		TOTAL	12

**Year 3--Spring Semester**

Department	596	Independent Study (Prelim)	4
	505	Adv History	3
Major	5--	Elective	3
	569	Current Topics in BN (Brown Bag)	1
Minor	LST**	Minor Course	3
		TOTAL	13

**Year 4--Fall Semester**

Major	599	Dissertation Research	12
	569*	Current Topics in BN (Brown Bag)	1
		TOTAL	13

**Year 4--Spring Semester**

Department	599	Dissertation Research	12
Major	569*	Current Topics in BN (Brown Bag)	1
		TOTAL	13

\*\* Course is from a list of elective courses from which the student may choose.

# Clinical Psychology

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<b>MAJOR COURSE REQUIREMENTS</b>	<b>1</b>
<b>CLINICAL COMPETENCE REQUIREMENTS</b>	<b>3</b>
<b>PRELIMINARY EXAMINATION REQUIREMENTS</b>	<b>6</b>
<b>REQUIREMENT CHECKLIST</b>	<b>8</b>
<b>SAMPLE 4-YEAR COURSE SCHEDULE</b>	<b>10</b>

## Major Course Requirements

### Clinical Psychology

#### Core Courses

- PSCH 481: Interviewing
- PSCH 571: Psychopathology
- PSCH 574: Techniques of Psychological Intervention
- PSCH 575: Psychotherapy Theory and Research
- PSCH 577: Ethics and Professional Development
- PSCH 579 (6 semesters): Current Topics in Clinical Psychology
- PSCH 581: Practicum in Interviewing
- PSCH 582 (2 semesters): Practicum in Psychological Assessment
- PSCH 583 (2 semesters): Practicum in Clinical Intervention
- PSCH 584 (4 semesters): Practicum for Clinical Trainees on Assessment, Intervention and Research
- PSCH 595 (1 semester): Methods and Measurement in Clinical Psychology

In addition, Clinical students are required (for Insurance purposes) to be registered for PSCH 584 every semester when they are seeing clients, including Summer semesters.

#### Elective Courses

Students who enter the program prior to Fall, 2018, follow APA guidelines which 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:

PSCH 483: Neuroanatomy

PSCH 485: Neuroscience II

PSCH 564: Behavioral Psychopharmacology: Pharmacological Bases of Behavior

PSCH 565: Advanced Cognitive Neuroscience

PSCH 568: Seminar in Behavioral Neuroscience

Cognitive-Affective Bases of Behavior

PSCH 553: Cognitive Psychology of Memory and Attention

PSCH 555: Cognitive Psychology of Thinking

PSCH 557: Cognitive Psychology of Skill and Knowledge Acquisition

Developmental

PSCH 526: Lifespan Development

Social Bases of Behavior

PSCH 415: Social Bases of Health Behavior

PSCH 512: Attitudes & Social Cognition

Starting with the entering class in Fall 2018, new APA guidelines have come into effect which require not only graduate-level expertise in these same areas (by taking the same classes listed above) but also that students demonstrate the ability to integrate graduate level expertise across two of these fields. This requirement will be met by the student submitting a paper (either from a class assignment or from their own research work) that demonstrates integration of two of these fields. This paper should also include a cover page (max 250 words) that outlines how the paper demonstrates the APA's requirement of "Advanced Integrative Knowledge in Scientific Psychology." See the Clinical Handbook for more details.

## Clinical Competence Requirements

### The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs<sup>1</sup>

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Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional,

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<sup>1</sup> This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard to the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information

regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

### **Clinical Competence Assessment**

Student clinical performance is evaluated every semester while the student is working with clients, and clinical supervisors will review their evaluations with the students at least at the end of the semester if not more frequently. If students are not making expected progress, the student will meet with the DCT and involved clinical supervisors to develop a remediation plan. In addition, at the end of each academic year, all evaluations from clinical supervisors, as well as indicators of academic performance and research productivity will be evaluated, and areas of strength and difficulty are indicated in the yearly evaluation letter. As noted above, if students are not able to meet clinical competency requirements, the clinical faculty cannot ethically put them forward for PhD candidacy within the Clinical program.

### **Timing of Research Accomplishments in relation to Clinical Opportunities.**

Students are required to have completed their Master's degree, and demonstrate an appropriate level of clinical competence (based on evaluations from clinical supervisors) before they can apply for a Clinical Externship. In addition, students must have a Committee-approved Dissertation proposal before they can apply for a Clinical Internship. The proposal must be approved by September 30<sup>th</sup> of the year that the student wants to apply for a Clinical Internship.

## Preliminary Examination Requirements

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 first 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, the student must clearly indicate their role in developing the idea, completing the research, and writing the resulting paper, and their participation should clearly demonstrate the student's competence as noted above

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. Upon Program approval of the general focus of the proposal in terms of relevance to the field, the Director of Clinical Training will appoint a three-person Oversight Committee, which will be responsible for reading the paper and deciding 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. 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. If 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. At this point the Clinical Division will determine whether the student has demonstrated sufficient expertise in both their research and clinical work to be moved on to candidacy for the Ph.D. Students entering the program in Fall 2017 or later are required to submit a "Prelim Portfolio" in addition to their Prelim Paper for this assessment. The Prelim Portfolio consists of a comprehensive assessment report, a treatment plan, and current CV. The Prelim paper and Prelim Portfolio should be emailed to all clinical faculty.
5. The Director of Clinical Training will provide the student with a summary of the Program'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.

## Requirement Checklist

### 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

- PSCH 505 Advanced History of Psychology (3 hours)
- PSCH 507 Emerging Research Issues (1 hour fall, 1 hour spring)
- PSCH 508 Colloquium on Teaching Psychology (1 hour, fall)
- PSCH 541 Introduction to Computing in Psychology (1 hour, spring)
- PSCH 543 Research Design and Analysis (4 hours, fall)
- PSCH 545 Multivariate Analysis (3 hours, spring)
- PSCH 591 Research Apprenticeship (2 hours, fall)
- PSCH 591 Research Apprenticeship (2 hours, spring)
- PSCH 598 Thesis Research (3 hours, fall)
- PSCH 598 Thesis Research (3 hours, spring)
- PSCH 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)

Clinical students are strongly encouraged to do the "breadth minor" below (VI.)

Area: \_\_\_\_\_

Course #1: \_\_\_\_\_

Course #2: \_\_\_\_\_

Course #3: \_\_\_\_\_

Course #4: \_\_\_\_\_

or  Brown Bag (2 semester): \_\_\_\_\_

IV. \_\_\_ One-year APA-Approved Clinical Internship

V. Major Area Course Requirements

- \_\_\_ PSCH 481 Interviewing (1 hr)
- \_\_\_ PSCH 571 Psychopathology (3 hrs)
- \_\_\_ PSCH 574 Techniques of Psychological Interventions (3 hrs)
- \_\_\_ PSCH 575 Psychotherapy Theory and Research (3 hrs)
- \_\_\_ PSCH 577 Ethics & Professional Development (3 hrs)
- \_\_\_ PSCH 579 Current Topics in Clinical Psychology (Brown Bag--6 semesters)
- \_\_\_ PSCH 581 Practicum in Interviewing (1 hour)
- \_\_\_ PSCH 582 Practicum in Psychological Assessment (2 semesters--2 hrs each)
- \_\_\_ PSCH 583 Practicum in Clinical Interventions (2 semesters)
- \_\_\_ PSCH 584 Practicum for Clinical Trainees on Assessment, Intervention and Research (every semester that clinical work is being conducted)
- \_\_\_ PSCH 595 Research Methods in Clinical and Community Psychology (2 hrs)
- \_\_\_ PSCH 594 Advanced Special Topics in Psychology (continuation of PSCH595, 1 hour)

VI. APA Breadth/Domain Specific Knowledge Requirements

\_\_\_ one approved course in Biological Bases of Behavior:

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\_\_\_ one approved course in Cognitive-affective Bases of Behavior:

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\_\_\_ one approved course in Social Bases of Behavior:

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\_\_\_ one approved course in Developmental Bases of Behavior:

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\_\_\_ Integrative Paper approved by Clinical Division (required only for students entering the Division Fall 2018 or later)

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## SAMPLE 4-YEAR COURSE SCHEDULE

### YEAR 1

**Research:** Develop and propose master's thesis

**Clinical Work:** In conjunction with psychology 481, students will conduct interviews of adults from the subject pool. In conjunction with 581 students will observe and conduct intake interviews in OAPS. Students will also begin to have assessment cases as part of their assessment practicum (PSCH582) in the spring.

#### Required Courses:

##### FALL

Course #	Course Name	Credit hours
507	Emerging Research Issues	1 hr.
508	Colloquium on the Teaching of Psychology	1 hr.
543	Research Design & Analysis	4 hrs.
591	Research Apprenticeship	2 hrs.
595	Methods & Measures in Clinical Psychology	2 hrs.
481	Interviewing	1 hr.
571	Psychopathology	3 hrs.
579	Current Topics in Clinical Psychology ("Brown Bag")	1 hr.
581	Practicum in Interviewing	1 hr.
584	** Practicum for Clinical Trainees	1 hr.
		TOTAL: 18 hrs

##### SPRING

Course #	Course Name	Credit Hours
507	Emerging Research Issues	1 hr.
541	Introduction to Computing in Psychology	1 hr.
545	Multivariate Analysis	3 hrs.
591	Research Apprenticeship	2 hrs.
<i>If offered, take 575 or 577. If neither is offered, take a course to fulfill breadth or minor.</i>		
575 or	Psychotherapy Theory and Research (575) or	3 hrs.
577	Ethics and Professional Development (577)	3 hrs.
579	Current Topics in Clinical Psychology ("Brown Bag")	1 hr.
582	Practicum in Psychological Assessment	4 hrs.
584	**Practicum for Clinical Trainees on Assessment, Intervention and Research	1 hrs.
		TOTAL: 19 hrs

## YEAR 2

**Research:** Conduct master's research and defend master's thesis

**Clinical Work:** OAPS Year 2 Practicum: Practica are highly individualized according to the readiness of the student. See Clinical Division Handbook for more information.

### Required Courses:

#### SUMMER

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	1-2 hrs
598	M.A. Thesis	3-6 hrs.

#### FALL

<u>Course #</u>	<u>Course Name</u>	<u>Credit hours</u>
598	M.A. Thesis	3 hrs.
582	Practicum in Psychological Assessment	4 hrs.
574	Techniques of Psychological Interventions	3 hrs.
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	1-2 hrs.
579	Current Topics in Clinical Psychology ("Brown Bag")	1 hr.

Electives to complete Minor or APA Breadth Requirements 3-6 hrs.  
TOTAL: 15- 18 hrs

#### SPRING

<u>Course #</u>	<u>Course Name</u>	<u>Credit hours</u>
598	M.A. Thesis	3hrs.
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	2 hrs.
579	Current Topics in Clinical Psychology ("Brown Bag")	1 hr.
<i>If offered, take 575 or 577</i>		
575 or	Psychotherapy Theory and Research (575) or	3 hrs.
577	Ethics and Professional Development (577)	3 hrs.
Electives to complete Minor or APA Breadth Requirements		3-6 hrs.

**YEAR 3****Research:** Propose and Defend Prelim**Clinical Work:** 1) OAPS Year 3 Practicum – see Clinical Division Handbook  
2) Turn in petition for external practicum for year 4, if desired.**Required Courses:**

Note: After completing the Master’s Thesis, sign up for PSCH 596 Independent Research rather than PSCH 598 Master’s Thesis

## SUMMER

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	1-2 hrs
598	M.A. Thesis	3-6 hr.

## FALL

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
598	M.A. Thesis	1 hr.
583	Practicum in Clinical Interventions	4 hrs.
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	2 hrs.
579	Current Topics in Clinical Psychology (“Brown Bag”)	1 hr.
	Electives to complete Minor or APA Breadth Requirements	3-6 hrs.
	TOTAL:	11-14 hrs

## SPRING

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
598	M.A. Thesis	1 hr.
583	Practicum in Clinical Interventions	4 hrs.
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	2 hrs.
579	Current Topics in Clinical Psychology (“Brown Bag”)	1 hr.
	Electives to complete Minor and APA Breadth Requirements	3-6 hrs.
	<i>If not yet taken, 575 or 577</i>	
575 or	Psychotherapy Theory and Research (575) or	3 hrs.
577	Ethics and Professional Development (577)	3 hrs.
	TOTAL:	17 hrs

**YEAR 4****Research:** Propose dissertation**Clinical Work:** 1) Practicum at OAPS or external practicum  
2) Turn in petition for external practicum for year 5, if desired**Required Courses:**

## SUMMER

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
584	Practicum for Clinical Trainees on Assessment, Intervention and Research	1-2 hrs
596	Independent Study	4-10 hrs.

## FALL

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
599	Dissertation Hours	4-10 hrs.
505	Advanced History of Psychology (may be offered in the spring rather than fall)	3 hrs.
	Electives to complete Minor and APA Breadth Requirements	3-9 hrs.
584	12 hr. externship strongly recommended	1-4 hrs.

## SPRING

<u>Course #</u>	<u>Course Name</u>	<u>Credit Hours</u>
599	Dissertation Hours	4-10 hrs.
	Electives to complete Minor and APA Breadth Requirements	3-9 hrs.
584	12 hr. externship strongly recommended	1-4 hrs.

# Cognitive Psychology

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<b>MAJOR COURSE REQUIREMENTS</b>	<b>1</b>
<b>PRELIMINARY EXAMINATION REQUIREMENTS</b>	<b>2</b>
<b>THE PRELIMINARY PAPER</b>	<b>3</b>
<b>FINAL REVIEW AND RECOMMENDATION OF ADVANCEMENT TO CANDIDACY</b>	<b>7</b>
<b>REQUIREMENTS FOR COGNITIVE BROWN BAG</b>	<b>8</b>
<b>REQUIREMENT CHECKLIST</b>	<b>9</b>
<b>SAMPLE 4-YEAR COURSE SCHEDULE</b>	<b>11</b>

*Note: REVISED Cognitive Psychology Appendix will be available May, 2019*

## Major Course Requirements

### Core Courses

- PSCH 553: Cognitive Psychology of Memory and Attention
- PSCH 554: Cognitive Psychology of Language
- PSCH 555: Cognitive Psychology of Thinking
- PSCH 557: Cognitive Psychology of Skill and Knowledge Acquisition
- PSCH 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.

- PSCH 459: Cognitive Methods
- PSCH 494: Special Topics in Psychology (taught by Cognitive faculty)
- PSCH 594: Advanced Special Topics in Psychology (taught by Cognitive faculty)
- PSCH 551: Theories of Educational Psychology
- PSCH 558: Seminar in Cognitive Psychology (may be repeated).

## Preliminary Examination Requirements

In accord with policies of UIC's Graduate College and the Department of Psychology, the Cognitive Program 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 Program Chair.

Process Components. There are four major components of the Cognitive Program 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 program 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 faculty in the Cognitive Program. In the case that five program 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 program, the Psychology Department, or the University if approved by the Program 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 a tentative title along with recommendations for Paper Review Committee members to the Program 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 program 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 Program 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 Program 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 Program 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 Program 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 Program 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 Program 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 Program 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 Program 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 Program 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 Program 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 writing period begins on the day that the student is notified by the Program 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 the paper represents the second attempt, or a revision of a first attempt, or if no more than 1 committee member considers the first attempt paper unacceptable, then 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 the submitted paper is the first attempt and 2 or more committee members consider the paper unacceptable, then 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 second version; (b) that the student fails the paper-writing component of the Preliminary Examination, but should be allowed a second full 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 Program Chair. The Program Faculty either affirms the recommendation of the Paper Review Committee or decides on some alternative. If the Paper Review Committee recommends that the student should be allowed to revise the paper or should be allowed a second paper writing attempt, the committee will provide feedback on the strengths and weaknesses of the first attempt. If the Paper Review Committee recommends that the student not be allowed a second paper writing attempt, and if the Program 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 (Internal) Preliminary Paper Review Report form to the Program 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" on a second attempt then the student cannot be advanced to candidacy. If 2 or more committee members vote "fail" for the oral defense of an initial attempt at 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 Program Chair will call a meeting of the Preliminary Examination Committee (i.e., all Program 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 Program 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.

## Requirements for Cognitive Brown Bag

Students are required to register for PSCH 559: Current Topics in Cognitive Psychology (Brown Bag) every semester throughout their time in the program. As with any other requirement, students can petition to request a waiver from the brown bag requirement on a semester basis due to conflicts with other demands (teaching responsibilities, courses). The waiver request should be submitted to the Cognitive Program Chair before the start of the semester and **at least** one week prior to the add/drop period and will be considered in a timely manner by the program faculty as with all other waiver requests. The waiver request should include your year in the program, the milestones you have completed, the reason for the waiver, whether the waiver has been discussed with and approved by the adviser, and whether a waiver for Brown Bag has been requested and approved for a prior semester. (If so, provide the semester.)

Rationale for the policy: Participation in a once-a-week convening of those that comprise the Cognitive Program Community is an important venue for professional growth, building presentation confidence, and learning to “respond on one’s feet” to questions about a research study or program. In terms of procedure

Students admitted prior to 8/18 are grandfathered to whatever the requirements were at the time they were admitted and are not required to meet the revised requirement.

# Requirement Checklist

## 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

- PSCH 505 Advanced History of Psychology (3 hours)
- PSCH 507 Emerging Research Issues (1 hour fall, 1 hour spring)
- PSCH 508 Colloquium on Teaching Psychology (1 hour, fall)
- PSCH 541 Introduction to Computing in Psychology (1 hour, spring)
- PSCH 543 Research Design and Analysis (4 hours)
- PSCH 545 Multivariate Analysis (3 hours, spring)
- PSCH 591 Research Apprenticeship (2 hours-fall)
- PSCH 591 Research Apprenticeship (2 hours-spring)
- PSCH 598 Thesis Research (3 hours-fall)
- PSCH 598 Thesis Research (3 hours-spring)
- PSCH 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): \_\_\_\_\_

IV. Major Area Course Requirements

Core Courses

- \_\_\_ PSCH 553 Cognitive Psychology of Memory and Attention
- \_\_\_ PSCH 554 Cognitive Psychology of Language
- \_\_\_ PSCH 555 Cognitive Psychology of Thinking
- \_\_\_ PSCH 557 Cognitive Psychology of Skill and Knowledge Acquisition
- \_\_\_ PSCH 559 Current Topics in Cognitive Psychology (all semesters; prior to 8/18:  
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.

- \_\_\_ PSCH 459: Cognitive Methods
- \_\_\_ PSCH 494: Special Topics in Psychology (taught by Cognitive faculty)
- \_\_\_ PSCH 594: Advanced Special Topics in Psychology (taught by Cognitive)
- \_\_\_ PSCH 551: Theories of Educational Psychology
- \_\_\_ PSCH 558: Seminar in Cognitive Psychology (may be repeated)

\_\_\_ Other Approved Elective #1  
\_\_\_\_\_

\_\_\_ Other Approved Elective #2  
\_\_\_\_\_

## Sample 4-year Course Schedule

### Year 1--Fall Semester

Department	507	Emerging Research Issues	1
	508	Colloquium on Teaching in Psychology	1
	543	Research Design and Analysis	4
	591	Research Apprenticeship	2
Major	554	Cognitive Psychology of Language	3
	559	Current Topics in Cognitive Psychology (Brown Bag)	1
		TOTAL	12

### Year 1--Spring Semester

Department	507	Emerging Research Issues	1
	541	Introduction to Computing in Psychology	1
	545	Multivariate Analysis	3
	591	Research Apprenticeship	2
Major	553	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	12

### Year 2--Fall Semester

Department	598	Thesis Research	5
Major	557	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	555	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.

# Community and Prevention Research

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<b><u>MAJOR COURSE REQUIREMENTS</u></b>	<b>1</b>
<b><u>PRELIMINARY EXAMINATION REQUIREMENTS</u></b>	<b>2</b>
<b><u>REQUIREMENT CHECKLIST</u></b>	<b>6</b>
<b><u>SAMPLE 4-YEAR COURSE SCHEDULE</u></b>	<b>8</b>

## Major Course Requirements

### CPR Major Area Core Courses

- PSCH 531: Community Research Methods (3 hours) Note--Students will enroll in PSCH 531 for one semester during year 1.
- PSCH 533: Advanced Community and Prevention Research (3 hours)
- PSCH 537: Seminar in Action Research (6 hours) Note—Students will enroll in PSCH 537 for two semesters
- PSCH 539: Current Topics in Community and Prevention Research: Brown Bag (8 hours total): Note--Students are required to enroll in PSCH 539 Fall and Spring for the first four years of the graduate program for a total of 8 hours, and encouraged to continue participation for all years in residence.
- PSCH 540: Research with Diverse Groups (3 hours)
- PSCH XXX CPR Elective (e.g., PSCH 538: Seminar in Community and Prevention Research; PSCH 526: Lifespan Development)

## Preliminary Examination Requirements

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 such 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 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 three 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 3-5 double spaced pages) and (b) a detailed description of the process for carrying out the work - this includes a discussion of how relevant articles will be identified and a detailed methodology for quantifying, coding, or otherwise analyzing the identified articles and (about 2-3 pages) (c) 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. These meetings can take place remotely (e.g. via email) unless the committee decides otherwise.

When reviewing the proposal the committee has three options:

- a) determine that the proposal is sufficiently developed and the student can proceed to start the prelim clock (assuming the integration of minor feedback from the committee)
- b) determine that the proposal needs improvement and following specific revisions the committee we will reevaluate the proposal
- c) determine that the proposal is wholly inappropriate and will not lead to a successful prelim exam and the student must start over.

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

Option 1: A Systematic 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. *It is important that this product should go beyond a simple review of the existing literature, but also summarizes and critiques it in a meaningful way.*

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.

## Requirement Checklist

### 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

- PSCH 505 Advanced History of Psychology (3 hours)
- PSCH 507 Emerging Research Issues (1 hour fall, 1 hour spring)
- PSCH 508 Colloquium on Teaching Psychology (1 hour, fall, required)
- PSCH 541 Introduction to Computing in Psychology (1 hour, spring)
- PSCH 543 Research Design and Analysis (4 hours)
- PSCH 545 Multivariate Analysis (3 hours, spring)
- PSCH 591 Research Apprenticeship (2 hours-fall)
- PSCH 591 Research Apprenticeship (2 hours-spring)
- PSCH 598 Thesis Research (3 hours-fall)
- PSCH 598 Thesis Research (3 hours-spring)
- PSCH 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. Major Area Course Requirements

\_\_\_ PSCH 531: Community Research Methods (3 hours) Note--Students will enroll in PSCH531 for one semester during year 1.

\_\_\_ PSCH 533: Advanced Community and Prevention Research (3 hours)

\_\_\_ PSCH 537: Seminar in Action Research (6 hours) Note—Students will enroll in PSCH 537 for two semesters during year 3

\_\_\_ PSCH 539: Current Topics in Community and Prevention Research: Brown Bag (1 hour): Note--Students are required to enroll in PSCH 539 for the first three years of the graduate program for a total of 6 hours, and encouraged to continue participation for all years in residence.

\_\_\_ PSCH 540: Research with Diverse Groups (3 hours)

\_\_\_ PSCH XXX CPR Elective\* (e.g., PSCH 538: Seminar in Community and Prevention Research; PSCH 526: Lifespan Development)

## Sample 4-year Course Schedule

Year 1- Fall Semester	Hrs	Year 1- Spring Semester	Hrs
507-Emerging Research Issues	1	507-Emerging Research Issues	1
543-Research Design and Analysis	4	539-Current Topics in Community and Prevention Research	1
591-Research Apprenticeship	2	541-Computing in Psychology	1
531-Community Research Methods/Quantitative	3	545-Multivariate Analysis	3
539-Current Topics in Community & Prevention Research	1	596-Research Apprenticeship	2
596-Independent Study	1	594-Faculty Research Group	1
5---Elective or Minor/Breadth Course (3 hours)	3	5---Elective or Minor/Breadth Course	3

### Year 1- Fall Semester

507 Emerging Research Issues (1 hour)  
 543 Research Design and Analysis (4 hours)  
 591 Research Apprenticeship (2 hours)  
 531 Community Research Methods/Quantitative (3 hours)  
 539 Current Topics in Community & Prevention Research (1 hour)  
 596 Independent Study (1 hour)  
 5--- Elective or Minor/Breadth Course (3 hours)  
 TOTAL 12 - 15 hours

### Year 1- Spring Semester

507 Emerging Research Issues (1 hour)  
 539 Current Topics in Community and Prevention Research (1 hour)  
 541 Computing in Psychology (1 hour)  
 545 Multivariate Analysis (3 hours)  
 591 Research Apprenticeship (2 hours)  
 594 Faculty Research Group (1 hour)  
 5--- Elective or Minor/Breadth Course (3 hours)

TOTAL 12 hours

**Notes:** 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**

- 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

**Year 2 – Spring Semester**

- 539 Current Topics in Community and Prevention Research (1 hour)
  - 533 Advanced Community and Prevention Research (3 hours)
  - 594 Faculty Research Group (1 hour)
  - 598 Thesis Research (4 hours)
  - 5--- Elective or Minor/Breadth Course (3 hours)
- TOTAL 9- 12 hours

**Notes:** 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

**Year 3- Spring 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

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

**Year 4- Fall Semester**

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

**Year 4- 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

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

# Social and Personality Psychology

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<b>MAJOR COURSE REQUIREMENTS</b>	<b>1</b>
<b>PRELIMINARY EXAMINATION REQUIREMENTS</b>	<b>2</b>
<b>REQUIREMENT CHECKLIST</b>	<b>6</b>
<b>SAMPLE 4-YEAR COURSE SCHEDULE</b>	<b>8</b>

## Major Course Requirements

### Core Courses

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

### Elective courses that can be taken to fulfill Major requirements

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

#### \* Examples of Recent Seminar Topics (PSCH 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

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

### Course Requirements for the Major

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

## Preliminary Examination Requirements

The Preliminary Examination is the last major program requirement that students must complete 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 members of the committee cannot reach agreement on whether the prelim proposal or the completed paper passes, the Program Chair will assign a third committee member, with majority vote of the committee determining whether the prelim paper passes. 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.

# Requirement Checklist

## 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

- PSCH 505 Advanced History of Psychology (3 hours)
- PSCH 507 Emerging Research Issues (1 hour fall, 1 hour spring)
- PSCH 508 Colloquium on Teaching Psychology (1 hour, fall)
- PSCH 541 Introduction to Computing in Psychology (1 hour, spring)
- PSCH 543 Research Design and Analysis (4 hours, fall)
- PSCH 545 Multivariate Analysis (3 hours, spring)
- PSCH 591 Research Apprenticeship (2 hours-fall)
- PSCH 591 Research Apprenticeship (2 hours-spring)
- PSCH 598 Thesis Research (3 hours-fall)
- PSCH 598 Thesis Research (3 hours-spring)
- PSCH 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. Major Area Course Requirements

- \_\_\_ PSCH 512 Attitudes and Social Cognition (3 hours)
- \_\_\_ PSCH 513 Interpersonal Relations and Group Processes (3 hours)
- \_\_\_ PSCH 516 Research Methods in Social Psychology (3 hours)
- \_\_\_ PSCH 519 Current Topics in Social Psychology (Brown Bag--4 semesters)
- \_\_\_ PSCH 570 Personality Psychology

Plus two additional courses from the following list:

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

## Sample 4-year Course Schedule

### Year 1--Fall Semester

Department	507	Emerging Research Issues	1
	508	Colloquium on Teaching in Psychology	1
	543	Research Design and Analysis	4
	591	Research Apprenticeship	2
Major	512	Attitudes and Social Cognition	3
	519	Current Topics in Social Psychology (Brown Bag)	1
		TOTAL	12

### Year 1--Spring Semester

Department	507	Emerging Research Issues	1
	541	Introduction to Computing in Psychology	1
	545	Multivariate Analysis	3
	591	Research Apprenticeship	2
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.

1999 The Social Program Elective Courses are Psychology 411, 415, 417, 515, 518, and 570. Psychology 518 may be repeated.

2000

### 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.

# Minors

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<b>A. PROGRAM MINORS</b>	<b>1</b>
Behavioral Neuroscience	1
Clinical Psychology	1
Cognitive Psychology	2
Community and Prevention Research	2
Social and Personality Psychology	2
<b>B. SPECIAL TOPICS (ST) MINORS</b>	<b>3</b>
Minor in Statistics, Methods, and Measurement (SM&M)	3
Diversity Science Minor	5
<b>C. STUDENT DESIGNED CURRICULUM (SDC) MINORS</b>	<b>7</b>

## A. 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

PSCH 484: Neuroscience I

PSCH 485: Neuroscience II

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

#### Plus one elective course approved by the Behavioral Neuroscience Program, such as:

PSCH 483: Neuroanatomy

PSCH 560: Advanced Learning

PSCH 562: Neural Basis of Learning and Memory

PSCH 565: Advanced Cognitive Neuroscience

PSCH 566: Neural Basis of Motivation

PSCH 568: Seminar in Behavioral Neuroscience

### *Clinical Psychology*

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

##### Psychopathology:

PSCH 526: Lifespan Development

PSCH 571: Psychopathology

##### Assessment:

PSCH 573: Cognitive and Behavioral Assessment

Interventions:

PSCH 574: Techniques of Psychological Intervention

PSCH 575: Psychotherapy Theory and Research

Plus:

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

### *Cognitive Psychology*

Four courses from this list:

PSCH 553: Cognitive Psychology of Memory and Attention

PSCH 554: Cognitive Psychology of Language

PSCH 555: Cognitive Psychology of Thinking

PSCH 557: Cognitive Psychology of Skill and Knowledge Acquisition

PSCH 558: Seminar in Cognitive Psychology

PSCH 559 (2 semesters): Current Topics in Cognitive Psychology

### *Community and Prevention Research*

Four courses from this list:

PSCH 526: Lifespan Development

PSCH 531: Community Research

PSCH 533: Advanced Community and Prevention Research

PSCH 537: Seminar in Action Research

PSCH 538: Seminar in Community and Prevention Research

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

PSCH 540: Research with Diverse Groups

### *Social and Personality Psychology*

Required courses

PSCH 512: Attitudes and Social Cognition

PSCH 513: Interpersonal Relations and Group Processes

PSCH 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:

PSCH 411: Stereotyping, Prejudice, and Racism

PSCH 415: Social Bases of Health Behavior

PSCH 417: Psychology and Law

PSCH 515: Psychology of Women and Gender

PSCH 517 (4): Social Psychology of Education

PSCH 518: Seminar in Social Psychology

## **B. 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
	International Women's Health: Current and Emerging
CHSC 554	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  
 LALS 403 Latino Studies  
 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  
 SOC 440 Equal Opportunity In the Workplace  
 SOC 541 Social Stratification

### **C. 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.