



## **PSYCHOLOGY DEPARTMENT HANDBOOK FOR DOCTORAL STUDENTS**

**2019-2020**

We have prepared this handbook to provide a convenient source of information about Graduate College and Department of Psychology rules, regulations, procedures, services, and facilities. The information contained is for general guidance on matters of interest to faculty and students, and will be relevant throughout your graduate studies. It is a good idea to consult this handbook before you first see your advisor and when preparing to write a thesis. The handbook is updated annually and is subject to edits at any time.

This handbook also summarizes some University policies as a convenient reference tool. However, information on campus and University policies contained herein is for information purposes only and is subject to change without notice. For the most current information, please see the official University versions of these policies as posted on official web sites. These can be accessed through the Campus Administrative Manual home page (<http://cam.illinois.edu/>).

DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF ILLINOIS, U-C  
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## STATEMENT OF SUPPORT FOR DIVERSITY AND DIVERSITY SCIENCE

All members of the University community are asked to support the University's commitment to cultivating a community at Illinois where everyone is welcomed, celebrated, and respected. The University's mission statement on inclusivity can be found at <http://inclusiveillinois.illinois.edu/mission.html>.

In support of the University's mission, members of the Psychology department are asked to:

- Appreciate the value of unique identities and experiences.
- Forge relationships between and among groups and people of different backgrounds.
- Create an environment accepting of difference.
- Celebrate what different communities bring to the University of Illinois.
- Affirm the unique identity of every individual.
- Actively address issues of intolerance and insensitivity when they impact any member of our campus community.
- Endorse the Individual Inclusive Illinois commitment, which states:
  - As a member of the University of Illinois community, I commit to supporting Inclusive Illinois.
  - I will encourage the expression of different voices, perspectives, and ideas.
  - I will challenge my own beliefs, opinions, and viewpoints.
  - I will advocate for an accessible, safe, and respectful environment to enhance the living, learning, and working community at Illinois.
  - I will acknowledge and respect the multiple identities represented in each individual.
  - My commitment will be demonstrated by my voice and my conduct.

As a *unit* of the University, the members of the University of Illinois at Urbana-Champaign Department of Psychology are committed to fostering and supporting a climate of inclusion, celebrating human diversity in all its forms, and engaging in cutting edge diversity science. Our commitment to diversity reflects the stated values and mission of the University of Illinois. The Psychology Department supports the Inclusive Illinois Commitment:

- As a member of the University of Illinois community, our unit commits to supporting Inclusive Illinois.
- Our unit will encourage the expression of different voices, perspectives, and ideas.
- Our unit will challenge our own beliefs, opinions, and viewpoints.
- Our unit will advocate for an accessible, safe, and respectful environment to enhance the living, learning, and working community at Illinois.
- Our unit will acknowledge and respect the multiple identities represented in each individual.
- Our unit's commitment will be demonstrated by our voice and our conduct.

The Psychology Department invites the students of the department to view the **Diversity** section of our website by visiting: [www.psychology.illinois.edu/diversity/](http://www.psychology.illinois.edu/diversity/). In the menu under **Diversity Science**, students can learn about the work being done in Dr. Dov Cohen's laboratory titled *The Culture and Social Behavior Lab*, the work that is being performed in Dr. Carla Hunter's *Heritage and Racial Identity Lab*, Dr. Nathan Todd's work on *Religion, Whiteness, and Social Justice Lab*, as well as

the research performed by Psychology Department professors: Dr. Chadly Stern, Dr. Daniel Newman, Dr. Andrea Miller, Dr. Mikhail Lyubansky, and various studies performed by present and former doctoral students. In this same section of our website, students may review campus resources regarding diversity, awards pertaining to the research and implementation of diversity science, and are invited to take part in diversity webinars and events.

Please note that if any student in the department would like to address a concern regarding a violation of the statement on the previous page, they are encouraged to bring that concern directly to the Assistant Head for Diversity and Inclusion, Alejandro Lleras, the Associate Heads, Nicole Allen and Mark Aber, or the Head of the Psychology Department, Wendy Heller. Drs. Allen and Heller are also members of the Department Diversity Committee, and they are listed with the other members at the bottom of the webpage mentioned above. Discussions about issues concerning diversity and our commitment to diversity science are welcomed by every member of this committee, and their contact information may be found in the department directory located at: <https://psychology.illinois.edu/directory>.

## GENERAL INFORMATION ABOUT THE PSYCHOLOGY DEPARTMENT

### Departmental Structure

The Department of Psychology is organized into the eight program areas listed below:

- 1) Attention & Perception
- 2) Behavioral Neuroscience
- 3) Clinical-Community
- 4) Cognitive
- 5) Cognitive Neuroscience
- 6) Developmental
- 7) Quantitative
- 8) Social-Personality-Organizational

Each program area has its own program of graduate training, which is largely determined by the faculty in that area. There are also departmental standards that each program area must conform to, and a department-wide faculty Graduate Education Committee (GEC) oversees them. The GEC is chaired by the Associate Head/Director of Graduate Studies and has a faculty representative from each program area and one graduate student member (see paragraph below). Each program area is managed by a faculty coordinator who is elected each year by their faculty. The Program Area Coordinators are responsible for a variety of graduate student issues, including (but not limited to) determining the financial support available to students each semester and coordinating the program area's annual evaluation of its students.

There is a Graduate Student Organization (GSO), which also has a representative from each program area and which elects the graduate student member of the GEC. The GSO represents all graduate students in the department and is concerned with all issues relevant to the graduate students as well as coordinating social events. The GSO representatives are excellent sources of information about departmental and program area policies and events.

## Standards of Conduct

The Department expects students to follow ethical standards set by the American Psychological Association and described in Appendix 2 of this handbook in addition to University policies and standards set by the Office of the Vice Chancellor for Research, the Provost's Office, and the Student Code. Violations or suspected violations of the policies/guidelines, by oneself or others, should be reported to a faculty member or administrator in the department immediately. If a student is uncomfortable reporting within the Department, other options are available at the Graduate College or the Office of the Dean of Students.

If a student has violated the codes of conduct (e.g., APA Ethical Principles of Psychologists and Code of Conduct, Student Code, etc.), they may be placed on probation and/or terminated from the program and department. This depends on the severity of the violation. While the specific procedures may vary from situation to situation, the following procedures are typical. The faculty member who becomes aware of the concern would consult with other faculty and/or the Associate Heads or Head of the Department. When appropriate, faculty (e.g., Advisers, Program Area Coordinator, Associate Head, Head) meet with the student to discuss the concern and hear from the student. Faculty would consult relevant codes of conduct and make a determination about the student's status in the program. Depending on the nature of the concern, the Associate Head or Department Head consult with Assistant Deans within the Graduate College and Legal Counsel. The outcome is then communicated to the student.

If students have concerns about their rights as a graduate student, they can be addressed by meeting with a faculty member or administrator within the department or by following the Graduate College procedure found in the Grievance Policy. Information on this policy can be found in Appendix 1 of this handbook or on the graduate college website: <http://www.grad.illinois.edu/gradhandbook/2/chapter9/academic-conflict#GraduateCollegePolicy> Additional resources about many types of conflict can be found in Chapter 9 of the Graduate College Handbook titled "Problem Solving:" <http://www.grad.illinois.edu/gradhandbook/2/chapter9>

## Key personnel

<i>Title</i>	<i>Name</i>	<i>Contact</i>	<i>Role</i>
Department Head	Wendy Heller	Room 315 Phone: 333-0632 <a href="mailto:w-heller@illinois.edu">w-heller@illinois.edu</a>	Executive Officer
Associate Head and Director of Graduate Studies	Nicole Allen	Room 323 Phone: 333-0022 <a href="mailto:allenne@illinois.edu">allenne@illinois.edu</a>	Coordinates graduate admissions, orientation and advisement; Chairs Graduate Education; University liaison
Associate Head and Director of Undergraduate Studies	Mark Aber	Room 725 Phone: 333-6999 <a href="mailto:maber@illinois.edu">maber@illinois.edu</a>	Coordinates undergraduate studies; Class scheduling; TA Budget
Graduate Studies Office	Ashley Ramm and June Clark Eubanks	Room 307/309 Phone: 333-2169 <a href="mailto:aramm@illinois.edu">aramm@illinois.edu</a> <a href="mailto:jeubanks@illinois.edu">jeubanks@illinois.edu</a>	General information about policies, registration, student record management, degree requirements, and graduation
Front Office & Mailroom	Dana Loschen	Room 308 Phone: 333-0631 <a href="mailto:danal@illinois.edu">danal@illinois.edu</a>	Mailroom receiving; Distribution of mail and packages
Director of Budget & Research Planning	Victoria Huart	Room 332 Phone: <a href="mailto:vhuart@illinois.edu">vhuart@illinois.edu</a>	Keys; Supervision of business office staff; Monitors department accounts and charges



## Mailboxes

Doctoral student mailboxes are located on the third floor (north wall) of the Psychology Building. These boxes provide a convenient means of getting in touch with you. Important messages will sometimes be left in your mailbox so please be sure to check its contents regularly. Please do not have your personal mail (including bills) delivered to your Psychology department mailbox. If you do, the department will remind you once to make other arrangements. If your personal mail continues to be delivered to the department after that, the department will refuse delivery.

## Communication

At the beginning of each semester and throughout the year you will receive notices and/or forms requesting information needed by the Psychology Graduate Studies Office, 307 Psychology Building. Please provide the requested information and submit the forms as soon as possible.

If you prefer to use an email address other than your University of Illinois email address (e.g., gmail, hotmail,), it is your responsibility to check your University email frequently. The department has a number of email mailgroups set up that use University email addresses and these are often used to send important messages to graduate students. **You are responsible for making sure you receive and respond to department emails. We discourage forwarding your @illinois.edu address to a non-University sponsored account.**

## **Graduate Degrees Offered in Psychology**

### *The Master of Science (MS)--with thesis*

This degree is awarded to candidates who successfully complete 32 hours of graduate work and submit an acceptable thesis. The thesis is expected to be a report of original empirical research. The Master of Science is not designed to prepare a student for a professional position. It is, rather, a step towards the Ph.D. Note that the department does not require that students obtain a master's degree, but the equivalent of a master's thesis must be submitted to the department as part of the PhD program.

It is important to understand that, to serve as the basis for the award of a master's degree, the thesis must report a successfully completed research project. Less stringent requirements may apply to theses submitted to meet the departmental thesis requirement (see later section on master's theses).

### *The Doctor of Philosophy (PhD)*

The Doctor of Philosophy (PhD) is awarded to candidates who successfully complete 96 hours of graduate work and submit a dissertation in an approved program in their area of specialization and meet all department and Graduate College requirements for the degree (refer to relevant sections for details).

## **SUMMARY OF GRADUATE COLLEGE REQUIREMENTS**

### **Units Required for Graduation**

If you come to Illinois with a bachelor's degree, you must complete at least 96 graduate credit hours to obtain a doctoral degree. At least 64 of these hours, including thesis credit, must be earned in courses meeting on the Urbana-Champaign campus. Thirty-two credit hours are required for a master's degree. Up to 8 of those 32 hours may be thesis (599) research credit. Enrolling in PSYC 599 obligates you to complete a master's thesis. Twenty-four hours of doctoral research credit (599) may be counted in the 96 total hour requirement. There is no limit on the amount of individual research credits (590).

### **Use of Previous Degrees**

If you come to Illinois with a Master's degree, you need to complete 64 additional credit hours, including 40 credit hours of coursework in order to receive a doctorate (24 hours of doctoral research credit may be counted toward the 64). You also need to fulfill our (departmental) Master's thesis requirement, either by getting a Master's thesis that you completed elsewhere approved by your program area and the department, or by getting Master's-level research that you did elsewhere and that is equivalent to the thesis requirement of our department approved by your program area and the department. (See departmental requirements and talk with your Program Area Coordinator about how to get approval for work completed elsewhere.)

The University of Illinois does not generally award a graduate degree in the same field that a student already has an equivalent level (master's, doctoral) degree in. This applies regardless of what institution awarded the first degree. The basis for this policy is that you should not receive a second degree for work that is substantially similar to the work used to complete the first degree. However, a second degree may be allowed in cases where it is clear that the degree programs differ significantly. In addition, it occasionally happens that a PhD student with a previous master's degree decides not to complete our PhD program. Most such students can obtain a second master's degree if they complete either a master's thesis or master's level research project here.

The department has to provide a letter of justification to the Graduate College whenever we propose giving a student a second degree at the same level as a previously awarded degree. The letter must describe the differences between the first degree and the degree to be earned here, and those differences must be clear and substantial. The letter should include a comparison of the courses included in the first degree program with the courses taken at this University. The comparison of course work must go beyond course title and rubric to address course content and level. If the program has a research component, the letter should include a description of how the research for the first degree differs in specific ways from the research for the second degree, whether proposed (in the case of a prospective student) or completed (in the case of a current student). If either or both degree programs has internship or field experience components, the letter of justification must also indicate the differences in this

area. In some cases it might be appropriate to note whether the second degree will substantially change professional qualifications in regard to specific professional employment requirements.

### **Minimum Grade Point Average and Minimum Grades for Required Coursework**

The minimum allowable grade point average (GPA) in graduate courses is 2.75. The GPA is based on credit hours that are graded A through F, but not hours graded Credit (CR)/No Credit, Satisfactory(S)/Unsatisfactory(U), Incomplete (I) or deferred (DFR). Grades for work completed at other institutions are also not included in GPA calculation.

If your cumulative or term/semester GPA goes below 2.75, the Graduate College will automatically send you a letter saying that you are on Academic Probation and have one semester to get your GPA back above 2.75. Students on Academic Probation are not eligible to hold assistantship appointments. If your GPA does not improve sufficiently after one semester, you will be dropped from the graduate program and the University.

To meet program area and/or department requirements students must achieve at least a B- in the required course. Failure to achieve a grade of B- will require remediation including possible repetition of the required course. This determination will be made by program area faculty in consultation with the Graduate Studies Office as needed.

### **Dealing with Incomplete Work**

If you get an “I” (Incomplete) or “DFR” (Deferred) grade, you need to complete your assignments by the deadlines described below or your grade will change to “F” or “U” (depending on the grade mode for the course).

“I” grades assigned in Fall will become an F by Rule after Reading Day in the Spring.

“I” grades assigned in Spring will become an F by Rule after the 10th day of Instruction in the following Fall semester.

“I” grades assigned in the Summer will become an F by Rule after Reading Day in the Fall.

This applies to all courses except master’s or doctoral research credit (599). In Psychology 599 (master’s or doctoral research) the only grade you can be given is Deferred (DFR) until after you complete your MA thesis or PhD dissertation, after which they will be converted to S/U grades. Individual research (590) is not eligible for DFR grades – a grade of (S)atisfactory or (U)nsatisfactory must be assigned at the end of the semester in which you register for the credit.

### **Off-Campus Students**

If you have passed the preliminary oral examination (prelims), are not using University facilities,

and have left campus, you are not required to maintain your registration. However, when you wish to complete your dissertation, you must apply for re-entry and register during the semester in which you take your final examination.

## **Time Limits**

### **Graduate College:**

A doctoral candidate must complete all requirements within seven years of first registration in the Graduate College. A candidate for the doctoral degree who has received a master's degree elsewhere and begins the PhD program within three years, must complete the requirements within six years of first registration in the doctoral degree program on this campus. If you have passed prelims but have exceeded these time limits and have not continued to register as a graduate student, you may be granted re-entry if the department and the Graduate College give their approval. If more than five years elapse between your preliminary and final oral examinations, you will be required to demonstrate the currency of your knowledge by passing a second preliminary oral examination. You must be registered for the semester during which the prelim and the final defense are taken.

### **Department:**

Students who have passed the qualifying examination may take the preliminary oral examination anytime within the subsequent five years. Similarly, passing the preliminary oral examination entitles students to take the final oral examination within the subsequent five years unless their program area has a more stringent requirement. Program area requirements take precedence.

Students who have not passed their preliminary examinations within five years of passing their qualifying examinations will be expected to re-take and pass their qualifying examinations prior to taking their preliminary examinations (except under unusual circumstances).

Any student not completing the final oral examination (defense) within 6 years of his/her admission will be placed on departmental probation. In this case, departmental probation means the department will not be under any obligation to continue providing financial support. Students are in good standing when they are making adequate progress toward their doctoral degrees, as determined by the program area in which they are enrolled. Check with your program area to determine the rules applying to you.

The student's program area and the Psychology Department Associate Head for Graduate Studies will review requests from ABD (All But Dissertation) students to schedule a final oral examination past the 5-year limit established by the Graduate College. The Department of Psychology reserves the right to determine whether the research of an ABD student is still current and relevant. In some instances, ABD students will be unable to schedule a final oral examination and deposit a dissertation.

Students exceeding the 5-year time limit will have to submit a written request for an extension of the time limit to the Department of Psychology. The request should give a detailed explanation for the delay in completing the remaining requirements for the Ph.D. degree. In addition, the departmental request should occur prior to the filing of a petition with the Graduate College for an extension on the time limit. ABD students should direct questions concerning this matter to the Associate Head for Graduate Studies and/or the Graduate Studies Office in the Department of Psychology.

### **Graduate College Handbook for Graduate Students**

The most relevant Graduate College regulations are in the Graduate Student Handbook (located at <http://www.grad.illinois.edu/handbooks-policies>). Since Graduate College rules and regulations apply to all graduate students, it is a good idea to become familiar with the Graduate College Handbook.

## DEPARTMENT REQUIREMENTS FOR THE DOCTORAL DEGREE

### Departmental requirements for a doctorate in psychology include:

#### Curriculum Requirements

1. 96 hours of credit
2. Program area core courses
3. Quantitative methods courses
4. At least two seminars
5. Approved minor consisting of four courses
6. Two distribution courses
7. Teaching experience

#### Thesis/Dissertation Requirements

1. A master's-level thesis
2. A doctoral qualifying examination (or its equivalent)
3. Formation of a doctoral committee
4. A preliminary examination
5. A doctoral dissertation
6. A final examination (defense)

A description of each of the requirements follows.

## **The Total Unit Requirement**

The total unit requirement consists of at least 96 hours of academic credit. Of these, 64 must be earned while you are in residence on this campus.

If you enter with a master's degree, and it's approved by the department, you will be given credit for 32 hours of work, but you will still have to complete all department requirements listed below (unless you successfully petition to have one or more of them waived). Of the 96 hours required for the PhD, up to 8 may be 599 for master's thesis research and up to 24 may be 599 for dissertation research.

## **"Core" Courses**

The faculty of each of the program areas determines that area's core course requirements for the doctoral degree. Please see later sections on requirements for your program area and consult your advisor and Program Area Coordinator for information about core courses.

## **The Statistical Methods Requirement**

Proficiency in statistical methods may be demonstrated by completing both Psychology 506 and 507 with a grade not lower than B-.

Starting with the 2009-10 academic year, course sequences in some other departments can satisfy our statistics requirement. The course sequences listed below have been determined to meet the requirement. Many of the course sequences in other departments take 3 semesters to cover the material covered in 2 semesters in Psychology 506 and 507. It is a program area-level decision which of these external course sequences will satisfy the statistics requirement for their students, and also whether all 3 semesters are required for the three-semester sequences. Therefore, be sure to discuss with your academic advisor and/or your Program Area Coordinator which of these course sequences would be best for you. In any event, you must get a grade of at least B- in all courses used to satisfy the department statistics requirement.

### *Department of Educational Psychology*

Educational Psychology 580: Statistical Inference in Education

Educational Psychology 581: Applied Regression Analysis

Educational Psychology 582: Advanced Statistical Methods

with the prerequisite of Educational Psychology 480: Educational Statistics or equivalent

### *Department of Sociology*

Sociology 485: Intermediate Social Statistics

Sociology 586: Advanced Social Statistics I

Sociology 587: Advanced Social Statistics II

with the prerequisite of Sociology 280: Introduction to Social Statistics or equivalent

### *Department of Economics (Calculus-based instruction)*

Economics 574: Econometrics I

Economics 575: Econometrics II

with the prerequisites of Mathematics 415: Applied Linear Algebra and Statistics 400: Statistics and



Probability I or equivalents

*Department of Statistics (Calculus-based instruction)*

Statistics 425: Applied Regression and Design

Statistics 426: Sampling and Categorical Data (or, Educational Psychology 589:

Categorical Data in Education and Psychology)

with the prerequisites of Statistics 400: Statistics and Probability I, and Statistics 410: Statistics and Probability II or equivalents

*Departments of Crop Sciences & Animal Sciences*

Crop Sciences 440 Applied Statistical Methods I

Animal Sciences 445 Statistical Methods

Crop Sciences 540 Applied Statistical Methods II

with the prerequisite of Math 012: Algebra, or equivalent

### **Seminar Requirement**

Students are required to take two seminars for at least two hours each. Seminar courses are 500-level advanced courses (e.g., PYSC 593) and cover timely substantive and methodological topics in the field. Seminars typically involve reading and discussion and often include student-led components (e.g., students identifying and presenting readings or presenting projects). Some seminars have applied components (e.g., learning and applying a methodological technique).

Courses that do not meet the seminar requirement include: lab meetings/seminars, teaching seminars (i.e., those associated with undergraduate teaching for 100, 238, etc.), brown bag/colloquia (PSYC 598), professional seminars (e.g., courses focused on facets of professional development), reading clubs and courses that are required as part of your introductory sequence (this may vary from division to division).

Please seek approval for seminar courses **before** enrolling by consulting the Graduate Studies Office (307 Psychology). Courses must be taken for a letter grade or on a credit/no credit basis (see section on registration information).

Note: It is important that you register formally (rather than just “sit in”) for all seminars, even if you have already fulfilled the department’s seminar requirement. The department must show that certain minimum enrollment levels have been reached in its seminars.

### **The Minor Requirement**

At your discretion and with the concurrence of your program area coordinator and faculty advisor, the 16-hour minor requirement may be filled in one of the five ways listed below:

- a. Full (16 hours) minor in a single department outside the Department of Psychology
- b. Split minor (at least 8 hours each) in two departments outside Psychology
- c. Split minor (at least 8 hours each), half within the department and half outside
- d. Split minor (at least 8 hours each) in two program areas in the department but outside your own program area
- e. Full (16 hours) minor in one program area in the department, but outside your own program area

The specific minor area or areas that are allowable should be discussed with your advisor. Units of

Psychology 590 (Individual Research) or their equivalent in other departments are ordinarily NOT acceptable as minor units. The minor requirement may be fulfilled at any time during your graduate career, but it is strongly recommended that it be completed prior to the preliminary oral examination.

An authorized member of the minor department or the Associate Head for Graduate Studies for the Department of Psychology must approve the courses elected in that field for a full or split minor outside the Department of Psychology.

If you take a mathematics or statistics minor, you must still satisfy the department statistics requirement using one of the course sequences described in the Statistical Methods Requirement section, and the courses used to satisfy that requirement cannot be used toward the minor. If you plan to minor in mathematics or statistics, it is a good idea to consult with the Quantitative Program Area Coordinator.

Courses cross-listed in two or more departments (e.g., Sociology and Psychology) may not be used as part of an extra-departmental minor without special permission from the Associate Head for Graduate Studies.

Courses used to fulfill your minor requirement should be 4 credit hours. You may elect to take any or all of your 16-hour minor requirement under the credit/no credit option. (See Credit/No Credit Options in section entitled Registration Information). Your area's core courses cannot be used toward your minor, even if you are not using them to satisfy your core course requirements. **Note: this minor is not a University approved minor that will appear on your transcript unless it's listed here:** <http://catalog.illinois.edu/graduate/graduate-minors/>.

Students may petition to have courses not listed below count toward the minor. The request will be forwarded to the program area coordinator for approval.

### Attention & Perception

PSYC 516	Perception
PSYC 504	Attention
	Other classes and seminars taught by the faculty in the area

### Behavioral Neuroscience

PSYC 413	Psychopharmacology
PSYC 414	Brain, Learning & Memory
PSYC 417	Neuroscience of Eating and Drinking
PSYC 433	Evolutionary Neuroscience
PSYC 510	Advances in Psychobiology: Introduction for Graduate Students
PSYC 496/593	Various Seminars taught by BNS Faculty

### Cognitive Neuroscience

PSYC 403	Memory and Amnesia
PSYC 404	Cognitive Neuroscience
PSYC 421	Principles of Psychophysiology

PSYC 427	Language and the Brain
PSYC 445	Cognitive Neuroscience Laboratory
PSYC 450	Cognitive Psychophysiology
PSYC 451	Neurobiology of Aging
PSYC 453	Cognitive Neuroscience of Vision
PSYC 496FG	Critical Thinking in Neuroimaging
PSYC 593	Causal Reasoning

### Clinical-Community Psychology

Students interested in minoring in Clinical-Community psychology should contact the Director of Clinical Training (DCT) regarding which courses each semester may be open to students from outside of the Clinical-Community program area. Some, but not all, sections of 546 are eligible toward a minor requirement.

### Cognitive Psychology

PSYC 425	Psychology of Language
PSYC 427	Language and the Brain
PSYC 450	Cognitive Psychophysiology
PSYC 514	Cognitive Science
PSYC 518	Experimental Psychology of Human Learning
PSYC 525	Psycholinguistics
PSYC 526	Adv Psycholinguistics
PSYC 593AB	Detection and Discrimination
PSYC 593JW	Semantic Memory
PSYC 593JM	Language, Reading, and Cognition

### Developmental Psychology

PSYC 524	Developmental Psycholinguistics
PSYC 537	Development and Psychopathology
PSYC 540	Social Development
PSYC 569	Cognitive Development
PSYC 593DH	Developmental Cognitive Neuroscience
PSYC 593	Special Topics in Social, Cognitive, or Language Development (e.g., Language & thought)

### Quantitative Psychology

PSYC 466	Image and Neuroimage Analysis
PSYC 490	Measurement and Test Development Laboratory
PSYC 509	Scaling: Multidimensional Methods
PSYC 534	Models of Decision and Choice
PSYC 587	Hierarchical Linear Models
PSYC 588	Covariance Structure and Factor Models
PSYC 589	Categorical Data Analysis

PSYC 594	Multivariate Analysis in Psychology and Education
PSYC 595	Theories of Measurement I (Classical Test Theory)
PSYC 596	Theories of Measurement II (Item Response Theory)
PSYC 593	Seminar (if the seminar topic is quantitative; e.g., Cluster Analysis; Social Choice Theory; Multiway Component Analysis)

Neither PSYC 506 (Statistical Methods I) nor PSYC 507 (Statistical Methods II), nor any other courses used to satisfy the department's Statistical Methods requirement, can be used as part of a Quantitative Psychology minor.

It is recommended that PSYC 594 (Multivariate Analysis) be one of the courses selected as part of a Quantitative Psychology minor.

Sample minors:

\* Psychological Measurement: 490, 509, 594, 595, 596

\* Behavioral Statistics: 587, 588, 589, 593 (Seminar: Cluster Analysis), 594

\* Behavioral and Cognitive Modeling: 435, 466, 509, 534, 594

### Social-Personality-Organizational

A minor may be completed by taking any four graduate courses offered by the SPO program area. Students should be aware that the SPO program area includes three distinct areas of psychology. An appropriate minor would focus specifically on one of these three areas: social, personality, or industrial-organizational psychology.

### **The Distribution Requirement**

In order to assure familiarity with the content of Psychology outside your area of specialization, you must take general graduate survey courses in at least **two different program areas** (4 credit hours each). Some of these courses could constitute part of your minor OR be used to fulfill the seminar requirement, but not both. Consult with the Program Area Coordinator and your advisor concerning the selection of courses to fulfill this requirement. Students may petition to have courses not listed below count toward the distribution requirement. The request will be forwarded to the area's program area coordinator.

Attention & Perception:

PSYC 504 Theories of Attention

PSYC 516 Perception

Plus an additional 500-level course taught by a faculty member in the area.

**Behavioral Neuroscience:**

PSYC 510      Advances in Psychobiology

Any of the courses eligible for the minor if the student has taken the equivalent of PSYC 210/510 previously.

**Cognitive Neuroscience:**

PSYC 598PBC    Proseminar in Cognitive Neuroscience

PSYC 421      Principles of Psychophysiology

PSYC 445      Cognitive Neuroscience Laboratory

**Clinical-Community:**

PSYC 402      Introduction to Clinical Neuropsychology

PSYC 546      Intervention & Assessment

**Cognitive:**

PSYC 450      Cognitive Psychophysiology

PSYC 514      Cognitive Science

PSYC 518      Experimental Psychology of Human Learning

PSYC 525      Psycholinguistics

PSYC 593AB    Detection and Discrimination

PSYC 593JW    Semantic Memory

PSYC 593JM    Language, Reading, and Cognition

**Developmental:**

PSYC 423      Language Acquisition

PSYC 465      Personality and Social Development (usually taught by EPSY)

PSYC 524      Developmental Psycholinguistics

PSYC 537      Development and Psychopathology

PSYC 540      Social Development (Cross-listed with Ed Psych 530)

PSYC 569      Cognitive Development

PSYC 593DH    Developmental Cognitive Neuroscience

**\*\*Note:** 400-level courses are best chosen by persons without previous background in the area.

**Quantitative:**

PSYC 435      Mathematical Formulations in Psychological Theory

PSYC 484      Ethical Practice of Statistics

PSYC 490      Laboratory in Psychological Measurement and Test Development

PSYC 509      Psychological Scaling: Multidimensional Methods

PSYC 534      Models of Decision and Choice

PSYC 588      Covariance Structure and Factor Models

***Social-Personality-Organizational:***

I/O Course:

PSYC 530      Foundations of Industrial-Organizational Psychology

Social Courses:

PSYC 551      Theory in Social Psychology

PSYC 552      SPO Methods  
 PSYC 550      Moral Psychology  
Personality Course:  
 PSYC 567      Personality Assessment

## The Teaching Requirement

In order to provide classroom teaching experience, the department requires that sometime during your graduate career you teach either two class sections (a 50% TA) for one semester or one class section (a 25% TA) for two semesters. To satisfy the teaching requirement, a teaching assistantship must require you to prepare and present the course content to the students in a face-to-face setting. It is also very important that you participate in a major way in the process of evaluating the students' performance in the course. Your faculty supervisor will try to insure that, in meeting the teaching requirement, you experience the entire range of activities needed to conduct a class.

The following courses provide the requisite activities and, under ordinary circumstances, are approved for meeting the departmental teaching requirement:

### Lecturing

100/105\*  
 201  
 216 (Small sections only)  
 238  
 239\*\*

### Supervised Labs

103	235+	301	311	331
332	333	334	340/341\$	350
363#	490	506	507	593BC^

\*Does not apply to Thomas Srull's section of PSYC 100, or the assistant position for the large section

\*\*Does not include grader position.

+When the ALEKS instructional program is used, only instructional TAs will receive teaching credit.

\$When supervised by a Clinical-Community faculty member or other appropriate course supervisor within the department.

~Two semesters at 17% satisfies the teaching requirement.

#One section at 50% satisfies the teaching requirement.

^One semester at 25% satisfies the teaching requirement.

Special requests to use other TA assignments to fulfill the teaching requirement can be made to the Associate Head for Graduate Studies and Graduate Education Committee. It is highly recommended that students seek prior approval for any means of fulfilling the teaching requirement other than those explicitly specified above. **Please note that approval of these special requests is not guaranteed.** You should allow sufficient time in your academic career to TA one of the courses listed above, in the event a "special" TA assignment is not approved to meet the department teaching requirement.

Students are required to attend a mandatory orientation/training session that is provided by the University for teaching assistants prior to their first term of service as a TA. These training sessions are scheduled shortly before the beginning of each semester. If you will need to attend such a session, check the dates before making plans about when you will be away from campus. No make-up sessions are scheduled and you will simply not be able to be a TA if you do not participate in such a session. It is your responsibility to make sure you satisfy this requirement. All first year students within the clinical-community psychology area are required to attend this teaching orientation during their first year given that practicum preparatory requirements that occur prior to the start of the semester will conflict in subsequent years.

Students may ask their Program Area Coordinator about opportunities to teach a course during one of the Summer Sessions, which can be another way to satisfy the teaching requirement. However, only courses that get large enrollments during the academic year are offered during the summer, and only one section of each of those, so there are very few summer teaching positions available, and Program Area Coordinators are responsible for distributing them equitably if there are multiple requests from graduate students. Preference is given to advanced students who have served as a TA more than once for the course they'd like to teach. The summer teaching schedule is determined months in advance, so pay attention for email from your Program Area Coordinator asking if anyone is interested in summer teaching.

All students who area teaching for the teaching requirement and/or as an instructor with a teaching assistantship are required to collect ICES rating from students and release those results to the department.

In addition, any student who must travel during the semester who has teaching responsibilities, must find and arrange coverage for their courses. Classes may not be cancelled under any circumstances. Students must indicate how they will cover their course responsibilities when they seek approval via the pre-approval travel form.

### **The Master's-level Thesis**

The department requires you to complete a master's-level thesis while you are here. The main purpose of this requirement is to give you practical experience in the design, implementation, interpretation, and written description of a research project prior to undertaking doctoral-level research. It also provides an early opportunity for recognition by making it possible for you to present a paper at a professional meeting and/or submit one or more journal articles for publication. (Also see your program area's section for specific related requirements.)

If you have already completed a master's-level thesis before coming to Illinois, that thesis may satisfy the department's requirement. The previous master's thesis must be reviewed and approved by a two-person review committee and the Associate Head for Graduate Studies. Contact the Graduate Studies Office (307 Psychology Building or [psych-grad@illinois.edu](mailto:psych-grad@illinois.edu)) for the appropriate signature form.

If you have not already completed a master's-level thesis, you have four ways of satisfying the department's thesis requirement:

1. Take PSYC 599 (thesis research) and conduct a research project. The thesis will then be a report on this project, to be prepared upon the successful completion of the project: The thesis will be submitted to the Graduate College and you will be awarded a master's degree. You will,

of course, also fulfill the department's thesis requirement.

If you do not wish to receive a master's degree, your thesis need only demonstrate your ability to conduct a research project and to report in writing on your work. It is not necessary to await the successful completion of the work to meet the department's thesis requirement. If you elect this route, you may choose one of other three options:

2. Take PSYC 590 (Individual Research) and write a report of the research project.
3. Do a research project without taking any academic credit for it and write a report.
4. Do a research project that relates to your research assistantship with a faculty member. If you choose this option, you must demonstrate that the design and running of the project is, in large measure, your own work and not just an execution of your supervisor's instructions, and write a report.

You should choose one of the four options above before beginning the research project.

The distinction between the master's (MS) degree and the departmental master's-level thesis requirement may be confusing. The difference between the two is that a degree is awarded for a completed contribution to knowledge. Thus, the degree-earning thesis cannot be written until all aspects of the work are completed and firm conclusions can be drawn. On the other hand, the department's master's-level thesis requirement is designed as a didactic tool and as a means of evaluating your progress in developing research skills. Thus, an interim report on an ongoing investigation could suffice.

No matter which option you choose, you must set up a two-person thesis committee (consisting of a chair/director and a second reader) which will approve your research proposal, supervise data collection, and evaluate the completed project as fulfilling the thesis requirement. Please contact the Graduate Studies Office for preparation of the thesis approval form.

- The chair of the committee must be a member of the Graduate Faculty and affiliated with the Psychology Department. (A zero-time appointment is not acceptable as affiliation.)
- The second reader must be a faculty member, but may be from outside the department.

**Planning the master's-level thesis.** The research plan is worked out in discussion with your research advisor. Most commonly, the problem grows directly out of the advisor's past research. Sometimes, the study is set up as a simple replication of an earlier study, the results of which were questionable or unclear. Such studies illustrate the fact that the purpose of master's-level research study is not so much to have you generate research ideas as it is to give you experience in research and to help you determine where your real research interests lie.

**Data collection.** An important phase in any research work is, of course, data collection. Insofar as is possible, the master's-level study should offer you an opportunity to gain first-hand experience with collecting data, thereby giving practice at such data collection skills as interviewing participants, instructing participants, handling animals, preparing questionnaires, and the like.

On certain problems where it is unrealistic to expect that you will be able to collect the raw data, but where you can work from someone else's protocols, you will be expected to develop skills associated with data extraction, evaluate the reliability of such extracted data, etc.



**The Master's Thesis.** If you plan to submit your thesis to the Graduate College for a master's degree, it must be written up in accordance with the "Requirements for Preparation of Theses" described later in this handbook. Submit an electronic copy along with the signed Thesis Approval Form to the department for format review. The department will let you know when you can submit to the Thesis office. Be sure to check thesis deadlines (both departmental and Graduate College) in the Graduate Student Office (307 P.B.) or on the department calendar.

If you are not seeking a master's degree, you need only submit one copy of your report and the Master's Report Form to the department.

### **The Qualifying Exam**

To take the doctoral qualifying examination, your master's-level thesis must be complete. The doctoral qualifying examination should be taken no later than the semester following the accumulation of 56 hours of graduate credit and must be passed before taking the preliminary orals. If you came to the department with a master's degree, check with your Program Area Coordinator concerning the timing of this examination. You may take the qualifying examination prior to earning the 56 hours of credit, and are in fact encouraged to do so. Students who have not passed their preliminary examinations within five years of passing their qualifying examinations will (except under unusual circumstances) be expected to retake and pass their qualifying examinations prior to taking their preliminary examination. The form of the qualifying examination is determined by each program area's faculty and varies considerably from one area to another. See the sections on Program Area Requirements for the Doctoral Degree for additional details in all cases.

<b>Attention &amp; Perception:</b>	Written exam
<b>Behavioral Neuroscience:</b>	Written exam followed within the week by an oral exam
<b>Cognitive Neuroscience:</b>	Written exam followed one week later by an oral exam
<b>Clinical-Community:</b>	Written Exams and Oral Presentation (see the Clinical-Community program area Policy and Procedure Manual for detail)
<b>Cognitive:</b>	Written exam
<b>Developmental:</b>	Critical review paper or written exam
<b>Quantitative:</b>	The Quantitative program area requires two written "quals". Both of these are usually comprehensive critical review papers, e.g., on topics directly related to the dissertation. Qual topics may be quantitative/technical in nature or may be substantive with a clear emphasis on quantitative approaches to that topic. A two-person committee, selected in consultation with the academic advisor, evaluates the qual papers. At least one member of this committee must be a faculty member in the Quantitative program area.

## **Social-Personality-Organizational:** Portfolio Review

Notify your advisor and your Program Area Coordinator that you intend to take some form of qualifying exam as soon as that decision is made. Please have your advisor notify the Graduate Studies Office (psych-grad@illinois.edu) about the results of the exam.

### **Forming the Doctoral Committee**

This committee is comprised of at least five members. You choose it in consultation with your doctoral thesis advisor. Most members are likely to be members of your program area. The others will be faculty in other departmental program areas, or if appropriate, in other departments. The committee should be constructed so that experts in all aspects of your study will serve as members and so that at least one member represents a perspective outside of your own area. Your committee chairperson (who may also be your doctoral thesis advisor and director of research) is usually, but need not be, from your own area's faculty. **The Department Head or the Associate Head for Graduate Studies must approve the composition of the doctoral committee and it must also be accepted and charged by the Graduate College.** If changes in the approved committee become necessary, written concurrence from any member being replaced, along with the revised committee list, must be presented to the Associate Head and Graduate College for approval. Failure to get your committee approved prior to your preliminary meeting may result in your preliminary meeting being cancelled and delayed.

In order to meet Graduate College Guidelines, the committee must meet the following guidelines:

At least three voting members of a committee must be members of the Graduate Faculty and at least two must be tenured. If there are more than three voting members on the committee, a majority must be members of the Graduate Faculty.

The chair of the committee must be a member of the Graduate Faculty and have an appointment to the University of Illinois faculty, including Graduate College faculty members on leave, or with a zero-time appointment or emeritus status. The Director of Dissertation Research, if different from the chair, need not be a member of the Graduate Faculty.

A person who is not a member of the Graduate Faculty, but who is especially qualified to participate in an examination, may be appointed a voting member of the committee. The person's CV and a brief description of their qualifications to be on the committee must be submitted. Please notify the Graduate Studies Office (307 P.B., 333-2169, psych-grad@illinois.edu) when you have formed the committee so the appropriate forms can be filed with the Graduate College.

### **The Doctoral Dissertation**

Your dissertation advisor and your doctoral committee carry out supervision of Ph.D. research. The usual procedures to be followed in preparing to carry out the research are:

- a. Prepare a written statement of your dissertation proposal in consultation with your doctoral committee advisor. The length of the statement will vary with the nature of the problem, the hypotheses under investigation, the design of the study, and proposed methods of statistical analysis.

b. At least two weeks before your preliminary orals you should distribute copies of the proposal to your doctoral committee.

c. Set up a meeting with your doctoral committee to review the proposal and decide on any changes. As a general rule, this meeting will constitute the Preliminary Oral Examination (see next section).

The doctoral committee serves in an advisory capacity throughout the course of your research on the problem. It is convened whenever departures from the approved design are contemplated or if other special circumstances make a meeting desirable. Of course, the members of the committee are available for consultation and discussion, as your project progresses.

### **The Preliminary Oral Examination**

This examination is administered by your doctoral committee after you have (a) completed the master's-level thesis, (b) passed the doctoral qualifying examination, and (c) accumulated 64 graduate hours.

Your doctoral committee determines the form and content of this examination. **Notify the Graduate Student Office (307 P.B., 333-2169, psych-grad@illinois.edu) of your intention to take the preliminary examination and all relevant details at least one week prior to the preliminary oral examination so the appropriate forms can be requested.** You will be responsible for contacting committee members and setting up a meeting time and room. The Graduate College requires you to be registered for the entire academic term in which the preliminary exam occurs. All members of the committee are required to be present in person or via skype/conference call. The student, chair, and at least one additional member must be physically present.

You may begin your doctoral dissertation research after passing the preliminary oral examination. A Preliminary Exam Result (PER) form (Pass/Fail/Deferred) must be completed by the committee and returned promptly to the Graduate Student Office.

The Preliminary Oral Examination ("prelim") should occur prior to substantial effort on the dissertation research commencing. The purpose of the doctoral committee is to guide the work. The purpose of the prelim is to acquire input and guidance from the doctoral committee and to agree that the work can go forward as proposed or with revisions suggested (and sometimes required) by the committee. Thus, the prelim must occur sufficiently in advance of the Final Oral Examination for this input to occur and be incorporated.

### **The Final Oral Examination**

The final examination is essentially a defense of your dissertation research and its write-up. You should submit a complete draft of the dissertation to each committee member at least two weeks prior to the examination. Your thesis committee administers the oral examination. All members of the committee are required to be present in person or via skype/conference call. The student, chair, and at least one additional member must be physically present. Two weeks prior to the examination, you must provide the Graduate Student Office with a title so that a general announcement of the time and place of the examination can be made inviting all interested faculty and graduate students to attend. A Final Exam Result Form (Pass/Fail) must be completed by the committee and returned promptly to the Graduate

Student Office.

While there is no specific time that must pass between the Preliminary Oral Examination and the Final Oral Examination, it must be sufficient to execute the project as directed and influenced by committee members during the preliminary exam. This typically requires a semester or more. We recognize for certain areas of study less than a semester's time may suffice. However, this should be determined in consultation with the doctoral committee chair. We discourage scheduling preliminary and final oral exams within weeks of each other as this likely undermines a process in which members of the doctoral committee have had sufficient opportunity to influence and approve of the dissertation research being proposed.

If the dissertation is approved, all members of the committee and the Department Head (or Associate Head) sign a Dissertation Approval Form. Remember to review Graduate College regulations (<http://www.grad.illinois.edu/thesis>), in addition to those given in this Handbook, regarding the dissertation and its submission.

Format approval is given in the Graduate Studies Office (Room 307). Send an electronic copy for review. Be sure to check for dissertation deadlines (both departmental and Graduate College) on the calendar or by contacting the Graduate Studies Office.

The Graduate College policy states that students are expected to deposit their dissertation promptly following their final exam to preserve the currency of the research and the integrity of the document approved by the committee. Students must deposit their dissertation within three semesters (including the current semester). The deposit must be made by the published deadline for that semester. After this time, a new final examination may need to be conducted.

## Other Requirements

In addition to the departmental requirements previously listed, each program area has its own section in this handbook detailing requirements that apply only to students in that program area. Each program area has a weekly “brownbag” research meeting (which have somewhat different names in different areas), which all students in the department are required to register for (PSYC 598) every semester when they are on campus. The number of credit hours varies from 0 to 4, depending on program area and on whether you will give a presentation in the meeting. Consult your Program Area Coordinator to decide the appropriate number of credit hours.

The following flow chart summarizes the material presented above:



Including other departmental requirements:

- Program Area Core Courses
- Quantitative Methods (PSYC 506-507 or other allowed course sequence)
- Distribution Courses
- At least 2 Seminars
- Teaching Experience
- Minor

## PROGRAM AREA REQUIREMENTS FOR THE DOCTORAL DEGREE

### Attention & Perception

Students in the Attention & Perception (A&P) program area are expected to involve themselves in independent and collaborative research quickly and actively. To that end, the program area established the following requirements:

1. A&P brownbag. All students will enroll in the A&P Brownbag lunch seminar (PSYC 598 A&P) each semester that they are in attendance at the University of Illinois. The seminar provides a forum for the area's faculty and students to present their in-progress and completed research projects. Students can sign up for either 0 or 2 credit hours for the seminar, with 2-credits reserved for those who present their work in brownbag that semester.

2. First year research project. Each student will complete a research project during the first year. In September or October of the second year, the student will present this research project in the A&P Brownbag lunch seminar (PSYC 598). The student is responsible for scheduling this presentation with the seminar coordinator. The student will also provide a written report of the research to his/her faculty committee. The written report is due no later than 1 p.m. on October 31st of the student's second year. The report will be evaluated by all the faculty members in the program area. The faculty will decide, on the basis of the written report and the oral presentation, whether the student has successfully completed the first year project. Continuation in the program requires satisfactory completion (at the prescribed time) of the first year requirement.

3. Master's-level research. Each student is expected to complete a master's level research project within the first two years of graduate training. In many cases, this research will be a continuation of the first-year project. Successful completion of the master's requirement includes the preparation of an acceptable written document as well as an oral presentation of this project in the A&P Brownbag lunch seminar (PSYC 598). The written document and oral presentation must be judged acceptable by at least two program area faculty members, one of whom is the student's research advisor. To remain in good standing in the program, students must officially deposit their written Master's thesis project by December 31st of their third year in the program. The oral presentation can occur in the fall or spring of the third year.

4. Other research. Students are expected to have published multiple papers by the completion of their graduate training, either as independent authors or collaboratively. Students are encouraged to conduct research both with their advisor and with other members of the program area or department.

5. Qualifying Examination. Ordinarily, the questions will come from a variety of areas agreed upon by the student and their faculty committee. To ensure breadth, the committee must include at least four faculty (at least two of whom are from the program area). The student and advisor will work together to identify appropriate faculty members for the committee. Together with the committee, the student will develop three distinct reading lists, with each including approximately 15-20 journal articles on a single topic. The examination consists of two parts. First, the committee will provide 3 questions, one for each reading list, and the student will have 6 hours to write a brief essay response (maximum of 750 words for each essay) to each question. This exam is closed-book; students will not be informed of the questions in advance and may not consult any materials to answer these questions. The committee will then grade these responses within one week, with at least two committee members grading each response.

Students passing the first part of the exam then proceed to the second part. For the second part, students will have 1 week to write an answer to a more integrative question provided by their committee chair (in consultation with the committee). This question typically requires a synthesis of content from the reading lists and it often requires a research proposal. The essay response may not exceed 10 pages excluding references (single-spaced, times new roman 12 point font, 1-inch margins on all sides). For part 2 of the exam, students may consult notes and references. The answer to part 2 will be graded by at least two members of the committee.

The doctoral qualifying examination must be completed by October 31st of the 4th year of graduate training.

Core Courses:

In addition to registering for the A&P brownbag each semester, all students must take PSYC 504 (Theories of Attention), PSYC 516 (Perception), and at least one other 500-level content course taught by a faculty member in the program area.

Additionally, students must also take at least two (2) graduate-level statistics courses. Students may fulfill that requirement by taking PSYC 506 and 507. Students entering the program with extensive statistics coursework or experience may petition to take more advanced statistics classes in place of one or both of those courses. Students may also petition to take graduate-level statistics survey classes offered in other departments in place of the 506/507 sequence. Students opting to take more advanced courses in place of 506/507 also must petition to do so in advance.

The statistic requirement must be completed during the first year of graduate school. Given that the available statistics offerings in other departments may vary from year to year, students who are planning to take those courses after the first year must petition to do so at the beginning of their first year.

## Behavioral Neuroscience

### Courses

Courses taken by Behavioral Neuroscience graduate students (beyond departmental requirements) are tailored to the interests of the individual student and usually include courses in other departments. However, every semester, all graduate students in the area must take PSYC 598 BN.

### First year project

In the first year, all students must do a laboratory research project (the First Year Project). The student's advisor supervises this project. By the end of the first month of the second semester of the student's Second Year, the student must provide the faculty of the program area with a written report of the project and undergo a one-hour oral examination based on the written report. The report must be submitted to the faculty at least one-week prior to the oral exam. It should not exceed 20 pages of text (exclusive of References, Tables, and Figures), and its format should correspond to that typical of journals in the student's field. It should be typed double-spaced with a 12 pt. font. The first year project may form the core of the master's thesis. Satisfactory performance on the examination is required for the student to continue in the program and proceed to complete the requirements for the Master's Degree, the qualifying exam, and the Ph.D. See section on Qualifying Exam for details on that requirement.

### Qualifying exam

1. All students will be expected to have knowledge of all areas of behavioral neuroscience equivalent in depth to the coverage in a good behavioral neuroscience textbook (such as that used in PSYC 210).
2. Students with the consent of their advisors will select a Quals Committee of four members. Students must provide a brief list of topics in which they have specialized, and with which they will be familiar at the time of the examination. These will help guide the faculty in writing questions. Students may also wish to have one-on-one meetings with their committee members to discuss potential topics for the examination.
3. The student takes a written exam followed by an oral exam. For the written exam, each committee member supplies two questions and the student must answer one from each committee member during a five hour closed book session. The oral exam should be scheduled to take place within 10 days of the conclusion of the written exam. The oral exam will center on the questions, both answered and skipped, that were in the written exam.



## Clinical-Community

### Typical Coursework

Clinical-Community requirements include didactic instruction, applied training, the qualifying exam, and specialty coursework. The following policies and sample course plan apply to clinical-community students:

		Expected Timetable
First Year		
Fall:	506	Statistical Methods I (4 Hours)*
	538	Intro to Clin-Comm Psych I (4 Hours)**
	532	Intro to Clin-Comm Psych III (4 Hours)
	563	Res Methods: Clin/Comm Psych (4 Hours)
	593	Clinical-Community Diversity and Inclusion (2 hours)
	598CC	Brownbag Seminar (0 hours)
		Select an academic advisor
		Select a research advisor
		Become involved in research
Spring:	507	Statistical Methods II (4 Hours)*
	539	Intro to Clin-Comm Psych II (4 Hours)
	545	Intro to Clin-Comm Psych IV (4 Hours)
	563	Res Methods: Clin-Comm Psych (4 Hours)
	574	Microskills & Professional Standards II (2 hours)
	590	Independent Research (3 hours)
	575	Clinical-Community: Diversity (2 hours)
	598CC	Brownbag Seminar (0 hours)

\*See Department Statistical Methods Requirement for details regarding other course sequences that will satisfy this requirement.

The purpose of PSYC 590 in the Spring semester is to facilitate students' obtaining a significant amount of research experience in the first year. This work may grow out of designs developed in the introductory courses or research conducted during that year, but the student is free to explore new directions as well. By default, the 590 results in a paper suitable as a master's-level thesis proposal, although the student is free to change research advisors and is also free to pursue a master's-level research project different from that developed in the 590. Other alternatives for fulfilling the 590 requirement include the completion of a research project or a scholarly review paper. The exact form can and should be worked out with the academic advisor.

Enrollment in and attendance at 598CC is required of all clinical-community students every semester. Each student is expected to make at least two research presentations in 598CC during their residency in the graduate program.

## Second Year

<u>Fall:</u>	546	Intervention & Assessment (Practicum)
	598CC	Clinical-Community Seminar Other courses to fulfill departmental requirements Continue master's-level independent research
	567	Personality Assessment (or Spring, depending on when offered)
	OR	
	490	Measurement & Test Development (or Spring, depending on when offered)
	OR	
	595	Theories of Measurement I (or Spring, depending on when offered)
<u>Spring:</u>	546	Intervention & Assessment (Practicum)
	598CC	Clinical-Community Seminar Other courses to fulfill departmental requirements Continue/complete master's-level independent research

The 546 courses each year are normally organized as a two-semester sequence, rather than two unrelated experiences. Enrollment in 546 is not required in any specific year, but virtually all students enroll in their second year. The program area manages a 546 selection process which the DCT will introduce to students in the program area orientation.

Ideally, the master's project (see Handbook section on the master's-level thesis as distinct from the master's degree) will be completed during the second year. Research involvement is expected to be continuous from the first semester onward, beyond what is required to complete the master's and doctoral projects. (Indeed, students should not assume that two projects done to meet minimal master's and doctoral requirements will provide adequate research training. Just as most students do more than the required amount of clinical practica, they are very strongly encouraged to gain additional research experience.) It is important to get involved in research as early as possible. Experience shows that it is particularly important to begin research and to complete the master's in a timely fashion, to avoid delaying completion of the entire program.

Students typically complete the department's teaching requirement in their second year. To do so, students may teach PSYC 100 (Introduction to Psychology), PSYC 238 (Psychopathology and Problems in Living), or PSYC 239 (Community Psychology). Students who teach 238 (Psychopathology/Problems in Living) or 239 (Community) in their second year or who are definitely scheduled to teach either in their third year will be exempt from having to write an answer to the psychopathology/problems of living question on the qualifying exam, given before the beginning of the third year. Although one semester of teaching 238 or 239 will qualify you for the exemption, note that in practical terms we will give precedence to students who are able to commit for two semesters.

## Third Year

<u>Fall:</u>	546	Intervention & Assessment (Practicum)*
		Coursework as needed or elected
	598CC	Clinical-Community Seminar (0 hours) Continue research
<u>Spring:</u>	546	Intervention & Assessment (Practicum)*
		Coursework as needed or elected
	598CC	Clinical-Community Seminar (0 hours)

### History and Systems\*\* Continue research

\*In the third year, two units of Psychology 546, organized as a two-semester sequence, must be completed in addition to the two units normally taken during the second year and must complement the first practicum and broaden the student's training. These are most often taken during the third year but may be delayed (546 taken during the summer does not count toward this requirement).

#### \*\* History and Systems

Clinical-Community students are required to take a history and systems of psychology course. This can be satisfied using the same format via independent student described for the Breadth Courses (see below) or students can elect to take EPSY 590NH offered in the Educational Psychology Department. This course can also be completed during or beyond to the 4<sup>th</sup> year, and the timing should be discussed with one's academic advisor.

### Fourth Year and Beyond

Ongoing research is typically supplemented by additional clinical practica, occasional seminars, and remaining departmental requirements (e.g., teaching and courses for minor, breadth, and distribution).

### Ongoing Practicum Courses

The program area encourages students to enroll in practica courses in a way that is sequential and appropriate to their skill levels. Students are required to complete two internal practica (supervised by one of the program faculty) prior to seeking external practica offerings. The program area has no policy regarding practicum credit above the minimum requirement, most students take considerably more than is required. Within the constraints of other program needs of the individual, the faculty fully supports this. Additional practica are particularly valuable when they increase an individual's breadth of clinical experience. Furthermore, internship admissions committees typically attend to both quantity and diversity of clinical training experiences. The type and amount of practica should be a function of the student's educational goals. The student should weigh all of these considerations in planning each semester's course load with the academic advisor.

### Doctoral Prelim and Final Defense

Formal steps leading to the dissertation consist of the preliminary exam (oral defense of dissertation proposal), writing the dissertation thesis, and the final dissertation oral defense. Should a student want to leave campus to pursue research or internship appointments, the doctoral prelim must be scheduled before applying, and passed before the final date on which applications can be withdrawn. Ideally, the prelim is passed before applications are submitted. We strongly encourage scheduling the final oral dissertation defense before departure.

A predoctoral internship is generally required for any student who wishes to become a practitioner of clinical psychology and is a requirement of the program. Students are advised in choosing accredited internship experiences appropriate to their individual career plans.

### Breadth Coursework

Students will complete 4 independent study courses involving immersion in content areas of Biological, Cognitive-Affective, Developmental, and Social Psychology by the end of their 5th year of residence in

the program. The official courses are: (1) Clinical-Community: Biological (PSYC 576); (2) Clinical-Community: Cog-Affective (PSYC 577); (3) Clinical-Community: Developmental (PSYC 578); and (4) Clinical-Community: Social (PSYC 579). Students may only enroll in these courses when they are very close to accumulating 45 hours of learning activities within the domain covered by the course (see below), with the provision that at least some attention is paid to all of the major subdomains of the topic. This could occur before the fourth year, but it is likely that the accrual of these hours will occur over the first three years of doctoral training (and beyond given particular students experiences). The instructor will grant permission to enroll in the course after she/he has determined that the student: (a) has devoted at least 45 hours of effort to learning about the domain covered by the course; (b) has demonstrated sufficient breadth of coverage of the domain covered by the course; and (c) is prepared to write an independent research paper. This is determined by the instructor prior to enrollment. The course is intended to help students review what they have already learned, expand the breadth and depth of their knowledge base, and to integrate that knowledge with clinical-community psychology – this is achieved largely, though not exclusively, by writing a paper.

**Learning activities.** The following is a non-exhaustive list of types of learning activities that can be used to accumulate the 45 needed hours for each of the courses: (a) class sessions and readings in all courses students may take (including those in the Clinical-Community Introductory Sequence); (b) attending relevant brown bags (both Clinical-Community brown bags and brown bags in other areas in the department); (c) attending talks (within the department, the university, and at conferences); (d) taking courses specifically in that content area (e.g., Developmental Psychology); and (e) independent readings. Learning activities should involve at least some engagement in all subdomains within each of the courses (e.g., for Biological breadth, students must have at least some coverage of Neuroanatomy, Cognitive Neuroscience, etc. — engaging in learning activities within only one subdomain would not meet requirements). The course instructor for each of the courses will be the ultimate judge of whether educational experiences have been sufficient in quantity and breadth and will systematically assess student competencies as part of one-on-one meetings and the written work the student completes.

**Create a portfolio.** Beginning in their first semester in the program, students are expected to keep a running list of such learning activities for each class in the form of a portfolio or spreadsheet (a template for these can be downloaded from the Clinical-Community U of I Box to which all students have access). Progress on the completion of the required number of hours of learning activities for each course is also reported in the progress reports that students prepare each semester and discuss with their academic advisors.

**Enrolling for the courses.** Once the student is very close to completing 45 hours of engagement (e.g., at least 35 hours) in the breadth area, they must meet with the course instructor to present their portfolio in progress (e.g., at least some engagement in all subdomains) and be approved to enroll in the course. The course would involve demonstrated mastery of knowledge in the breadth area through meetings and written work (e.g., a single paper to be agreed upon by the instructor and the student— see below). Passing the course would involve: a) meetings to be determined in consultation with the instructor, b) creating an independent study plan regarding exploration of the domain; and c) achieving a grade of B or better on the required paper. The meeting schedule and study plan will be customized for each student based on their previous background/expertise in the domain.

**Paper requirement.** A paper is required for each course, and is submitted during the semester in which the student completes the required number of hours and registers for the course. The topic of the paper within each breadth domain course should be decided in consultation with the course instructor. The paper must go beyond the breadth domain to address the relevance of the breadth domain to clinical-community psychology, ideally to both research and professional/applied activities. Thus, the paper should have an integrative and translation element that applies the breadth area to the students' primary areas of interest and emerging expertise.

## Minor

Students should develop expertise in some area outside of clinical-community psychology. This is achieved largely (though not exclusively) through completion of a minor, as indicated by departmental requirements.

## Student Advising

Advising of students occurs through two principal mechanisms, the academic advisor and the semi-annual student guidance meeting.

The Director of Clinical Training assigns advisors to the first-year class prior to the start of the first semester. Before the end of the first semester, each student selects an academic curriculum advisor, with the agreement of the new advisor. The academic advisor is responsible for general course and career advising, representing the students to the program area and the department, signing registration forms, etc.

The formal academic advisor role is distinct from the more informal role of research supervisor. In some cases, a single faculty member serves in both roles for a given student, but this need not be the case. Furthermore, while each student has one academic advisor, the student may be involved in research with more than one faculty member simultaneously or serially. The program area does not advocate an apprenticeship model, though individual students and faculty are welcome to negotiate such a relationship and often do. Students are free to change academic advisors at any time, in consultation with old and new advisors. The program area and the department must be informed of each student's academic advisor.

Near the end of both fall and spring semesters, the faculty of the area hold the student guidance meeting to review each student's progress. For first year students, there is also a mid-semester progress review in both fall and spring semesters. It is assumed that each student and his or her advisor will have met before the meeting to do their own review to discuss any requests the student may wish placed before the faculty (e.g., plans to take the qualifying exam), to note significant accomplishments, to discuss any problems, etc. At the guidance meeting, the advisor summarizes the student's status in the program. Faculty and other supervisors report on the student's performance, and a consensus is reached on feedback to be given the student.

Student and advisor may meet individually to discuss the feedback, and a formal guidance letter is written by the advisor, co-signed by the Director of the Clinical Training, and placed in the student's file in the Graduate Student Office. (In the very rare event that a student's difficulties are such that their continuation in the program is in jeopardy, the Director or Associate Director of Clinical Training will attend the feedback meeting between student and advisor.) In the spring, students are asked to file a form with the Graduate Studies Office to acknowledge that they have received a letter. There is also a process in place for students to provide feedback or ask questions about their letter (see the Clinical-Community Policy and Procedures Manual for details).

## Qualifying Exam

Qualifying exams are completed via written exam both in timed and multi-day formats and via oral presentation. The qualifying exam components cover (a) Professional Issues: Ethics and Diversity, (b) Research Design, (c) Specialty, (d) Assessment and Intervention, and (e) Psychopathology/Problems in

Living. Students should consult with the Clinical-Community handbook for complete details regarding the exam components and process. The faculty expect that a student plans to take the exam on schedule unless the faculty has explicitly approved an alternative arrangement. (Alternatives are not routinely approved and are not encouraged. But a student, through the academic advisor, can always request a special arrangement concerning timing of specific qualifying exams.) Some exam components can be satisfied in more than one way. For example, the psychopathology/problems of living question will be waived if the student teaches Abnormal Psychology (238) or Introduction to Community Psychology (239) in their second or third year. Students are expected to carefully review the Clinical-Community Policy and Procedures Handbook and work closely with their academic advisor to prepare for the qualifying exams.

### Progress in Research and Scholarly Activities

The faculty carefully tracks the progress of students in their research and other scholarly activities including practica. Students are expected to be engaged in various components of the research process (conceptualization, design, data analyses, writing) throughout their time in the program, not limited to work on the masters and dissertation projects. Students are expected to show competence in research skills including the writing and dissemination of scholarly work. Teaching and practice of scholarly and technical writing is a fundamental skill required for success in most career directions for which the program prepares students. Thus, students are expected to record their engagement in scholarly writing in the semester progress charts they complete before each semester's Student Guidance meeting. Students also provide information about their experiences with scholarly writing in the student's annual self-report progress form. This provides students the opportunity to review what they think is going well and whether they think they need more mentoring or experience in the writing process. Finally, a formal evaluation of students' engagement in writing and writing competence will be conducted once a year in conjunction with the Student Guidance meetings, using a rating form designed for this purpose. Students are expected to progress sufficiently each semester so that a clear trajectory toward mastery of scholarly writing skills is evident. Students are expected to have achieved a suitable level of scholarly and technical writing competence before they apply for internship.

### Applied Competency

The faculty carefully tracks the progress of students in their applied work at the Psychological Services Center, in the community, or as part of their research (if applicable). We expect students to show competency in research skills as well as applied skills. The applied training in our program is organized to be sequential and graded. Students take Microskills and Professional Development during the second semester of the first year in the program to receive basic training in listening, empathy, and reflection skills, as well as exposure to professional ethics. Practicum courses taken in subsequent years supplement this basic training to build specific and more sophisticated skills in assessment, therapy, ethics, consultation, supervision, and community work. The training goals in each practicum are tailored to the student's current skill level. A student's applied competency is evaluated once a year by faculty supervisors at the Student Guidance meeting, using a rating form designed for this purpose. We expect students to progress sufficiently each semester so that a clear trajectory toward mastery of applied skills is evident before they apply for internship.

### Student Self-Assessment and Faculty Competency Assessment

In addition to the global competency assessments described regarding scholarship and applied work, students are asked to complete a comprehensive competency self-assessment based on APAs Health Service Psychologist Competencies. Faculty also review each broad domain covered in the assessment

and indicate whether students are “on track” to meet the competency or whether improvement is needed. This complete assessment will be completed each spring. Students will review their self-assessment with the advisors. Advisors will review the faculty assessment in consultation with the full faculty at the Student Guidance Meeting (SGM) and any areas needing attention will be highlighted in students’ SGM letters. Advisors will review any areas needing improvement with advisees in a meeting following the SGM.

#### Miscellaneous Policy Notes

With the support of the academic advisor, a student may petition the program area for waiver of a policy or substitution of an alternative means of conforming to a policy. Such a request must be based on a strong rationale and is not routinely granted.

Conversely, while the program area endeavors to avoid changing requirements for students after they enter the program, circumstances occasionally require it. The permanence of the policies enumerated here cannot be guaranteed.

There is no program requirement for summer terms. (Note that the departmental guarantee of financial support does not include paychecks during summer months.) However, summer can be a very productive time, with course and other demands minimal. Thus, continued practicum and research involvement is typical during each summer.

## Cognitive

Students must attend and participate in the Brownbag Seminar PSYC 598COG every semester (for 0 credit hours). All students are expected to present their research in the Brownbag.

Students are strongly encouraged, although not required, to acquire computer skills necessary for the use of computers for data acquisition and analysis.

Core courses: All students will be required to take at least three of the following core courses, preferably early in their graduate studies:

PSYC 450	Cognitive Psychophysiology
PSYC 514	Cognitive Science
PSYC 518	Experimental Psychology of Human Learning
PSYC 525	Psycholinguistics
PSYC 593AB	Detection and Discrimination
PSYC 593GD	Connectionist Models of Cognition
PSYC 593JW	Semantic Memory
PSYC 593JM	Language, Reading, and Cognition

Active involvement in research is considered to be the students' primary responsibility. The following requirements are designed to encourage students to become involved quickly and actively in both independent and collaborative research in their areas of interest.

1. First year research project. Each student will complete a research project during the first year. The written report is due no later than 5:00 pm on the first day of classes in the fall semester of the student's second year. An oral presentation is made during a bag lunch seminar early in the Fall semester of the second year. An evaluation committee determines whether the written report is satisfactory. The committee must contain no fewer than two faculty members, at least one from the program area, and is chosen by the student and the student's advisor.

Except in unusual circumstances, continuation to the master's degree requires satisfactory completion of the first year requirement at the prescribed time.

2. Master's-level research. The department has a master's level thesis requirement. Each student is expected to complete a master's-level research project within the first two years of graduate training. In many cases, this research will be a continuation of the first-year project. This research must be written up and approved by two program area faculty members, chosen by the student and the student's advisor. If a student has completed a master's thesis at another institution, it may satisfy this requirement if approved by the Program Area Coordinator and the Department Head.
3. Other research. Students are expected to have published several papers by the completion of their graduate training, either as independent authors or collaboratively. Students will be encouraged to conduct their research either in collaboration with or under the direction of several different members of the program area during the course of their training.



## Qualifying Exam

The doctoral qualifying examination will typically be completed within the third year of graduate work.

There are two options for completing the Qualifying Exam.

(1) The first option involves comprehension of multiple topics, and a timed written exam with four questions. To ensure breadth, four faculty (at least two from within the program area) must be involved in the preparation and grading of the exam. These faculty will be chosen by the student in consultation with his or her advisor, but the committee must be approved by the Program Area Coordinator to ensure adequate breadth.

For each committee member, the student will develop a reading list for a topic on which he or she will be examined. In normal cases, the list will consist of around 12-15 articles, though shorter or longer lists may be appropriate for some topics. (However, the student's advisor should ensure that the total amount of reading for the exam does not deviate too far from the expected.)

The student will be tested on this material in a 72-hour take-home exam in which they may consult the readings, notes, or any sources they wish. Each examiner will provide short questions of which the student will answer one in roughly 1-3 single-spaced pages. (Thus, the student will write 4 answers during this time.)

Each faculty member will assign a pass/fail grade to the answer to their question. Failing answers will be reviewed by the whole committee. Students who fail the exam or any part of it will have one opportunity to re-take the failed part(s). Examiners have the option of composing new questions for the make-up exam.

(2) The second option involves a deep review of one topic and a self-paced paper. This paper will be read and assessed by two faculty members. It is expected that the student will work in conjunction with their Advisor to develop a topic and a reading list in which a deep level of mastery can be obtained in a reasonable amount of time (i.e., no more than several months of reading).

The goal of the Exam is not simply to catalogue findings in the selected literature; rather, it is expected that the paper submitted by the student will demonstrate both mastery of the material and also novel insight. Examples include meta-analysis, an identification of critical empirical or methodological gaps in the literature, an assessment of how one research literature can be fruitfully informed by another, or the development of an empirical or theoretical program of research that holds promise to resolve an outstanding debate.

In order to prevent undue delay in the completion of the exam, a roadmap for developing the reading list should be agreed to in consultation with the advisor prior to beginning reading, with any major deviations or additions to that list assessed by the advisor and student jointly. In addition, students should not spend more than two months working on the paper except under extraordinary circumstances (like a high course load or teaching load, or unexpected personal events). The paper may be reviewed and edited by the primary advisor prior to submission, but it should not undergo heavy-handed editing of the form expected for a paper in preparation for submission to a journal—that is, the final product should still primarily be in the student's voice. Of course, following the exam, the student can work with the advisor and others to prepare it further for publication, if appropriate.

## Teaching

Before they can fulfill the department teaching requirement, students must successfully complete the campus TA orientation (offered shortly before the beginning of the fall and spring semesters). See the section on the department teaching requirement.

## Cognitive Neuroscience

### Classes

All students will attend and participate in the program area brownbag seminar (PSYC 598 BC), held weekly every semester, where faculty and graduate students in the area present and discuss their research.

Core courses: Two core courses are required of all students in their first three years:

PSYC 598 PBC – Proseminar in Cognitive Neuroscience (survey course that gives broad coverage to various domains of cognition and their neural bases, as well as of various methodological approaches in cognitive neuroscience)

PSYC 445 – Cognitive Neuroscience Laboratory

OR

PSYC 421 – Principles of Psychophysiology

Topical/substantive classes: In addition, all students will take at least 2 courses on any of the topical/substantive areas of cognitive neuroscience (e.g., language, attention, memory, aging, emotion, and so forth) during their graduate career. One of those courses should emphasize cognitive issues and the other should emphasize implementation in the brain. Classes that fulfill this requirement need not be limited to those offered within the program area.

For example, in the area of memory, some possible courses include:

PSYC 403	Memory and Amnesia
PSYC 414	The Brain, Learning, and Memory
PSYC 518	Exp Psych of Human Learning

In the area of vision and attention, some possible courses include:

PSYC 453	Cognitive Neuroscience of Vision
PSYC 504	Theories of Attention
PSYC 516	Perception

Methods classes: It is recommended that students also take more specialized classes on at least 1 of the major methodological approaches or perspectives, e.g., fMRI, neuropsychology, psychophysiology, neuroanatomy, computational modeling, or eye movements. Classes need not be limited to those offered within the program area.

Some examples of such classes that are currently offered include, but are not limited to, the following:

PSYC 402	Clinical Neuropsychology
PSYC 421	Principles of Psychophysiology
PSYC 445	Cognitive Neuroscience Laboratory
PSYC 450	Cognitive Psychophysiology
PSYC 496FG	Critical Thinking in Neuroimaging
PSYC 514	Seminar in Cognitive Science
PSYC 546	Intervention & Assessment (when focused on Neuropsychology)

## Research

*First-year project:* In the first year, each student is expected to conduct a research project, supervised by the student's advisor, and to complete a written report of the research project by the first day of the second semester of the second year. A committee of 3 faculty members (at least 2 of which must be in the program area) will determine whether the written report is satisfactory. In addition, an oral presentation based on the work will be made during a bag lunch seminar early in the second semester of the second year.

Master's-level research: The department has a master's level thesis requirement. Each student is expected to complete a master's level research project within the first two years of graduate training. In many cases, this research will be a continuation of the first-year project. Successful completion of the master's requirement includes the preparation of an acceptable written report, approved by two program area faculty members (including the student's advisor). For additional details, see the preceding section in this handbook on the Master's-level thesis. Except in unusual circumstances, continuation to the master's degree requires satisfactory completion of the first year project requirement at the prescribed time.

Other research: Each student will go on to conduct independent research leading to a dissertation research project. Students are expected to present the results of their research at professional meetings, and to have published several papers, either as independent authors or collaboratively, by the completion of their graduate training. They are strongly encouraged to use multiple, converging cognitive neuroscience methods in their research.

## Qualifying exam

The qualifying exam should typically be completed by the end of the third year of study. It will be administered by a committee of 4 faculty members (at least 3 from the program area), chosen by the student in consultation with his/her advisor and approved by the Program Area Coordinator. Students, in consultation with their committee, should construct reading lists for 4 topics, with each faculty member being the primary reader on one topic. The exam will consist of a written exam followed, once the first part has been passed, by an oral exam, to be administered one week later. In the written exam, the student will be asked to answer a subset of the questions from each faculty member. The oral exam will be limited to the content of the questions from the written exam, but will include the questions that were and were not answered on the written exam.

## Developmental

### Requirements

1. Core courses: Graduate students in the Developmental program area are required to take at least three core developmental courses (see below), either two social and one cognitive, OR two cognitive and one social (seminars do not fulfill this requirement):

PSYC 524	Developmental Psycholinguistics
PSYC 537	Development and Psychopathology
PSYC 540	Social Development (Cross-listed with Ed Psych 530)
PSYC 569	Cognitive Development
PSYC 593DH	Developmental Cognitive Neuroscience

2. Students are expected to attend the Developmental weekly research seminar (PSYC 598 DEV) every semester. In addition, students are expected to give a presentation in the seminar at least once every other year throughout their graduate career.
3. Research: Active involvement in research is considered the student's primary responsibility. Early in the first year, students will choose a research advisor.
  - (a) First-year research requirement. Students are expected to become involved in research during their first semester in the program, and to give a talk about their research at the end of their first year in the Developmental weekly research seminar. These talks will be scheduled in the last weeks of the spring semester.
  - (b) Master's-level research. Each student is expected to complete a master's level research project within the first two years of graduate training. In many cases, this research will be a continuation of the research conducted during the first year. Successful completion of the master's requirement includes the preparation of an acceptable thesis as well as an oral presentation of this project in the Developmental brown bag seminar. The written document and oral presentation must be judged acceptable by at least 2 faculty members, one of whom is the student's research advisor.
  - (c) Other research. Students are expected to present the results of their research at regional and national conferences, and to have published several papers by the completion of their graduate training. Students are encouraged to conduct research in collaboration with more than one member of the program area.
4. Qualifying examination: The doctoral qualifying examination should be completed within the third year of graduate training. The student will form a committee of at least two faculty members (usually the research advisor and another faculty member from the Developmental area) and, in consultation with this committee, select one of two options: (a) a critical review paper or (b) a written exam. For either option, the student will meet with committee members to develop a reading list for the topics on which he or she will be examined. The reading list should cover a broad area of developmental psychology. If the paper option is selected, the student should prepare a paper that integrates issues across

the areas represented on the reading list. If the written exam option is selected, the student will be given a set of essay questions developed by the committee (these questions are often based on suggestions from the student). The student will then have one week to prepare answers not exceeding 20 to 30 double-spaced pages in total (the precise number of questions and page limit will be decided by the qualifying exam committee).

5. Teaching: Every student must either (a) teach two 25% sections of Psychology 216, (b) serve as a 25% teaching assistant in the faculty-taught section of PSYC 216 and teach their own 25% section of PSYC 216, (c) serve as a teaching assistant for one 50% section or two 25% sections of PSYC 363, or (c) teach one 50% or two 25% sections of Psychology 100. Except in unusual cases, students will serve as TA's in the faculty-taught section of Psychology 216 before they teach it their own.

## Evaluation

The developmental faculty meets at the end of each academic year to discuss student progress. Advisors then meet individually with their students to provide details regarding the evaluation.

## Expected Timetable

First year:       Select a faculty advisor  
                      Become involved in research  
                      Present preliminary results/planned research at the end of the spring semester

Second year:    Conduct Master's-level research  
                      Present results of Master's research, and turn in Master's thesis or report, before beginning the 3<sup>rd</sup> year

Third year:     Begin planning dissertation research  
                      Select Qualifying exam committee and develop reading list in the fall  
                      Read for Qualifying exam  
                      Complete Qualifying exam before beginning the 4<sup>th</sup> year

Fourth year:    Select dissertation committee  
                      Pass Preliminary oral exam in the year or semester before final defense

## Quantitative

Each student is assigned a faculty member of the Quantitative program area as an academic advisor. The academic advisor guides the student's graduate program and writes his or her annual progress evaluation. The academic advisor is not necessarily the faculty member with whom the student is doing research. The research advisor is chosen by mutual agreement between student and faculty. A student may request a change of academic or research advisor at any time in consultation with the full quantitative faculty.

Students in the Quantitative area must satisfy the general Psychology Department and Graduate College requirements for number of credit hours, teaching, residency, master's and doctoral research, and preliminary and final oral examinations described elsewhere in this handbook. Specific Requirements of the Quantitative program area

### 1. Coursework

Students who have completed similar courses elsewhere and wish to be exempted from one or more courses should submit course materials to the Quantitative Program Area Coordinator who will determine if those courses are comparable to the courses offered at the University of Illinois.

#### A. Statistical Methods: PSYC 506 and PSYC 507

Students must successfully complete PSYC 506 (Statistical Methods I) and PSYC 507 (Statistical Methods II), equivalent courses from another department at the University of Illinois or another institution, with a minimum grade of A-. Students who enroll in PSYC 506 or in PSYC 507 but do not earn an A- or better in the course are required to retake it.

PSYC 506 and PSYC 507 should be taken in the first year. The student's academic advisor and the Quantitative Program Area Coordinator must approve substitution of other courses for PSYC 506 and PSYC 507.

#### B. Core Courses

(1) Required in addition to PSYC 506/507:

PSYC 490 Measurement and Test Development Laboratory  
PSYC 534 Models of Decision and Choice  
PSYC 594 Multivariate Analysis in Psychology and Education  
PSYC 596 Theories of Measurement II

(2) Elective: at least 4 of the following 7

PSYC 466 Image and Neuroimage Analysis  
PSYC 509 Psych Scaling: Multidimensional Methods  
PSYC 587 Hierarchical Linear Models  
PSYC 588 Covariance Structure and Factor Models  
PSYC 589 Categorical Data Analysis in Ed/Psych, or Stat 426  
PSYC 595 Theories of Measurement I

### C. Quantitative Program Area Seminars

Students must take two PSYC 593 Quantitative seminars (not to include the Quantitative Research Seminar aka "Quant Brown Bag", PSYC 598QUA) or seminars on quantitative topics offered by faculty outside the Quantitative program area. These may count towards the department requirement of two graduate seminars.

### D. Quantitative Program Area Research Proseminar

Students should register for the Quantitative Program Area Research Proseminar ("Quant Brown Bag", PSYC 598) every semester of the graduate career. First-year students and second-year students should register for 0 credit hours. Advanced students giving a full-session presentation at the seminar should register for 4 credit hours; advanced students giving a joint presentation or a half-session presentation should register for 2 credit hours; and advanced students not giving a presentation should register for 0 credit hours.

Students are expected to participate in this seminar by presenting research proposals, results of ongoing and completed research, practice job talks, tutorials, and other work likely to be of interest to members of the Quantitative program area. Attendance at this seminar is required. Students are expected to arrange their schedule such that they do not have teaching or course conflicts with it.

### E. Distribution Courses

Students must take at least one general graduate survey course offered by each of two areas other than the Quantitative program area. See the section on "The Distribution Requirement" in this handbook for a list of permissible courses offered by each area.

### F. Minor Courses

Students in the Quantitative Program Area must take

- (1) a full minor consisting of 16 credit hours within another area of the Psychology Department or within a department outside Psychology (such as Statistics, Mathematics, or Computer Science), or
- (2) a split minor consisting of 8 credit hours within another area of the Psychology Department and 8 credit hours within a department outside Psychology, or
- (3) a split minor consisting of 8 credit hours in each of two departments outside Psychology.

A split minor within Psychology is not allowed. The student's academic advisor must approve the choice of a minor.

### G. Outside Courses

Students must take three advanced (400-500 level) quantitative courses offered in other departments (e.g., Mathematics, Probability, Statistics, Applied Statistics, Economics, Computer Science, Philosophy, Engineering). These should be basic courses that assist the student in developing the necessary skills for coursework and research in Quantitative Psychology. Typically, these courses are part of the minor.



The student's academic advisor must approve selection of these courses.

## 2. First-Year/Second-Year Research Project

The purpose of this requirement is to help the student develop the professional skills necessary for research in Quantitative Psychology and to involve him or her in research as soon as possible.

During his or her first year, each student develops a research proposal for a theoretical or computational research project under the guidance of a Quantitative faculty member and presents it at the Quantitative Psychology Research Proseminar ("Brown Bag") near the end of the spring semester. Students must submit a short (one or two pages) written proposal by the end of the spring semester.

The completed research culminates in a written paper and a presentation at the Quantitative Psychology Research Seminar near the end of the spring semester of the second year. The written paper must be submitted by the end of the spring semester of the second year.

Theoretical projects should result in the creation of a new or enhanced statistical methodology or a new mathematical model and should demonstrate facility with statistical methods or mathematical modeling techniques, respectively. The written paper should provide an introduction to the methodology or model, a detailed development of the methodology or model, and an analysis and discussion of the findings.

Computational projects should focus on a statistical or mathematical modeling problem and be implemented in an environment designed for such work (e.g., MATLAB, R, S+). The project should demonstrate proficiency with the chosen programming language and include either a graphical user interface, calls to external routines in a compiled language, or advanced programming techniques. The written paper should provide an introduction to the problem being addressed, an overview of the implementation, documented running code with sample data, and notes on the use of the program(s). The notes should provide sufficient information for the running of the program(s), and be in a form that can be accessed immediately by a program user.

The faculty of the Quantitative Program Area provide feedback on the proposal, presentations, and written paper. Some students develop the first-year/second-year research project into a master's research project or a master's thesis; other students write a separate master's thesis.

## 3. Master's Research Project or Master's Thesis

The master's research project or master's thesis may be developed from the first-year/second-year research project, or may be written on a different topic.

The master's research project or master's thesis should resemble a journal article in depth and breadth but include somewhat more introductory material. See the section on "The Master's-Level Thesis" in this handbook for more details. Ideally, the master's research project or master's thesis should be completed by the end of the third year.

## 4. Qualifying Exams

The Quantitative program area requires two written "quals". Both of these are usually comprehensive critical review papers, e.g., on topics directly related to the dissertation. Qual topics may be quantitative/technical in nature or may be substantive with a clear emphasis on quantitative approaches

to that topic. A two-person committee, selected in consultation with the academic advisor, evaluates the qual. At least one member of this committee must be a faculty member in the Quantitative program area.

Quals should not be attempted until after the completion of the master's research project or master's thesis. Ideally, one qual should be completed by the end of the fourth year and the other prior to the preliminary oral examination (doctoral thesis proposal defense).

#### 5. Dissertation

The student's doctoral thesis (dissertation) must be on a topic in Quantitative Psychology and be directed by one of the faculty members of the Quantitative program area. A majority (3 out of 5) of the committee members must be Quantitative faculty members.

Dissertations concerned with the development of quantitative models and/or methodologies for psychological processes and phenomena are especially encouraged as are applications of advanced statistical and psychometric methods to the analysis of data from experimental or field research on substantive problems in Psychology.

Ideally, the preliminary oral examination for the dissertation should be completed by the end of the fifth year. Typically, the dissertation is written during the sixth year.

#### 6. Teaching

The Quantitative program area follows the Psychology Department's teaching requirement.

It is recommended that a student planning an academic career serve as a teaching assistant for one or more graduate Quantitative courses (e.g., PSYC 406, PSYC 407, PSYC 490) and/or undergraduate Quantitative courses (PSYC 235, PSYC 301).

#### 7. Training in Ethics for Research

All students in the Quantitative program area are required to complete the University of Illinois Office for the Protection of Research Subjects' training and education requirements once every three years, regardless of whether they are engaged in research with human participants and regardless of their source of funding. <https://opr.research.illinois.edu/instructions-citi-training>

## Social-Personality-Organizational

The curriculum for SPO grad students consists of the SPO Brownbag Lecture Series (PSYC 598 SPO), a methods course (PSYC 552), at least one of the three introductory survey seminars: social (PSYC 551), personality (PSYC 541), or industrial-organizational (PSYC 530), and at least two additional courses that constitute a concentration in one of the three areas. Examples of currently offered graduate courses appear below, but new special topics courses may be expected to appear over the course of the students' program of study.

### Social Psychology

- 535 Cultural Psychology
- 550 Moral Psychology
- 558 Attitudes
- 593 Social Judgment

### Personality Psychology

- 567 Personality Assessment

### Industrial-Organizational Psychology

- 530 Foundations of IO Psychology
- 593 Current Topics in IO Psychology

### Minor Requirements:

Consistent with departmental requirements, students select a 16 hour minor or two (8 hour) split minors that are approved by their advisor and the S-P-O Program Area Coordinator.

### Teaching:

All students are required to meet the departmental teaching requirement.

This requirement is usually fulfilled by teaching sections of Introductory I/O Psychology, Introductory Social Psychology, Introductory Personality Psychology, or by teaching discussion/lab sections of laboratory courses. Refer to the section on the department teaching requirement.

### S-P-O Qualifying exam:

Following the accumulation of 56 hours of graduate credit and completion of the master's-level thesis departmental requirement, a student will submit their CV for review by area faculty for adequate progress in developing core research competencies. Students are expected to be consistently involved in the planning, execution, and dissemination of research; passing the qualifying stage will rely heavily on the student's individual demonstration of proficiency in the requisite knowledge and skills to successfully proceed to the dissertation stage of the doctoral degree. Evaluation will be based on the totality of the student's graduate work thus far, including performance in classes; research productivity and quality; and participation in area journal clubs and brownbag. If a student does not pass their review by a majority vote of the area faculty, they will have one opportunity to re-submit their CV within one year of their initial attempt.

## **Financial Aid for Doctoral Students**

All doctoral students in good standing in general have a guarantee of at least the equivalent of 50%-time support for six years from the date of their first enrollment in any psychology graduate program. The department determines the exact form of this support. Students remaining enrolled beyond the sixth year are placed on Department Probation and are no longer guaranteed support.

A wide variety of assistantships, traineeships, and fellowships are available for students in the doctoral programs. If you are planning to apply for funding outside of the department, please consult with your program area faculty and coordinator as well as the Graduate Studies Office. Some types of funding have tax implications that should be discussed before an offer is accepted.

Specific types of aid include: Tuition and fee waivers, research assistantships, teaching assistantships, University Fellowships, Graduate College Fellowships for U.S. citizens who are members of an underrepresented group, American Psychological Association Fellowships for students from underrepresented groups, as well as federally funded traineeships and other kinds of fellowships in some divisions.

Stipends for fellows, assistants, and trainees normally increase from year to year and are on a par with stipends available at other large universities. See your advisor, Program Area Coordinator, or contact the Graduate Studies Office for current stipend levels.

### **Research Assistantships**

These are usually paid from funds obtained by faculty members in support of their research. Appointments are, therefore, arranged through discussions between faculty members and graduate students. See your advisor or Program Area Coordinator for details on the procedures used in your area. Students are expected to actively participate in the research program in which they are appointed and to perform the duties assigned by their supervisor.

### **Teaching Assistantships**

These are coordinated by the Associate Heads for Graduate and Undergraduate Studies in consultation with the Program Area Coordinators, teaching faculty, and graduate students. If you wish to have a teaching assistantship in any given academic year, you should discuss your preferences with your advisor and/or Program Area Coordinator. Employment as a Teaching Assistant carries an obligation to perform such duties as assigned by the supervisor.

### **Tuition and Fees Waivers**

Students who receive at least a 25% teaching and/or research assistantship through the Psychology Department during the academic year will receive a tuition and partial fee waiver. All students are required to pay approximately \$600 per semester for specific student fees that are not covered by the partial fee waiver.

## **Illinois Distinguished Fellowships**

This program is for recruitment purposes, so only students applying for admission can be nominated. Only students of the highest caliber who represent extraordinary recruitment opportunities will receive these fellowships. In 2019-20, the fellowship provides \$25,000 per 12-month year for three years and a tuition/service fee waiver. Fellows will be expected to carry a minimum of 12 hours in the fall and spring and 4 hours during summer session. Concurrent assistantship support of up to 50% is permissible if prior Graduate College approval is obtained.

## **University/Department Fellowships**

These are awarded to exceptionally well-qualified entering or advanced graduate students. Program Area faculty in consultation with the Department Head and Associate Heads make the decisions about awarding these fellowships. Concurrent assistantship support of up to 50% is typically permissible.

## **Graduate College Fellowships**

These fellowships are restricted to incoming graduate students who are American citizens and who come from underrepresented groups. In 2019-20, these 3-year awards provide \$25,000 over 12 months.

Concurrent assistantship support is not allowed without prior approval of the Graduate College.

## **Graduate College Dissertation Travel Grants**

Dissertation Travel Grants subsidize travel and other costs associated with doctoral dissertation research, whether for exploring a potential dissertation topic (i.e., before the preliminary examination), or for conducting dissertation research. Application deadlines will be announced by email each year. In 2019-20, the maximum that can be requested is \$5000.

## **Graduate College Dissertation Completion Fellowships**

This fellowship is designed to help students complete the doctoral degree in a timely fashion by providing a tuition waiver and one-year stipend of \$20,000 for 2019-20 to free them from the time constraints associated with assistantships, allowing full-time devotion to the completion of the dissertation. You must have passed your preliminary exam before applying. The Graduate College will not accept applications from students who have not already passed their prelim before the application deadline. No concurrent assistantships are allowed. Departmental application deadlines will be announced by email each year but are typically in late March.

## **Dallenbach Fellowships**

Depending on the availability of funds, this fellowship is awarded to entering or advanced graduate students engaged in "basic research". It is limited to a 9-month appointment and no student may hold the fellowship more than once. Concurrent assistantship support of up to 50% is allowed. No application is required, as these fellowships are administered entirely within the department. Awards are made in the same way and at the same time as University/Department Fellowships.

## **Graduate College Conference Travel Awards**

If you will be presenting a paper at a professional meeting, you can apply to the Graduate College once each year for funds to help pay for your travel expenses. Travel support is given only if you present your paper from the podium or at a poster session. Participation as a junior author or being present while someone else presents a jointly authored paper does not qualify for travel support. Application deadlines will be announced by email each semester. The Graduate College supplies an application form that must be completed, and you will be asked to document your expected travel expenses and provide evidence that you will be making a presentation. The department can nominate only a few students for GC Travel Grants each semester. Notification of the deadline for applying these funds will be sent by email each semester. Amounts awarded by the Graduate College typically range from \$100-350, with amount depending on distance travelled.

## **APA Travel Awards**

Competition for these awards is held once each year. To be eligible, applicants must be student affiliates of the American Psychological Association. Students who are not affiliates may apply for affiliation when they apply for the award but all materials must be received by the Science Directorate in one package. Eligibility is dependent on your research paper or poster having already been accepted by APA for presentation.

## **APA Dissertation Awards**

To be eligible, applicants must be student affiliates of the APA. Students who are not affiliates may apply for affiliation when they apply for the award but all materials must be received by the Science Directorate in one package. Awards are dependent on your proposal having been approved by your doctoral committee prior to application. That is, you must have passed prelims, after which you are considered a "PhD candidate".

## **APA Minority Fellowships**

These fellowships are renewable as long as the student is making adequate progress. The stipend is for the academic year and may be supplemented by an assistantship of up to 50%. Application deadlines will be announced by email each year.

## **APF/COGDOP Graduate Research Scholarships in Psychology**

The American Psychological Foundation (APF) and the Council of Graduate Departments of Psychology (COGDOP) jointly sponsor competitions for scholarships every academic year. The funds may be used to defray the costs of tuition, to supplement fellowship support, to cover in part the costs of research, or to support travel to a scientific meeting. Some of them are devoted to specific research areas while others are more general, and some but not all are restricted to dissertation research. Application deadlines will be announced by email each year.

The fellowships and awards listed above each have their own specific deadlines. We will put those deadlines on the calendar at the Graduates link on the department website. The Associate Head for Graduate Studies will send out email to all graduate students about upcoming application deadlines. The

Graduate College also has a website with information about graduate fellowships at <https://www.grad.illinois.edu/fellowship/>, which can be searched using criteria such as application deadline or fellowship candidate characteristics. Application forms are generally available online.

## REGISTRATION INFORMATION

Information about the courses offered by the Psychology Department each semester can be found at <https://courses.illinois.edu/>. All course registration is accomplished online. If you have questions about how to register or have any problems doing so, visit the Graduate Studies Office in 307 Psychology.

### Steps in Registration

1. Read this handbook before you see your advisor
2. Work out a program with your advisor. If you are a teaching or research assistant, your program should take into account the demands of your job. In all cases, be sure that your own classes and those in which you are a teaching assistant do not conflict!
3. Complete on-line registration.

### Auditing Courses

An auditor is only a listener in the classes attended; he or she is not a participant in any part of the exercises. Auditors are not permitted in studio, laboratory, or activity courses. An audited course will appear on the student's transcript with a grade of AU. Audited hours do not count toward assessed hours. An audited course does not count toward the registration requirement for fellows. **A course that has been audited cannot be repeated for graduate credit.**

Students wishing to audit a class must make the request using an Auditor's Permit. (See the Graduate Studies Office for appropriate form.) The student should take the Auditor's Permit form to the first class meeting and ask the instructor to sign, indicating approval. The form should then be submitted to the Graduate College for approval. Approval from both the instructor and the Graduate College is required. Students who are registered for less than 12 hours, not including the audited course, who do not have a tuition waiver will be charged a \$15 audit fee. **The deadline to submit the form to audit a course is the tenth day of instruction.**

Whenever possible you should enroll in, rather than audit, all Psychology courses so that the department and University have accurate records about numbers of course participants. A few graduate courses allow you to register for 0 credit hours. Course descriptions in the course catalog (<http://courses.illinois.edu>) specify a course's credit options, including whether it allows registration for 0 credit hours. Particular PSYC 593 seminars may or may not allow registration for 0 credit hours in any given semester.

### Credit/No Credit Options

You may take as many as 16 hours of graduate work under the Credit/No Credit option. You may only take one course CR/NC per semester. These hours may be in the major, the minor, or courses satisfying the department's distribution requirement. However, since your performance in quantitative methods and conceptual foundations must be at the level of B- or better, you cannot use the CR/NC option in courses fulfilling these departmental requirements.

The same provision will hold for certain courses in the Clinical-Community program. If you are a Clinical-Community student, check with your advisor or the Director of Clinical Training concerning these courses.



The CR/NC option makes it much easier for you to take electives within the department but outside your own major area (e.g. for the distribution requirement) and to take minors without the fear of getting a grade that might lower your GPA. In the case of split or full minors outside the department, it will still be up to you to make sure that the minor program area approves your sequence of courses (or the Associate Head if the minor is outside the department), including the number of them which that department will allow to be taken on a credit/no credit basis. (A+ through C- grades receive CR, D+ through F grade receives NC.)

## **Program Changes**

You may add, drop, or change credit in courses following the instructions for online registration. The Graduate College sets the deadline dates for adding and dropping courses. The date for adding courses online is the 10<sup>th</sup> day of instruction. Reading day is the deadline to add with instructor and department approval. The deadline for dropping a course or changing to the CR/NC option is approximately 4 weeks before the semester ends. A petition must accompany changes made after the deadline. The Graduate College does not accept changes after these dates without clear and compelling justification.

## **Course Load for Fellows and Trainees**

Fellows are required to register during each semester of the appointment. Some types of fellowship require full time registration at 12 hours. Details can be found in the notice of appointment sent by the fellowship office. Please consult the fellowship office if you have questions about registration while on fellowship.

## **Course Load for Teaching and Research Assistants**

During the academic year, a student must be registered for a minimum of 12 hours to be considered full-time by the Department. The Graduate College places no restriction on the minimum number of credit hours for which a student may register in a given semester, but a student who has an assistantship must be registered during the term of the appointment, except during a summer term. You may take up to 20 hours without a petition.

## **Course Load Until Completion of Coursework Requirements**

Since there is no upper limit on PSYC 590 Individual Research registration, it is a good idea to carry a realistic load of research credit until the dissertation is completed. Keep in mind that up to 8 of the 32 hours required for the master's degree and 24 of the 96 hours required for the doctorate degree may be in PSYC 599 Thesis Research. All students should continue to register for hours as long as they are in residence and using research facilities and staff time. The number of hours registered for should accurately reflect the usage of research facilities and staff time. Exceptions will be made for students registering in absentia or for students lacking financial aid.

## **ADVISING**

### **Academic Advisor**

A faculty academic advisor will be assigned to you shortly after your admission, and it is he or she who assists you in planning your early graduate work. Your academic advisor may or may not also be your research advisor, depending on your circumstances. You may continue to have the same academic advisor throughout your graduate career, or you may elect to change your academic advisor. For example, if you develop a research project with a faculty member other than your academic advisor, you may decide to ask your research advisor to become your academic advisor as well. You should inform your Program Area Coordinator and the Graduate Studies Office whenever a change of either kind of advisor is made. Note that the research advisor need not be a member of your program area. You are free to choose a research advisor from among the entire department faculty.

The academic advisor has the general responsibility of discussing with you all matters involving the department and the Graduate College. The academic advisor is in a sense your primary contact with the department, although of course you are free to consult at any time with other members of the department, your program faculty, Program Area Coordinator, Graduate Studies office, and with the Department Head or the Associate Head for Graduate Studies.

### **Master's Thesis Advisor**

The master's-level thesis is approved in final form by a master's thesis director, a second reader, and the Department Head. The Department Head's approval is normally implicit except in rare instances where questions or concerns arise.

It is not advisable to undertake master's-level research until this committee has been approved. When you have selected a thesis advisor, he or she may become your academic advisor also, if that seems desirable. The Associate Head for Graduate Studies can arrange such a change.

### **Ph.D. Dissertation Advisor**

Toward the completion of the course requirements for the Ph.D. degree, select an advisor for your doctoral dissertation research. Your academic advisor and Program Area Coordinator are available for consultation concerning the choice of a dissertation advisor. Your dissertation advisor is usually, but need not be, from your own area's faculty.

Students sometimes have primary advisers who are outside of the department when it is permitted by a particular program area (this is not a viable practice in all areas). Having an outside adviser is a relatively rare practice and the student must arrange with department faculty to have a member of the department function as dissertation chairs and/or first readers on master's projects/theses. Your outside adviser can serve as a second reader for your masters and, for your dissertation, the Director of Research. It is advisable to have an academic adviser within the department so that you remain connected to your program area and abreast of current program area curriculum and requirements.

## EDUCATIONAL PROGRESS AND EVALUATION OF GRADUATE STUDENTS

Program areas vary in how students can prepare themselves in their specialties. They also vary in how they assess student progress and discuss academic preparation and career plans. Consequently, you should be familiar with your own area's educational aims and plans, and consult with your advisor or Program Area Coordinator if there are questions about your progress.

In addition to continual informal feedback, each student is more formally evaluated by faculty in their program area each year and that evaluation is given to both the students and the Associate Head for Graduate Studies. The primary information on which the formal evaluation is based includes course grades, progress on research, progress in meeting degree program deadlines, professional conduct, and the like.

Students may be placed on department probation if faculty in their program area are concerned about their behavior and/or progress in the program. In such cases, students will receive official written notification from their program area outlining the reasons for being put on probation, what they need to do to be taken off probation, when it will be determined whether or not they can be taken off probation, who will make that evaluation, and the consequences of failing to meet the terms of probation.

Being placed on probation does not necessarily mean that financial support will be withdrawn from the student (though it does mean that financial support could be withdrawn). It means faculty are concerned about the progress and/or behavior of the student and want to send a strong message that certain steps must be taken to rectify the situation. The Graduate Studies Office must also receive notification from the program area if this action is being taken for any student in the department.

Students can be placed on department probation if they are not making satisfactory progress toward the degree or if they do not complete their Ph.D. degree within six (6) years of enrolling in the program. The consequence of being placed on department probation is that the department's guarantee of financial support is withdrawn, regardless of how long the student has been in the program. It is the responsibility of each student and his/her academic advisor to pay close attention to the nature and pace of the student's progress toward the Ph.D.

Per the *Graduate College Handbook* for Graduate Students and Advisers: Members of the University of Illinois campus community are expected to adhere to the highest standards of professional conduct in carrying out their teaching, research and service responsibilities. Such conduct is subject to norms and ethical codes that vary somewhat among disciplines, as well as to differing individual perceptions and interpretations, but certain general ethical guidelines reflecting the commitment of the campus to these standards are applicable to all University of Illinois faculty, staff and graduate assistants.

It is recommended that all graduate students review the *Graduate College Handbook* in further detail. In particular, see Part 1, Chapter 3: Academic Integrity and Intellectual Property at <https://grad.illinois.edu/handbooks-policies> In addition, refer to the Appendix of this document for APA's Code of Conduct.

### Minimum Grade Point Average and Minimum Grades for Required Coursework

The minimum grade point average for graduate students is 2.75. The following Graduate College

requirements hold concerning probationary status for those who fall below this minimum:

At the end of the first term in which a student has completed at least 12 cumulative hours (all hours excluding 599 credit) with a GPA of less than 2.75, a warning letter will be sent to the student by the Graduate College with a copy to the Department.

A student who has received such a warning letter and who has not raised their GPA to 2.75 the following semester will be placed on Academic Probation (which means they cannot receive any degree) for a maximum of one term (semester or summer session). After one term on Academic Probation, no further registration will be permitted unless the GPA has been raised to at least 2.75 and the department petitions the Graduate College to lift probation.

To meet program area and/or department requirements students must achieve at least a B- in the required course. Failure to achieve a grade of B- will require remediation including possible repetition of the required course. This determination will be made by program area faculty in consultation with the Graduate Studies Office as needed.

Advisors and departments take factors other than satisfactory grades into consideration in determining qualifications for advanced degrees. An adequate GPA does not in itself ensure continuance in an advanced degree program. Many departments keep records of deferred and plus and minus grades, as well as written evaluations by instructors. These factors, along with other skills and aptitudes, are considered by departments in determining satisfactory progress and in decisions to permit students to continue in graduate degree programs.

For first year students, the annual review of progress will include evaluation of their writing abilities. Students who do not write well will be required to take a special non-credit-writing course (offered by the English Department).

### **Academic Progress Toward the Ph.D.**

The Graduate Education Council has compiled a list of expectations of “normal academic progress” towards the Ph.D. although some variation in progress is to be expected. Some students arrive with a master’s degree in hand. Some have half-time jobs and some do not. Some subject areas allow faster progress than others. Unduly slow progress, however, is clearly to be avoided. The Council’s guidelines follow:

#### **First Year:**

Requirements: Complete 24-32 hours. Complete Quantitative Methods Courses.

Suggestions: Begin master’s-level research.

#### **Second Year:**

Requirements: Complete 48-64 hours.

Suggestions: This is the optimal time to have the master’s-level thesis finished. The second semester would be a good time to take the Qualifying Examination, particularly for students on fellowships or traineeships and those who entered with a master’s degree.

### Third Year:

Requirements: Complete 72-96 hours. Take the Qualifying Examination during the first semester if not already taken and passed.

Suggestions: The Preliminary Examination should be taken during the second semester. (Remember that the Qualifying Examination, or equivalent, and master's-level research must be completed before the Preliminary Examination can be scheduled. Other coursework requirements are typically completed as well). Start the dissertation. Some students, particularly those who came into the program with a master's degree, may complete the program and receive the Ph.D.

### Fourth Year and Beyond:

Requirements: Complete 96 hours. Take the Preliminary Examination during the first semester, if not already taken. Start the dissertation if not already ongoing.

Suggestions: Complete the dissertation and receive the degree.

If you have questions about your progress, you should consult with your advisor or Program Area Coordinator.

Your progress toward the doctoral degree is under the general supervision of the program area faculty during the period prior to the Preliminary Examination and under the supervision of your doctoral committee thereafter.

## PETITIONS, INTERDEPARTMENTAL TRANSFERS, APPEALS, AND LEAVES OF ABSENCE

### Graduate College Petitions

The requirements and procedures of the Graduate College may be found in A Handbook for Graduate Students and Advisors (<http://www.grad.illinois.edu/gradhandbook>). You may petition the Dean of the Graduate College for exceptions to these rules if you find yourself in special circumstances. However, informal consultation with your advisor and the Graduate Studies Office is usually helpful before completing a petition form. Forms for petitions may be obtained at the Graduate College website: <http://www.grad.illinois.edu/petitions/>

### Department Petitions

If you wish to be exempted from rules, regulations, or procedures of the Department of Psychology, you may submit a petition. This merely consists of a written statement, which justifies the request. Give the letter/e-mail to your advisor who will transmit it with his or her recommendation to the Program Area Coordinator and the Associate Head for Graduate Studies.

### Inter-Departmental Transfers

If you wish to transfer to another program area within the department, your first step should be to consult with your advisor and with the coordinators of the program areas involved. The next step is to formally request an inter-departmental transfer by writing a letter to the coordinator of the new area, with a copy to the Graduate Studies Office. The faculty of the area to which you are requesting admission will then consider your request. They may approve your request, in which case you are immediately enrolled in the new division. However, the faculty may decide they want you to go through the full admissions process at the usual time so they can consider your application in the context of others applying then. If the new program area does not approve, the Associate Head for Graduate Studies will inform you of that fact and invite you to discuss with appropriate faculty some alternative plan for further study in the area of your new interests.

NOTE: It is important to realize that these transfers are not always routine. Program areas must consider a transfer request in the context of admissions applications for that year. A student with a weak record in one area may not be viewed as a good prospect by another area. Please do not assume that you can transfer until you have confirmation that the program area will accept you.

### Appeals of Program Area and Departmental Decisions

#### Graduate College Policy and Procedures on Grievances by Graduate Students

The purpose of this policy is to protect the interests of graduate students by providing informal and formal means of seeking resolution in case of an inappropriate action of a member of the faculty or administrative staff or an inappropriate application of a department policy. Any graduate student in the Department of Psychology may informally pursue or formally file a grievance when s/he believes that a decision or behavior adversely affects his/her status as a graduate student. The full policy can be found on the Graduate College website: <http://www.grad.illinois.edu/gradhandbook/2/chapter9/academic-conflict> .

A grievance may arise when a graduate student believes that his/her status as a graduate student, or University appointment based on student status, has been adversely affected by an incorrect or inappropriate decision or behavior.

There are also campus and Graduate College policies and procedures that must be adhered to, and department policies do not override or supersede those. For more information on campus and Graduate College policies, see *The Graduate College Handbook of Policy and Requirements for Students, Faculty, and Staff* at <http://www.grad.illinois.edu/gradhandbook>.

If you disagree with any faculty decision concerning you or your status in the department, your first step would typically be to discuss the matter informally with the faculty involved. If that doesn't solve the problem, your next step would be to go to your Program Area Coordinator and/or the Associate Head for Graduate Studies.

If you are not satisfied with the decision of your Program Area Coordinator and/or the Associate Head for Graduate Studies, you can appeal by writing a letter containing pertinent information to the Department Head (or, if the grievance involves the Department Head, to the Graduate College – [gradsuccess@illinois.edu](mailto:gradsuccess@illinois.edu) or (217) 333-4610). At any time, you may discuss the problem with any faculty member, including the Department Head and the Associate Head for Graduate Studies. Refer to the appendix for a description of the complete grievance policy.

### **Student Access to Academic File**

Students may examine their own academic file simply by submitting a request to the Graduate Studies Office (Room 307). Please submit your request two days in advance. The Graduate Studies Office staff will remove from the folder any material, such as letters of recommendation, which were provided on a confidential basis. Students may make copies of any documents contained in their folder.

### **Leaves of Absence**

According to the Graduate College, "a student who must interrupt his or her graduate program for an acceptable reason may do so and with departmental approval, re-enter within one year of last registration, provided the time limit has not been exceeded. A student holding student loans should consult the lender before terminating his or her student status. International students leaving campus are required to secure clearance from the Office of International Student Services.

Department policy states: "Psychology graduate students need to complete a departmental leave of absence form prior to their departure. These forms can be obtained from the Graduate Student Office (307 P.B.). Graduate students are required to give the department and their program area three months notification concerning their return from a leave of absence. A student who expects to return in the fall semester should contact their Coordinator and/or the Associate Head for Graduate Studies no later than June 1; for the spring semester no later than October 1. The department needs sufficient notification to complete student support plans and office assignments for each semester. Students who have not exceeded the department's time limit and remain in good standing in their program area are entitled to financial support."

# REQUIREMENTS FOR PREPARATION OF MASTER'S THESES AND PH.D. DISSERTATIONS

## General Instructions

The general format of master's theses and doctoral dissertations are described at the Graduate College website (<http://www.grad.illinois.edu/thesis/format>).

Before your thesis/dissertation can be submitted to the department for approval, it must have been reviewed and approved by all members of your thesis/dissertation committee. Approval is conveyed by signing the Thesis/Dissertation Approval (TDA) form. (Contact the Graduate Studies Office regarding preparation of the forms.) After all members have signed, submit an electronic copy of your thesis/dissertation to the Graduate Studies Office and the signed Thesis/Dissertation Approval (TDA) form for department approval. After your thesis/dissertation has been reviewed and approved, you will be authorized to submit for Graduate College approval.

All theses and dissertations must be deposited electronically in the Graduate College. Instructions for electronic deposit are located at <http://www.grad.illinois.edu/submit-etd>.

## Considerations

1. You cannot receive a degree unless you are on the Graduate College Degree Conferral List. Contact the Graduate Studies Office for information and instructions on how to add your name to the degree conferral list. The deadline is typically well in advance of the end of the term. Deadlines are sent via e-mail at the beginning of each term.
2. Degree certification approval takes place in the Graduate Studies Office once you have submitted your thesis/dissertation and your Thesis/Dissertation Approval form. Once the department certification has been completed, your thesis/dissertation will be forwarded to the Department Head for approval.
3. The Head of the Department or Associate Head for Graduate Studies must approve all theses/dissertations. Submit these documents for approval by the department deadline, which will be posted on the department website. Email reminders will also be sent about these deadlines. No Ph.D. dissertation will be approved until you have completed all other departmental requirements and responsibilities.



# DEPARTMENT FACILITIES

## Libraries

### Education and Social Science Library

The primary collection of psychology journals and books can be found at the **Education and Social Science Library**, 100 Main Library Building, 1408 West Gregory Drive, two blocks from the Psychology Building. Many older journal volumes and books are located in the Main Book Stacks on the second floor of the Main Library. The library provides electronic access to most of the journals they subscribe to, and hard copies of books and journals can be ordered for delivery to your department mailbox through an online interface. You will find links to various library services at <http://www.library.illinois.edu/>.

### Other University of Illinois Libraries

The University of Illinois Library system has more than 40 libraries. Those with materials relevant to research in psychology include the Applied Health Sciences Library, Biology Library, Grainger Engineering Library, and the Health Sciences Library. The library website given above includes a list of all of the libraries and their locations

## Copying Services

Location: 338 Psychology Building

The business office provides copy services to instructional faculty and teaching assistants for copying course outlines, quizzes, and all exams. If wanting to utilize this service, please send your requests preferably 48 hours in advance of the deadline to [psych-copies@mx.uillinois.edu](mailto:psych-copies@mx.uillinois.edu) or stop by room 328 and see Melissa.

Copy codes can be used to copy course materials. These codes will be supplied to faculty at the start of each semester. Faculty members should provide the code to TAs for their respective classes.

The business office (room 328) is responsible for instructing faculty, staff, and students on the use of the walk-up equipment in the copy room. Please contact Melissa Odom at [psych-copies@mx.uillinois.edu](mailto:psych-copies@mx.uillinois.edu) for assistance.

**DO NOT attempt to repair the copy machines yourself.** It could cause unnecessary damage. If you have questions, please ask the business office (room 328). In the case of a copy jam – please refer to instructions above each copier for help.

## Office Supplies

Graduate teaching assistants may obtain instructional supplies for the courses they are teaching by seeing Melissa Odom in room 338.

Research assistants should check with their supervisors before obtaining supplies for their work since these materials will be charged to the faculty member's account.

## Room Reservations

Laura Eden-Lang ([psych-reservations@illinois.edu](mailto:psych-reservations@illinois.edu), 300-1307, room 321 Psyc Bldg) handles classroom, meeting room, and computer lab scheduling. Email her if you need to reserve a room within the Psychology Building or elsewhere on campus. Please note that M-F 9:00 a.m. – 2:00 p.m. are the most popular times on campus to hold classes and therefore the most difficult times to find free space. There is no guarantee that space will be available.

### Computer Labs:

Experiments that require computers can sometimes be run in rooms 35, 37, 219A, 289 and 453D. Computer rooms should be reserved by e-mailing [psych-reservations@illinois.edu](mailto:psych-reservations@illinois.edu).

1. Room requests can be made up to one month in advance, and must be made at least one business day in advance.
2. Requests for up to 8 hours per week in one room or multiple rooms will be filled on a first-come/first-served basis.
3. The maximum number of hours per week is determined per faculty member, so requests from multiple lab members associated with the same faculty member are summed.
4. New requests have priority over requests for additional hours and will be filled as soon as they are received.
5. Exceptions to these guidelines may be granted in special circumstances, but only with departmental approval.

### Conference Calls & Video Conferencing:

Contact Laura Eden-Lang ([psych-reservations@illinois.edu](mailto:psych-reservations@illinois.edu)) to schedule the use of room 318. Room 318 is the only conference room equipped with a phone jack. Contact Firmino Pinto by email ([pinto@illinois.edu](mailto:pinto@illinois.edu)) for assistance with conference calling or video calling for preliminary exam and/or final oral defense if one or more committee members cannot be physically present. (Note that the request for IT support is separate from the request to reserve room 318, which will not normally have special video equipment.)

Room 211 has been set up for Skype/Skype for Business. You can also reserve this room by e-mailing [psych-reservations@illinois.edu](mailto:psych-reservations@illinois.edu).

## Mailing Services

### Location: 308 & 312 Psychology Building

Dana Loschen is in charge of incoming and outgoing U.S. mail. Outgoing mail should be dropped off in room 312. The department does not provide stamps for personal use. (Providing you supply your own postage, you may put personal outgoing mail in the U.S. stamped mail container in 312. Personal mail **should not be sent or forwarded to your department address**. If you do have personal mail delivered to the department, you will be reminded about this policy. If your personal mail continues to be delivered to the department after you've been reminded, the department will refuse delivery of such items.) U.S. postal employees pick up and deliver mail, Monday through Friday between 11:30 a.m. and 2:30 p.m. Dana distributes incoming mail to 3<sup>rd</sup> floor mailboxes.

The University utilizes an intercampus mailing facility. A blue campus mailbox is located next to the main elevators on the 3<sup>rd</sup> floor. Campus mail is only picked up and delivered once a day in the early morning, after which it will be distributed to the 3<sup>rd</sup> floor mailboxes.

Items that are too large to be placed in mailboxes will be stored in the mailroom (312), and an email will be sent to the recipient.

UPS is the designated shipping vendor for the University. Please take packages to Dana **before 12:00 p.m.** to allow processing time before they are picked up. Dana keeps a supply of UPS materials, and takes care of completing the forms. You will need to supply an account number (typically one of your faculty advisor's accounts) to charge the shipment to. Any prepaid packages using UPS service should be taken to the mailroom (312) for pick-up. (Please note that it could take several days for package pick-up as it is only done when deliveries are made).

Dana also oversees the departmental fax machine, located in room 308. Any faxes received on your behalf will be placed in your mailbox. Unidentified faxes will be left in room 308 for 2 weeks and then discarded. To send a fax, you need to fill out a fax cover sheet and supply an account number to which the fax charge will be assessed (typically one of your faculty advisor's accounts). Dana will return the original to your mailbox after the fax has been sent. There is no personal faxing.

# RESEARCH WITH HUMAN SUBJECTS

## Department Participant Pools and Human Subjects Committee (HSC)

The Psychology Department provides two participant pools that department members can use to obtain participants for their research: **Course Credit Participant Pool** and **Paid Participant Pool**. Both are managed by the Participant Pool Coordinator ([psych-subjects@illinois.edu](mailto:psych-subjects@illinois.edu)) using the SONA Systems—an online platform for managing participants. Department faculty members, postdoctoral fellows/trainees, graduate students, and undergraduate students who are writing an honors thesis supervised by a department faculty member are eligible to use the Psychology Department’s Course Credit and Paid Participant Pools.

The Human Subjects Committee (HSC) of the Department of Psychology serves two major functions:

- (1) to allocate participants from the Psychology Department Course Credit Participant Pool, and
- (2) to oversee the review process for the protection of participants.

Questions concerning the participant pools should be directed first to the Participant Pool Coordinator in Room 305 ([psych-subjects@illinois.edu](mailto:psych-subjects@illinois.edu)). Any questions the coordinator cannot answer will be directed to the faculty member chairing the HSC.

**For the most up to date and detailed information about the participant pools and the HSC, please go to:** <https://psychology.illinois.edu/resources/participant-pool>

## Course Credit Participant Pool

The Course Credit Pool participants consist of undergraduate students enrolled in PSYC 100 for whom participation in 7 credits worth of research is required, and other students in some 200- and 300-level courses who have the option of participating in research for extra course credit. The *Credit Pool Hours Request Form* (available under “Participant Pool Forms” on the department website) must be filled out each semester before the deadline noted on the first page of the form (typically 1 week before the first day of classes). The participant pool calendar containing the exact deadline and other important dates is posted on the department website. Throughout the semester, researchers can request to activate their studies by filling out the *Credit Study Activation Form* (also available under the “Participant Pool Forms”). Note that all course credit studies are deactivated at the end of each semester. Thus, researchers must request a study to be reactivated even if the study was active in previous semesters.

Hours for the Course Credit Participant Pool are allocated by a standard set of procedures and a formula intended to make the allocations as fair as possible. As a graduate student in the PhD program, you have 200 MS and 300 PhD “priority” hours that are guaranteed. Note that priority hours do not renew by semester (e.g., if you use 150 MS hours in a given semester, there will be only 50 MS hours left on your account for future usage). Alternatively, you may request “independent researcher” hours instead of “priority” hours. The number of independent researcher hours varies by semester, but they typically range between 40-70 hours for Fall/Spring and much less for Summer. Toward the end of the semester (typically ~5 weeks before the finals week), you will be notified by email that the Course Credit Participant Pool is going into “free-for-all” mode. In free-for-all mode, the hours allocation restrictions will be removed for all approved active studies in the system, which means you may continue to collect data even if you may have run out of your hours earlier in the semester.

## **Paid Participant Pool**

The Paid Participant Pool uses the same platform and works in a similar way as the Course Credit Participant Pool. Although SONA is used to manage both pools, the two systems are separate (i.e., a separate pool of participants are registered in each system, although some may be registered in both). The Paid Pool participants consist of community members and students who will be financially compensated for their participation. Researchers can request to activate their paid studies by filling out the *Paid Study Activation Form* (available under the “Participant Pool Forms”). For more information about how to use this system, go to <https://psychology.illinois.edu/resources/participant-pool/paid-participant-pool>.

## **Protection of Human Subjects**

No research can be conducted until after it has been approved by the campus Institutional Review Board (IRB). All research using the Psychology Course Credit Participant Pool must also be approved by the department HSC. The most up-to-date documentation of IRB approval must be on file with the Participant Pool Coordinator before any studies can be scheduled using either the Course Credit or Paid Participant Pools.

The campus IRB (<https://www.oprs.research.illinois.edu/>) must review and approve all research studies before they can be run, in order to assure compliance with applicable policies for the protection of participants. The review process provides an independent evaluation of the appropriateness of the procedures to be used in each study, helps catch errors that investigators might not have noticed, and also provides protection to investigators in the event that a participant complains about their study. The IRB requires all researchers to complete online training (available at their website) before projects will be approved. Such training has to be updated regularly.

The department has an important additional criterion for the Course Credit Participant Pool beyond those considered by the IRB, which is that the study should provide an educational experience for students. Toward that end, all studies using participants from the Course Credit Participant Pool must provide an educational debriefing at the end of the study in written form. Note that the debriefing form must be supplied regardless of the study involving any form of deception.

# University of Illinois Policy on Sexual Misconduct

Please consult this webpage for any recent edits to the following statement:

<http://wecare.illinois.edu/policies/campus/>

“The University of Illinois at Urbana-Champaign ("University") is committed to providing a safe and welcoming campus environment free from discrimination based on sex, which includes sexual assault, sexual exploitation, stalking, sexual harassment, dating violence, and domestic violence (collectively referred to as sexual misconduct). The University prohibits and will not tolerate sexual misconduct because such behavior violates the University's institutional values, adversely impacts the University's community interest, and interferes with the University's mission. The University also prohibits retaliation against any person who, in good faith, reports or discloses a violation of this policy, files a complaint, and/or otherwise participates in an investigation, proceeding, complaint, or hearing under this policy. Once the University becomes aware of an incident of sexual misconduct, the University will promptly and effectively respond in a manner designed to eliminate the misconduct, prevent its recurrence, and address its effects.”

**Sexual Misconduct** encompasses, per the [Student Code](#)

<http://studentcode.illinois.edu/article1/part1/1-111/>:

“... sexual harassment, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence.”

**Sexual Harassment** is defined by the [Student Code](#)

<http://studentcode.illinois.edu/article1/part1/1-111/> as:

"... unwelcome sexual, sex-based, or gender-based conduct, whether verbal, written, electronic and/or physical in nature:

(A) that is (1) sufficiently severe or pervasive; and (2) objectively offensive; and (3) unreasonably interferes with, denies, or limits a person’s ability to participate or benefit from educational and/or employment opportunities, assessments, or status at the University; or  
(B) by a person having power or authority over another in which submission to such conduct is made explicitly or implicitly a term of condition of educational and/or employment opportunities, participation, assessments, or status at the University. "

**Statement on Consenting Sexual Relationships** from the [Student Code](#) (page 4, Section I-109):

“University guidelines on responsible professional conduct state that individuals assessing the work of others should base their assessments on appropriate professional criteria. Due to the inherent conflicts of interest, no individual should initiate or participate in institutional or

educational decisions involving a direct benefit or penalty to a person with whom that individual has or has had a sexual relationship. Where supervisory or student teacher relationships exist between husband and wife, or members of a couple, whether married or not, it is the responsibility of the teacher or supervisor to alert his/her supervisor so that appropriate arrangements can be made.”

In accordance with “[The University of Illinois Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct:](#)”

"The University of Illinois prohibits and will not tolerate sex discrimination, sexual harassment, or other sexual misconduct (including sexual assault, sexual violence, and sexual abuse) of or by students, employees, or visitors and will take action to provide appropriate remedies when such conduct is discovered. The University is committed to providing an educational and work environment that is free of all forms of sex discrimination, sexual harassment, and sexual misconduct. In furtherance of this commitment, the University will impose appropriate sanctions and take other corrective actions to address conduct that is inconsistent with this Statement. The University will respond to every report or complaint of sex discrimination, sexual harassment, and sexual misconduct. To implement this Statement, each campus office listed below shall implement its own campus policy and procedures that will include examples of sex discrimination, sexual harassment, and sexual misconduct (including sexual assault and sexual violence) that reflect current law, information regarding how to report conduct that may be prohibited by this Statement and/ or any campus-specific policies, and general information about how reports are investigated and addressed. Given the nature of sex discrimination, sexual harassment, and sexual misconduct, specific investigations and remedies will be determined on a case-by-case basis."

For additional information regarding campus-specific policies and procedures that prohibit sex discrimination, sexual harassment, and sexual misconduct in all of its forms, please contact: Kaamilyah Abdullah-Span, Associate Director, Office of Equal Opportunity and Access, 100 Swanlund Administration Building, MC-304, 601 East John Street, Champaign, Illinois 61820-5796, (217) 333-0885, [kabdulla@illinois.edu](mailto:kabdulla@illinois.edu); Menah Pratt-Clarke, Associate Chancellor, Office of the Chancellor (Title IX, ADA and 504 Coordinator), 100A Swanlund Administration Building, MC-304, 601 East John Street, Champaign, Illinois 61820-5796, (217) 333-0885, [menahpc@uiuc.edu](mailto:menahpc@uiuc.edu).

#### **PROCEDURES FOR REPORTING ANY TYPE OF SEXUAL MISCONDUCT**

can be found on the *At Illinois WE CARE* website by clicking the following link:

<http://www.wecare.illinois.edu/help/report/>.

## APPENDIX 1

### Graduate College Policy and Procedures on Grievances by Graduate Students

*Please consult this webpage for any recent edits:*

<http://www.grad.illinois.edu/gradhandbook/2/chapter9/academic-conflict>

#### I. OVERVIEW

1. **Purpose.** All members of the University community are expected to observe high standards of professional conduct and ethical behavior in graduate education. In a large and heterogeneous scholarly community, problems may emerge among students, faculty and administrators. The purpose of this policy document is to outline the process through which graduate students can constructively address concerns about the decisions or behaviors of faculty or administrators that the students believes have adversely affected their status as a graduate student.
2. **Availability.** The policy outlined in this document is available to all current graduate students of the Graduate College. It is also available to former graduate students provided they meet the timeliness requirements specified herein.
3. **Applicability.** This policy applies when a graduate student believes that an incorrect or inappropriate decision or behavior of a faculty member or administrator has adversely affected the student's status. Examples include, but are not limited to:
  - Failure to follow a departmental or Graduate College policy in a manner that results in significant prejudice against the student;
  - Failure to follow departmental or Graduate College procedures for assessing degree milestones such as qualifying examinations, comprehensive examinations, preliminary examinations, recitals, etc.;
  - Improper termination from a program;
  - Requiring personal services unrelated to academic duties;
  - Retaliation for exercising grievance rights.

This policy does not apply in cases involving:

- Challenges to Graduate College Petition decisions;
- The exercise of professional judgment in evaluating student academic performance/progress;
- Student-to-student conflicts (see [www.conflictresolution.illinois.edu](http://www.conflictresolution.illinois.edu));



- Academic misconduct such as breaches of academic integrity in research and publication (see [research.illinois.edu/ai/index.asp](http://research.illinois.edu/ai/index.asp));
  - Employment specific issues, including those covered by collective bargaining agreements (i.e. teaching assistantships and administrative graduate assistantships) (see [www.ahr.illinois.edu/employees/ler.html](http://www.ahr.illinois.edu/employees/ler.html));
  - Cases that arise under the *Student Code*, including academic integrity or capricious grading claims (see [admin.illinois.edu/policy/code/](http://admin.illinois.edu/policy/code/));
  - Cases involving alleged discrimination or sexual harassment ([see the Campus Administrative Manual](#)).
4. **Non-exclusivity.** This policy does not override or supersede any other policies or procedures as established in the University Statutes and campus policies.
  5. **Duty to Cooperate.** Students availing themselves of the grievance process, and all faculty, staff, and administrators have a duty to cooperate and provide information and materials relevant to the investigation of a grievance. It shall at all times be the responsibility of the Parties to ensure that the Graduate College has accurate contact information to facilitate communications as described in these procedures.

## II. DEFINITIONS

1. **Business Day** - Means Monday through Friday, excluding University and campus holidays and reduced service days.
2. **Conflict of Interest** - A conflict of interest is a significant professional or personal involvement with the facts or the Parties to a dispute. Any party or administrator who has a conflict of interest in a dispute under this policy or a concern about a conflict on the part of another shall promptly report it to the Intake Dean. The Intake Dean shall refer the matter to the Dean, who shall decide how to address any conflict of interest, unless the conflict lies with the Dean, in which case, the alleged conflict will be referred to the Office of the Provost for resolution.
3. **Consultant** - A person intended to provide advice to a Grievant or the Subject of a grievance. The Consultant shall not directly participate in any proceedings, but may be consulted during the process. If any party's consultant at any meeting is an attorney, all participants must be informed at least three (3) business days prior to such a meeting.
4. **Dean** - The Dean of the Graduate College at Urbana-Champaign or his/her designee. The Dean has responsibility for graduate programs and related policies and procedures. The Dean is the final arbiter of disputes under this policy. In the event a grievance is filed

against the Dean, these responsibilities shall be referred to the Office of the Provost for handling and any appeals will be to the Chancellor or his/her designee.

5. **Grievant** - The student in the Graduate College who has filed a grievance pursuant to this policy.
6. **Intake Dean (ID)** – A person who has been identified by the Dean to handle a particular dispute; usually an assistant or associate dean in the Graduate College. The Intake Dean will, as appropriate, facilitate informal discussions and/or mediation of disputes, receive information and facilitate discussions and/or mediation after a grievance has been filed at the administrative action stage, prepare a written report of the efforts to resolve the matter and provide this and other relevant background information as needed to the Review Dean, if different from the Intake Dean.
7. **Parties** - Refers to the Grievant and all Subjects named in a grievance collectively.
8. **Review Dean (RD)** – A person who the Dean may identify to oversee the formal review process – usually an assistant or associate dean in the Graduate College; may be the same person as the Intake Dean. The Review Dean is responsible for providing administrative support for the Review Panel, maintaining documentation, and keeping the Parties informed as to the status of a grievance.
9. **Subject(s)** - The person or persons named in the grievance. If a grievance generally references a department or unit, the Subject shall be the Director or Head of the department or Unit.

### III. ALTERNATIVE AVENUES FOR RESOLUTION

1. **General Campus Resources.** University policy strongly encourages all students who believe they have a dispute or conflict to use all appropriate avenues for informal resolution before initiating the Graduate College grievance process described herein. Students may seek advice about how to address their situation informally from their faculty advisers, their Director of Graduate Studies, their unit executive officer, the Graduate College (see IV.1. below), the Office of the Dean of Students, and the Office of International Student Affairs before pursuing a formal Graduate College grievance.
2. **Departmental Grievance.** A student may elect to pursue a grievance with the student's department/unit, if the [department has a written grievance policy](#) which has been [approved by the Dean of the Graduate College](#).

- a. Appeal. A party dissatisfied with the outcome of a department/unit grievance finding may appeal the decision on procedural grounds to the Graduate College. An appeal must be filed in writing with an Intake Dean within **ten (10) business days** of the date of the departmental decision being appealed (see IV.2.1.2 below).
- b. Reporting. The department/unit shall annually report to the Graduate College Dean the number of grievances filed under the departmental procedures.

#### **IV. PROCEDURES FOR PURSUING A GRADUATE COLLEGE GRIEVANCE**

- 1. **Informal Resolution.** A graduate student wishing to initiate the Graduate College grievance process must start with an Intake Dean. The student will meet with an Intake Dean who will review the matter and materials and attempt to assist the student in resolving the issue at the informal level through discussion or mediation. This process must be initiated within **sixty (60) business days** of the decision or behavior resulting in the grievance. The Intake Dean may attempt to mediate a resolution for matters that do not meet the deadline, but such matters will not be submitted for a formal review under IV.3.
- 2. **Administrative Action.**
  - a. Written Grievance. A student may file a written grievance:
    - i. if an informal resolution is unsuccessful, provided the written grievance is filed within **ten (10) business days** of the date the Intake Dean advises the Grievant and the Subject that no further efforts will be made at the informal stage; or
    - ii. to appeal a departmental grievance decision, provided the written grievance is filed within **ten (10) business days** of the date of the departmental grievance decision being appealed.
  - b. Content and Submission of Grievance. The written grievance should include at least the following:
    - i. a statement by the student summarizing the concern(s)
    - ii. the name(s) of the University faculty, staff or administrators involved
    - iii. the date(s) of the alleged incident(s)
    - iv. a statement concerning what outcome or action the student would like to see result from the grievance

The grievance should be delivered to the Graduate College Dean.

- c. Handling. Once a written grievance has been submitted and reviewed, the Intake Dean will contact the student to arrange a meeting to discuss it. The Intake Dean will

review the written grievance and supporting documentation provided by the Grievant and may conduct further inquiries and/or solicit additional information as warranted. The Intake Dean may also facilitate additional discussions between the Parties to try to resolve the matter at the administrative level.

d. Outcomes.

- i. Agreed Disposition. If the Intake Dean is successful in resolving the matter by agreement, the Intake Dean shall prepare a report which includes: 1) the grievance(s), 2) the response(s), 3) the finding(s), and 4) the resolution.
- ii. Unresolved Grievance. If the Intake Dean is unsuccessful in resolving the matter by agreement, the Intake Dean shall prepare a report which includes: 1) the grievance(s), 2) the response(s), 3) the findings, and 4) what efforts were taken or proposed to resolve the matter administratively.
- iii. Report Distribution. The reports referenced under 1 & 2 will be submitted to the Dean with copies to the Grievant and the Subject(s) of the Grievance.

e. Request for Formal Review. The Grievant or the Subject(s) may request a formal review of unresolved grievances by submitting the Request within **ten (10) business days** from the date of the Intake Dean's Report to the Dean.

3. **Formal Review of Unresolved Grievances.**

- a. Review of Request by Dean. Upon receipt of a request for formal review, the Dean will review the request along with the Intake Dean's Report of Administrative Action and other relevant materials to consider whether any issues merit further investigation and review. If the grievance is declined, the Dean will notify the person seeking review in writing and explain the decision. The Dean's decision is final.
- b. Appointment of Review Panel. If the Grievance is accepted, the Dean shall appoint a panel of five (5) people to investigate the matter and provide recommendations. The Panel shall consist of: 1) one member of the Graduate College Executive Committee; 2) one faculty member from the unit in which the matter originated; 3) one faculty member at large; and 4) two active graduate students at large. The faculty member at large will chair the Panel.
- c. Written Charge.

- i. In General. The Dean shall define the subject matter of the review in a written charge. The charge may, but need not address every allegation contained in the request for Formal Review. The charge may also include additional matters that, in the opinion of the Dean, warrant investigation. The charge shall be provided to the Panel, Review Dean (who may or may not be the same person as the Intake Dean), and the Parties to the Grievance.
  - ii. Content. The written charge shall also include:
    - o The identities of the Panel members and a statement that either party may challenge a Panel member on the grounds of a Conflict of Interest within **five (5) business days** of receipt of the Written Charge;
    - o A statement that both parties may submit any additional materials relevant to the Written Charge that they want considered by the Panel within **ten (10) business days** of receipt of the Written Charge; and
    - o A statement that a Party must make a written request for a meeting with the Panel within **ten (10) business days** of receipt of the Written Charge if such a meeting is desired, and that the Panel will decide if a meeting is warranted.
  - iii. Conflict of Interest. If the Dean believes a legitimate Conflict of Interest exists, the Dean will replace the Panel member as appropriate.
- d. Preliminary Review Panel Session(s). After the time granted to the Parties to provide additional materials, the Review Dean shall convene the Panel Members to:
- i. Review the process, discuss the Written Charge and review the materials received during the Administrative Action and pursuant to IV.3.3;
  - ii. Review any requests for a meeting and decide if a meeting would be helpful in making findings and recommendations regarding the Written Charge;
  - iii. Provide direction on whether it wants the Review Dean to seek any additional information relevant to the Written Charge from any of the parties or other sources; and
  - iv. Confirm that the Review Dean has provided copies of written materials received by the Panel to all Parties to the Grievance.
- e. Meeting Notice. If the Panel concludes a meeting is necessary, the Review Dean shall send notice of a meeting no fewer than **five (5) business days** prior to the

meeting. The notice must include the date, place and time of the meeting and a statement that each party may have a Consultant present at the meeting. Continuances may be granted by the Panel Chair with good cause shown.

- f. Meeting Attendance. Attendance is restricted to the Grievant, Subject(s) and their respective Consultants, Panel members, the Review Dean, and if necessary, a representative from the Office of University Legal Counsel. If oral statements from witnesses will be received, the witness may be present only while making the statement or responding to questions. Both Parties shall be permitted to be present throughout the meeting but are not required to attend. Any person, including a Party, who disrupts a meeting or who fails to adhere to the directives of the Chair may be removed from the meeting.
- g. Meeting Purpose and Structure. The purpose of a meeting under this policy is to allow the Panel to hear directly from the Grievant, Subject(s), and witnesses in order to better attempt to resolve the dispute. While there may be adversarial components, the meeting is not intended to be a trial. Formal rules of evidence shall not apply. All Parties shall treat each other with dignity and respect. Parties may each make a brief opening statement, and then respond to questions from the Panel. The Parties may suggest questions to be asked of each other. The Chair shall decide whether or not to pose the questions. If witnesses will be called, each Party may ask questions directly of his/her witness, but it will be in the Chair's discretion whether or not questions to another's party's witnesses will be through the Chair or directly by the Party. The confidentiality of all information shall be preserved.
- h. Deliberations. The deliberations of the Panel are confidential. All Parties shall be excluded during the Panel's deliberations. The conclusions and recommendations of the Panel must be agreed to by a simple majority of the Panel hearing the matter. The conclusions and recommendations of the Panel must be based on a preponderance of the evidence (more probably true than not true).
- i. Panel Report. The Panel shall submit a written report to the Dean as soon as practical that includes at least the following:
  - o a copy of the Written Charge from the Dean;
  - o a statement of the relief sought by the Grievant;
  - o the response of the Subjects;
  - o general description of the investigative process;
  - o a citation of relevant policies;
  - o findings of fact that support the Panel's conclusions;

- a recommendation of appropriate redress for the Grievant(s), if applicable; and
  - any recommended changes in policies and procedures to minimize the probability of recurrence, if applicable
- j. Opportunity to Comment. Copies of the Report shall be provided to the Parties. A party may submit written comments to the Dean of the Graduate College concerning the Report to the Dean within **five (5) business** days of receipt of the Report.
- k. Action and Disposition of the Grievance; Disclosures. As soon as practical following the receipt of the Report and all written comments regarding the Report, the Dean shall determine what disposition to make of the case.
- i. If the Dean concludes that the grievance has not been proved, the grievance will be deemed not sustained and dismissed.
  - ii. If the Dean concludes that the grievance has been sustained, the Dean will proceed in accordance with the University Statutes and relevant University rules and regulations. The Dean may prescribe redress for the grievant, recommend modification of policies, or recommend changes in the procedures for implementation of such policies, as appropriate.
  - iii. If the Dean concludes that these procedures have not been followed, or the interests of fairness or thoroughness require further investigation, the Dean may direct the Panel to revisit any relevant issues and submit a revised Report within a certain time frame. The Dean shall identify the specific errors or concerns and provide direction to the Panel as to appropriate corrective measures. The Panel will only address the issues raised by the Dean and submit a supplemental report to the Dean for consideration.

The Final Disposition shall be provided to the Parties in writing. The Dean's disposition is final unless appealed as provided for herein. The Dean may authorize the release of a copy of the Disposition on a need to know basis with due regard for privacy rights of employees and students under federal and state law and University policy (see also, V.6).

- l. Appeal. A party may file an appeal to the Urbana-Champaign Provost within **ten (10) business days** from the date of the Dean's Written Disposition. The sole grounds for appeal are material violations of these procedures that have resulted in significant prejudice against the Party appealing. The appeal must be in writing and must specify

the nature of the procedural error. The Provost's decision on appeal shall be final.

## V. GENERAL PROVISIONS

1. **Record Keeping; Reporting.** After completion of a grievance review and exhaustion of available appeals, the Review Dean shall return any original documents and materials to the persons who furnished them. The College grievance file is subject to destruction on a date six (6) years beyond the grievant's time limit for completion of the degree. Departments/units that handle department level grievances shall annually report to the Dean of the Graduate College the number of grievances filed under the departmental procedures.
2. **Interim Action.** At any time after a grievance has been filed and before final disposition of the case, the Dean, with the approval of the Provost, may take interim administrative action determined to best serve the interest of the Grievant, other students in the same academic unit or the Subject, to protect the best interest of the University, to preserve evidence, or to protect resources.
3. **Consultation with Legal Counsel.** The Graduate College may consult the Office University Legal Counsel at any time during the informal or formal processing of a grievance.
4. **Timeliness and Procedural Changes.** All actions prescribed in this document should be conducted expeditiously. Every effort should be made to resolve a grievance within one year of the beginning of Administrative Action. Extensions of time periods specified in this document may be granted by the Intake Dean, Panel Chair, or Dean as the case may be, with good cause shown. The Dean may make other reasonable alterations of the procedures set forth in this document, provided that the alteration does not impair the ability of a Grievant to pursue a grievance or the Subjects to respond. Any alterations of these procedures must be communicated to the Parties.
5. **Failure to Participate, Withdrawal, Termination.** The grievance may proceed regardless of the failure of the Grievant or Subject(s) to participate, so long as all required notices have been given. The Grievant may submit a written request to withdraw the grievance at any time; however, the Dean shall have the sole discretion to decide whether to grant or deny the request. Withdrawal from the University by the Grievant or termination of employment by the Subject at the University shall not necessarily terminate the proceedings.
6. **Confidentiality.** All persons involved in administering this policy shall exercise diligent efforts to keep information received or learned during the course of a grievance as confidential. Nothing in these provisions alters privacy rights of employees and students



provided in federal and state laws and University policies and procedures. Notwithstanding the foregoing, in the event the Dean concludes that a student has knowingly filed a false grievance, the Dean may authorize the release and use of all materials submitted in this process for use in any disciplinary proceedings.

*Approved March 28, 2011*

## **Appendix 2**

### **American Psychological Association Ethical Principles of Psychologists and Code of Conduct**

*Please consult this webpage for the current edition: <http://www.apa.org/ethics/code/>.*