



PSYCHOLOGY DEPARTMENT HANDBOOK FOR DOCTORAL STUDENTS

2024-2025

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. 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 Urbana-Champaign
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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 <https://diversity.illinois.edu/about/mission/>.

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/. 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 *Religion, Whiteness, and Social Justice Lab*, Dr. Michael

Rizzo's *Developing Equitable Minds Lab*, Dr. Chadly Stern's *Political Ideology and Groups lab*, Dr. Brenda Straka's *Minds On Social groups And Identity Cognition*, Drs. Jaime Derringer and D. A. Briley's *Etiology of Personality and Individual Characteristics lab*, Dr. Violeta Rodriguez's *Health, Equity, and Action Lab*, Dr. Kimberly Rios's *Conformity, Attitudes, Threat, and Stereotypes lab*, and Dr. Eleanor Seaton's *Racial Experiences of Youth Lab*. Additionally, 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 committee 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 visit [this page](#) (for confidential reports) or bring that concern directly to the Assistant Head for Diversity and Inclusion, Dr. Ava Briley, the Associate Heads, or the Head of the Psychology Department. Discussions about issues concerning diversity and our commitment to diversity science are welcomed by every member of the Diversity 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 recommends graduate students to serve as members 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 in Chapter 9 of the Graduate College Handbook titled "Conflict Resolution and Grievance Policy for Graduate Students" <https://grad.illinois.edu/files/pdfs/handbook.pdf>

PSYCHOLOGY DEPARTMENT FACULTY AND STAFF

CONNECTING YOU TO KEY PERSONNEL



Diane Beck

Department Head

Room 323 | dbeck@illinois.edu

- Executive Officer, Professor, Advisor; university liaison



Cynthia Fisher

Director of Graduate Studies

Room 323 | clfishe@illinois.edu

- Associate Head, Professor; coordinates graduate admissions, chairs graduate education committee, department liaison



Joshua Gulley

Director of Undergraduate Studies

Room 323 | jgulley@illinois.edu

- Associate Head, Professor; coordinates undergraduate admissions, chairs undergraduate education committee, department liaison



D.A. (Ava) Briley

Associate Head, Diversity and Inclusion

dabriley@illinois.edu

- Associate Professor, coordinates Diversity Committee and Initiatives



Caroline Tancredy

MSPS Program Director

Room 332 | tancredy@illinois.edu

- Associate Professor, coordinates MSPS program



Ashley Ramm

Graduate Studies Office

Room 307 | 217.333.2169 | aramm@illinois.edu

- Coordinates information about policies, registration, student record management, degree requirements, and graduation.



Jane Jukes

Assistant to the Department Head

Room 315 | 217.300.0071 | j-jukes@illinois.edu

- Administrative support for the department head; schedules appointments; coordinates department receptions and events



Brenda Reinhold

Business Administrative Associate, Business Office

Room 327 | 217.244.4613 | reinhold@illinois.edu

- Purchasing, travel arrangements, employee reimbursements, property accounting & inventory



Melissa Odom

Accounting Officer, Business Office

Room 330 | 217.300.1448 | modom3@illinois.edu

- processes cash advances for human subject payments and supports the procurement and reconciliation functions of the business office



Victoria Huart

Associate Director of Finance and Business Operations

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- Manages Business Office, budget, phone system



Sarah Challand

Grants and Contracts Coordinator

Room 329 | 217.333.6824 | challand@illinois.edu

- Post-award grant assistance, spending compliance



Summer Curry

Human Resource Associate

Room 333 | 217.265.6994 | sdcurry@illinois.edu

- Processes hourly timesheets, manages timetrack system and payroll, coordinate HR for the department



Andrew Roberts

Office Support Specialist

Room 334 | 217.265.6333 | andrew92@illinois.edu

- Keys, Office Supplies, Copies



Lori Butler

Grants and Contracts Coordinator

Room 331 | 217.244.4067 | butler@illinois.edu

- Pre-award grant assistance, proposals, budgets



Frederick Beuttler

Senior IT Specialist

Room 328 | 217.300.1448 | psych-help@illinois.edu

- Solves tech problems for students and faculty; helps with research projects, provides tools and technology solutions



Jerry Bonam

Facility Operations Coordinator, Operations Manager

Room 39B | 217.300.6254 | bonam@illinois.edu

- Routine building maintenance; inventory; receiving; recycling information and assistance



Firmino Pinto

Research Engineer

Room 39B | 217.300.2947 | psych-help@illinois.edu

- Technical engineering; audio/visual equipment checkout



Ryan Leskis

Stewardship, Alumni Relations, and Communications Coordinator

Room 335 | 217.244.6529 | rleskis@illinois.edu

- Stewardship, Alumni Relations, and Communications Coordinator; a valuable resource for networking

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), 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.**

Important information will be added to our Graduate Student Portal in Canvas. If you have suggestions for content, please contact the Graduate Studies Office or use the 'Suggestion box' discussion forum.

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 will generally not allow the awarding of a second graduate degree in an area in which a graduate degree at an equivalent level (master's or doctoral) has already been earned. 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 must 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 required courses. 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. Courses taken for minor and distribution requirements can be taken under the credit/no credit grade mode.

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. Students must complete the preliminary oral exam by the end of the fifth year in the doctoral program; those who are admitted after a master's degree must complete the preliminary oral exam by the end of the fourth year.¹

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.

¹ This policy was newly created in 2019 but not enforced during and after the COVID-19 pandemic shutdown, until now. Therefore this policy is new to us now. Ask in the Graduate Studies Office if you have questions.

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.

All areas require registration and regular attendance in the area's PSYC 598 section known as brown bag. Brown bags range in credit hours from 0 to 2. Students who just attend the brown bag should take the course for 0 to 1 credit (0 is included for students who cannot accommodate additional credits in their schedule). Students who are presenting in the brown bag that semester should take the course for 1 or 2 credits (with the range included again for maximal flexibility).

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. Students in the quantitative area are excluded from this regulation. They are required to enroll in 506 and 507. 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.

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.

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 your entire 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 453	Cognitive Neuroscience of Vision
PSYC 504	Attention
PSYC 516	Perception
	Other classes and seminars taught by the faculty in the area. For these courses, please seek approval through the Graduate Studies Office.

Behavioral Neuroscience

PSYC 413	Psychopharmacology
PSYC 414	Brain, Learning & Memory
PSYC 417	Neuroscience of Eating and Drinking
PSYC 496/593	Various Seminars taught by BN Faculty

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 (cannot use both PSYC 425 and PSYC 525)
PSYC 427	Language and the Brain
PSYC 450	Cognitive Psychophysiology
PSYC 514	Cognitive Science
PSYC 518	Experimental Psychology of Human Learning
PSYC 521	Knowledge Representation
PSYC 534	Models of Decision and Choice
PSYC 525	Psycholinguistics
PSYC 526	Adv Psycholinguistics
PSYC 555	Detection and Discrimination
PSYC 593JW	Semantic Memory
PSYC 593JH	Symbolic Computation
PSYC 593JM	Language, Reading, and Cognition

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

Developmental Psychology

PSYC 524	Developmental Psycholinguistics
PSYC 537	Development and Psychopathology
PSYC 540	Social Development
PSYC 544	Developmental Cognitive Neuroscience
PSYC 569	Cognitive Development
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 548	Modeling Heterogeneity
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)

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.

Students may petition to have classes that are not included in the above list of quant core courses count toward a minor in Quantitative Psychology. The request will be forwarded to the program area coordinator for approval.

Please notice that seminar courses such as EPSY 590, PSYC 496, PSYC 593 are usually not eligible to substitute for quant core courses because the topics covered in seminar courses are typically highly specialized topics. In contrast, the core courses have a broader curricular scope covering what a student should learn about the discipline when doing a quant minor.

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

Sample minors:

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

* Behavioral Statistics: 548, 587, 588, 589, 594

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

Social-Personality-Organizational

A minor may be completed by taking any four graduate courses offered by the SPO program area faculty. 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 453	Cognitive Neuroscience of Vision
PSYC 504	Theories of Attention
PSYC 516	Perception

Behavioral Neuroscience:

PSYC 413	Psychopharmacology
PSYC 414	Brain, Learning, and Memory
PSYC 417	Neuroscience of Eating and Drinking

Clinical-Community:

PSYC 402	Introduction to Clinical Neuropsychology
PSYC 546	Intervention & Assessment

Cognitive:

PSYC 425	Psychology of Language (cannot use both PSYC 425 and PSYC 525)
PSYC 450	Cognitive Psychophysiology
PSYC 514	Cognitive Science
PSYC 518	Experimental Psychology of Human Learning
PSYC 521	Knowledge Representation
PSYC 534	Models of Decision and Choice
PSYC 525	Psycholinguistics
PSYC 555	Detection and Discrimination
PSYC 593JW	Semantic Memory
PSYC 593JH	Symbolic Computation
PSYC 593JM	Language, Reading, and Cognition

Cognitive Neuroscience:

PSYC 598PBC	Proseminar in Cognitive Neuroscience
PSYC 421	Principles of Psychophysiology
PSYC 445	Cognitive Neuroscience Laboratory

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 544	Developmental Cognitive Neuroscience
PSYC 569	Cognitive Development

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

Quantitative:

PSYC 466	Image and Neuroimage Analysis
PSYC 490	Laboratory in Psychological Measurement and Test Development
PSYC 509	Psychological Scaling: Multidimensional Methods
PSYC 534	Models of Decision and Choice
PSYC 548	Modeling Heterogeneity
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)

Social-Personality-Organizational:

I/O Course:

PSYC 530	Foundations of Industrial-Organizational Psychology
PSYC 552	SPO Methods

Social Courses:

PSYC 551	Theory in Social Psychology
PSYC 552	SPO Methods

Personality Course:

PSYC 501	Best Psych Research Practices: Applied Structural Eq Modeling
PSYC 541	Personality and Behav Dynamics
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#	379	490	506	507
593BC^				

**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.

#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 program 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.

All students who are 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) 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

The purpose of the qualifying exam is to demonstrate competence as a specialist in an area of psychology. The exam should demonstrate both breadth and depth of understanding, showing readiness to conduct independent research in the field, and to teach about the field. The form of the qualifying examination is determined by each program area's faculty and varies considerably from one area to another. 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, unless a different schedule is specified by the Program Area faculty. See the sections on Program Area Requirements for the Doctoral Degree for additional details in all cases. 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 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.

Attention & Perception:	Written exam
Behavioral Neuroscience:	Written exam followed within two weeks by an oral exam
Cognitive Neuroscience:	Written exam followed one week later by an oral exam
Clinical-Community:	Written Exams and Oral Presentation (see the Clinical-Community program area Policy and Procedure Manual for detail)
Cognitive:	Written exam
Cognitive Neuroscience:	Written exam followed one week later by an oral exam
Developmental:	Critical review paper or written exam
Quantitative:	Two written qualifying exams
Social-Personality-Organizational:	SP: Portfolio Review IO: Written Exam

See details about the exams in the Program Area sections later in this handbook. 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

In many cases, your doctoral dissertation may follow on directly from your Master's Thesis. Note, however, that you cannot use your Master's Thesis as a chapter in your doctoral dissertation. You may summarize that work in your dissertation or expand upon it, but your Master's Thesis is a published document and therefore cannot be lifted wholesale or in part into your dissertation. Please see your individual Program Area requirements for more details on 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 two weeks 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.

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. 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. All students in the department are required to register for their area's weekly "brownbag" research meeting (naming varies by program area) every semester when they are on campus. The number of credit hours to varies from 0 to 1, 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 seminar. All students must enroll in the A&P seminar (PSYC 598 A&P) each semester that they are in attendance at the University of Illinois. In addition to featuring presentations from visiting speakers, the seminar provides a forum for the area's faculty and students to present their own in-progress and completed research projects. If a student's TA responsibilities conflict with the timing of the A&P seminar, they can petition to attend a seminar in a related area of the department for that semester. Students should enroll for 2 credit hours if they are presenting their work that semester or 0 credit hours if they are attending but not presenting. Students are encouraged to present their work in the A&P seminar every year, starting with the required "first year" presentation that must be completed by the fall of the second year in the program (see "first year research project" for details).

2. Coursework. In addition to registering for the A&P seminar each semester, all students must take three 400- or 500-level 4 unit/hour content courses taught by a faculty member in the program area. Some examples are PSYC 453 (Cog Neuro of Vision), PSYC 489 (Neural Network Modeling), PSYC 496 (VR Technology and Perception), PSYC 504 (Theories of Attention), PSYC 514 (Cognitive Science), PSYC 516 (Perception), PSYC 593 (Distraction), PSYC 593 (Consciousness), PSYC 593 (Spatial Cognition), PSYC 593 (Psych & Magic), PSYC 593 (Symbolic Neural Computation), etc.

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 statistics 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.

3. 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 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. On the basis of the written report and the oral presentation, the faculty will decide whether the student has successfully completed the first year research project. Continuation in the program requires satisfactory completion (at the prescribed time) of the first year project requirement.

4. 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 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 turn in (i.e. email to their readers) 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. If the masters document is not deemed passing then the student will have 5 months to produce a passable document. If the second attempt is still not passing then the student will not be permitted to remain in the doctoral program.

5. 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.

6. 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 full committee must approve the topics and reading lists. The examination consists of two parts.

Part 1: Time-limited, short essay responses. Students must complete the first part of the qualifying examination by October 15th of the 4th academic year of graduate training. The student will have a total of 9 hours to write a brief essay response for each of 3 questions, one for each reading list. Typically, responses for each question are under 750 words. All questions will be approved by the full committee and provided to the student when the student is ready to begin the timed exam; students will not be informed of the questions in advance. The student may complete the examination in a setting of their choice, but this part of exam is closed book and the student may not consult any materials to answer these questions. The student will have a 3-hour block of time to complete each question, and they must complete all three answers during a single 72-hour period. The student can decide when they would like to start each essay during that 3-day period. At the two extremes, they could do all three in a single 9-hour stretch or they could complete one each day. Within 1 week of receiving the final essay response, two or more members of the committee, specified in advance, will independently grade each response on a 1-6 scale. If any essay receives a non-passing score (<3.5), then all members of the quals committee will evaluate the question and a new average will be computed. To pass Part 1 of the qualifying exam, the student must average a passing score (at least 3.5 out of 6) on each of their answers. Students who receive a failing grade on one or more of the essays will have only one opportunity to re-take Part 1 of the exam. A re-take will follow the same rules and procedures, but the student will receive three new committee-approved questions about the same reading lists. Students who do not receive a passing grade (at least 3.5 out of 6) on all three parts of the re-take will not proceed to Part 2 of the exam and will not be permitted to remain in the doctoral program.

Part 2: Integrative essay response. Students must begin the Part 2 of the qualifying exam within 2 weeks of passing Part 1 of the qualifying example. For Part 2 of the qualifying exam, students will have 1 week to write an answer to a more theoretically integrative question provided by their committee chair (in consultation with the full committee). This question typically is based on one of the topics in Part 1 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 using a 1-6 scale. To pass Part 2 of the qualifying examination, the student must average a passing score (at least 3.5 out of 6). Students who score less than 3.5 out of 6 on Part 2 will have one opportunity to re-take that part. A re-take of Part 2 will follow the same procedures, but the committee may adjust the question to address shortcomings in the original response or they may change the question entirely (at their discretion).

To remain in the program, students must have passed both parts of the examination, including any re-takes, by March 15th of their 4th academic year.

7. Form Doctoral Thesis Committee. Within 1 month of passing the qualifying examination, the student should assemble an informal doctoral thesis committee that includes the faculty that will constitute their Preliminary Examination Committee. At least one member of your committee must represent a perspective from outside your research area; they may not be in the A&P division, and they should ideally be a “breadth” member who is not an expert in your research area. The students can freely make adjustments to this committee as their research plans evolve, until the formal Preliminary Examination Committee has been approved by the graduate college. Note that the department and graduate college must approve the composition of this Preliminary Examination Committee prior to the preliminary examination.

The student should send all members of their committee a description of their plans for the dissertation immediately after forming the committee, and they should send their committee an update on their plans and progress at least once every semester thereafter.

8. Preliminary Examination. This examination is an oral presentation and defense of the students’ plans for their thesis project and doctoral thesis. The student’s committee will help them determine the appropriate time to schedule this examination based on the regular updates the student has provided and based on discussions the student has with their advisor and committee members. The preliminary examination constitutes a proposal for additional work, and the plans for that work often change in response to committee feedback during the defense. According to department guidelines, the preliminary examination must take place “prior to substantial effort on the dissertation research commencing.” Students should discuss this requirement with and receive approval from the informal thesis committee prior to forming the formal Preliminary Examination Committee. If the student is not proposing new experiments or analysis in the prelim document then they can expect that the committee may require new experiments or analysis. Prior to defending their proposal, students often have completed a substantial body of research that will become part of their doctoral thesis. For example, the student might have completed two sets of studies (i.e., “papers”) and the proposed work might consist of a final study or set of studies. In other cases, the proposal might focus on computational modeling or sophisticated analyses conducted on existing data. And, in some cases, the proposed research may be an entirely new line of research, with only initial development and pilot work to demonstrate feasibility.

At least 2 weeks prior to the preliminary examination, the student should provide their committee members with a written document that outlines the scope of their doctoral thesis and provides a detailed description of the proposed work that will be completed for the dissertation. The committee will then inform the student whether they may proceed with the preliminary examination at least one week prior to the scheduled examination date. The written document is typically (although not required) written as a draft of the final thesis and should contain sufficient information for the committee to evaluate the adequacy of the plan for the doctoral thesis. A dissertation that includes

three papers will generally be considered adequate, although the specifics of this have to be approved by the informal prelim committee. If some chapters of the planned doctoral thesis will consist of already published research, the published paper(s) for that research should be provided along with the proposal.

At the preliminary examination meeting, the student will describe their plans for the doctoral thesis. Some committees may ask for a formal presentation of that plan (i.e., a short talk) and others might prefer to begin discussion based on the written document without a talk. The student should discuss the expectations with their committee prior to the examination (for example, what form/length the talk should take). If a student fails to pass the preliminary examination, the student may have one additional opportunity to take the examination after completing additional work required by their committee. However, for the second attempt, a new committee must be appointed by the Graduate College and the new committee may, but does not have to, consist of the same members as the original committee.

9. Doctoral Thesis. The doctoral thesis presents the results of the plan approved during the preliminary examination. Students should provide regular progress updates to their committee while completing their doctoral research. With approval from all committee members, students can adjust their plans for their doctoral thesis in light of unanticipated issues with their planned work.

The thesis document is divided into chapters, and typically includes an introductory chapter, one or more empirical chapters, and a general discussion chapter. The document may follow a traditional style with an extensive introduction chapter which reviews the literature for the entire thesis project, followed by chapter(s) of the research work, and finally an extensive discussion chapter. Alternatively, the thesis may follow a “three-paper” style with a brief introduction outlining the overall goal(s) of the thesis project and motivate and situate the full collection of work under these goals, followed by three chapters of research work, and finally by a brief summary demonstrating the cohesiveness of the thesis by indicating how the research work accomplishes the goal(s) of the project, and discuss implications and limitations. Each of the research chapters should be formatted as an independent manuscript with its own introduction, general discussion, figure/table numbering, and references, such that it can potentially be submitted for publication.

Students should send the complete, polished doctoral thesis document to their committee at least 3 weeks prior to their scheduled doctoral thesis defense. Students are responsible for finding a thesis defense time that works for all their committee members. The committee will then inform the student whether the thesis document is sufficient to proceed to a defense at least two weeks in advance of the Doctoral Thesis Defense date.

10. Doctoral Thesis Defense. The thesis defense lasts two hours and consists of a formal, public presentation of the doctoral thesis research followed by questions from the committee (and sometimes from audience members). The presentation typically lasts approximately 40-45 minutes and is similar in structure to an A&P seminar talk; the student should present the work in a way that is accessible to audience members who have not read the thesis document. At the start of the defense, the committee will ask the student and all audience members to leave the room. The committee will then discuss the document, the defense proceedings, and any other issues that might affect the evaluation of the defense. Then the student will return to the room and give their presentation and address committee questions. With approximately 15 minutes remaining in the two-hour defense, the student and audience members will again be asked to leave the room and the committee will discuss the thesis document and the defense. The student will then return to the room and the committee will convey the outcome of their decision. In many cases, the student will be asked to revise their thesis document following the defense. Depending on the nature of those revisions, the full committee may re-evaluate the revised

document or they may delegate that responsibility to the student's thesis supervisor. If the student does not pass the thesis defense, they may be asked to revise their thesis document and to attempt the defense a second time. If the student does not pass that second attempt at the thesis defense, they will not receive the Ph.D. and will not be able to remain in the program.

Timeline of requirements:

Year 1:

Complete Psych 506/507 statistics requirement
Register for the A&P seminar both semesters
Complete first year research project
Take other graduate courses

Year 2:

Register for the A&P seminar for both semesters (for 2 credits in the fall)
Present first year project research in the A&P seminar in the fall semester
Complete Master's Thesis research
Take other graduate courses

Year 3

Register for the A&P seminar for both semesters (for 2 credits in at least one semester)
Submit written Master's Thesis to committee by December 31
Present Master's Thesis research in the A&P seminar in fall or spring
Take other graduate courses

Year 4

Register for the A&P seminar for both semesters (strongly encouraged to present at least once)
Complete and pass the Qualifying exam by March 15
Form informal doctoral thesis committee within 1 month of passing quals
Take other graduate courses (if needed/desired)

Every additional year in the program

Register for the A&P seminar for both semesters (strongly encouraged to present at least once)
Update committee on thesis progress
Take other graduate courses (if needed/desired)

Remaining requirements for graduation

Complete required graduate courses (including minor) before Preliminary Exam
Complete teaching requirement before Preliminary Exam
Schedule and complete Preliminary Exam
Schedule and complete dissertation defense
Submit final version of thesis

Behavioral Neuroscience

Courses

There are 3 core courses that all graduate students in the Behavioral Neuroscience (BN) area must take: PSYC 413, 414, and 417. Other courses 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. The qualifying exam can be scheduled as early as the end of the student's fourth semester in the graduate program and must be completed at least six months before students schedule their preliminary exam. Through their performance on a written and oral examination, all students will be expected to demonstrate appropriate general knowledge of behavioral neuroscience and greater depth of knowledge in self-identified concentration areas.
2. In consultation with their advisor, students should select a Quals Committee that consists of four faculty members. This should include their research advisor and at least one other faculty member from the Behavioral Neuroscience program area. At least 30 days before the scheduled exam date, students must provide each committee member: (a) a brief list of concentration areas and related course work they have completed; and (b) a brief (≤ 1 page) summary of their current research. This information 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, but this is not required.
3. For the written exam, each committee member will supply two questions to the student's research advisor. One question will ask fundamental knowledge of neuroscience, and the other will be tailored toward the student's current research. The advisor will email all eight questions to the student at the start of the exam, and the student will have five days to return an answer to one of each committee members' questions. The answers should be returned in a single pdf document that is limited to no more than three single-spaced, 1" margin pages/question (≤ 12 pages total for the exam). The student may use any available material to answer the question, but the writing must be their own and appropriate citations should be provided (with a separate

reference list provided for each question that is not included in the page limit). Students are not allowed to use AI or other text generating tools to form their answers.

4. An in-person oral exam, with all committee members present, should be scheduled to take place within 7-14 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. Students are allowed to bring a copy of their written exam answers and/or additional notes to the oral exam, but no PowerPoint slides will be allowed and notes should be brief (1 page max). The exam will be approximately two hours in duration.
5. At least two days before the oral exam, students will be given the results of the committee's evaluation of their written exam. This will consist of a score and written feedback from the committee for each question that was answered. The score will be on a 1-5 scale, with 1 being a poor response and 5 being excellent. A score of < 3 on a question is considered unsatisfactory, and students should be prepared at the oral exam to address deficiencies.
6. At the conclusion of the oral exam, the committee will discuss and determine the result by a majority vote. Students will then be told if they have passed or failed the qualifying exam. If a student fails the qualifying exam, they must re-take both the written and oral portions of the exam within six months of the date of the first exam. The same procedures outlined above will be used, but new written questions will be provided. If a student fails the second qualifying exam, they will not be allowed to take the qualifying exam again and will thus be unable to complete the requirements for the doctoral degree.

Preliminary exam

This examination includes an oral presentation and defense of the students' plans for their thesis project and doctoral thesis. The student's committee will help them determine the appropriate time to schedule this exam, but it should occur before substantial effort on the dissertation research commences. This is because the purpose of the doctoral committee is to guide the student's work with input and their expectations for completion of the thesis project. The format of the written document should be discussed with the student's research advisor.

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)(will alternate every other year with 539)
	574	Microskills and Professional Standards (2 hours)
	590	Independent Research (0 to 16 hours)
	598CC	Clinical-Community Brownbag (0-2 hours)
		Select an academic advisor
		Select a research advisor
Spring:	507	Statistical Methods II (4 Hours)*
	532	Intro to Clin-Comm Psych IV (4 Hours)
	563	Res Methods: Clin-Comm Psych (4 Hours)
	590	Independent Research (0-16 hours)
	593	Clinical-Community Diversity and Inclusion (2 hours)
	598CC	Clinical-Community Brownbag (0 hours)

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

The purpose of PSYC 590 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 one research presentation in 598CC during their residency in the graduate program. Enrollment for 0 hours is expected for each student in semesters with no scheduled individual presentation and enrollment is expected for 1 hour in the semester that each student delivers the required research presentation. Students will make another, relatively short (~10-15 minutes), presentation to program faculty and students in the middle of their second year that provides an update on scholarly work made by the student through that point of graduate school and offers an opportunity to celebrate and positively reinforce the student's initial progress and scholarly work with program community members. This short second-year presentation does not count toward

the one minimum Brownbag presentation. Students who are enrolled and who attend fewer than 50% of brown bag presentations will be graded U for the semester. Regardless, the expectation is that all students participate regularly and communicate if this is not possible.

Second Year

<u>Fall:</u>	539	Intro to Clin-Comm Psych II (4 Hours) (alternates every other year with 538)
	546	Intervention & Assessment (Practicum)
	598CC	Clinical-Community Seminar
	590	Continue master's-level independent research (0 to 16 hours) Other courses to fulfill departmental requirements
<u>Spring:</u>	545	Individuals and Communities in Context (4 Hours)
	546	Intervention & Assessment (Practicum)
	598CC	Clinical-Community Seminar Other courses to fulfill departmental requirements
	590	Continue/complete master's-level independent research (0 to 16 hours)
	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)

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 PSC Director and 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 (before the end of the third year), 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)
	590	Continue research (0 to 16 hours)
<u>Spring:</u>	546	Intervention & Assessment (Practicum)* Coursework as needed or elected
	598CC	Clinical-Community Seminar (0 hours)
		History and Systems**
	590	Continue research (0 to 16 hours)

*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 study 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 4th 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. Registration is required in the semester that a student defends per Graduate College Policy. Students that do not complete this requirement prior to departure are responsible for any registration charges assessed.

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. It is important that students discuss the timing and completion of Breadth courses with their advisor(s) and have a plan for completing all breadth courses before leaving for clinical internship. Ideally, students should not wait until the end of their residency in graduate school to complete the majority of breadth courses; instead these should be spaced out and completed with a reasonable time line as discussed with their advisor(s).

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); (e) relevant journal clubs offered in the department (e.g., Developmental Psychopathology); and (f) 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. Importantly, please be sure to plan ahead and discuss with your advisor(s) a timeline so students can enroll in, and then complete, these breadth courses (see paper requirement) in a reasonable manner before leaving for clinical internship.

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. Practicum courses taken across the years build from more basic to 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 425	Psychology of Language (cannot use both PSYC 425 and PSYC 525)
PSYC 450	Cognitive Psychophysiology
PSYC 514	Cognitive Science
PSYC 518	Experimental Psychology of Human Learning
PSYC 521	Knowledge Representation
PSYC 534	Models of Decision and Choice
PSYC 525	Psycholinguistics (cannot use both PSYC 425 and PSYC 525)
PSYC 555	Detection and Discrimination
PSYC 593JW	Semantic Memory
PSYC 593JH	Symbolic Computation
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. It is expected that each reading list will include about 20 papers (which can be a mix of original and review papers) for each 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 one of two questions from each member of the committee related to the particular topic related to that faculty. There is no specific page requirement for the answers, although most typically they will be around two single-space pages. The student will have 48 hours to complete the written part, during which time they can consult sources if they like but are expected not to consult with anybody about them. The answers will be evaluated by the committee in terms of their scholar value and clarity of the responses, demonstrating clear knowledge and understanding of the relevant material in the reading list. This evaluation will be used to determine whether the student can pass to the oral exam, typically scheduled a week after the written one. The oral exam, typically two hours long, will be limited to the content of the questions from the written exam, but may include both 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 544	Developmental Cognitive Neuroscience
PSYC 569	Cognitive Development

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). Each committee member will assign a pass/fail score to the paper (for the review paper option), or to the answers to their questions (for the exam option). Any responses assigned a failing score by at least one committee member will be reviewed by the whole committee. Students who fail the qualifying exam or any part of it will have one opportunity to re-take the failed part(s). The same committee members will review the re-submitted exam.

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 will be allowed to teach it on their own. Other unique combinations of teaching positions may be able to fulfil the program area's teaching requirements, but approval of a petition by the student to the program area coordinator is necessary.

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 3rd 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 4th 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 Program 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) 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.

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 548 Modeling Heterogeneity
PSYC 594 Multivariate Analysis in Psychology and Education
PSYC 596 Theories of Measurement II

(2) Elective: at least 3 of the following 6:

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 (besides the Quantitative Program Area Proseminar 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 Proseminar

Students should register for the Quantitative Program Area Proseminar ("Quant Brown Bag", PSYC 598) every semester of the graduate career. Brown bags range in credit hours from 0 to 2 credits. First-year students and second-year students should register for 0 credit hours. Advanced students who are presenting in the brown bag that semester should take the course for 1 or 2 credits (with the range included for maximal flexibility to accommodate students who cannot afford additional credits in their schedule). Advanced students who do not give a presentation and just attend the brown bag should register for 0 to 1 credit (0 is included for students who cannot accommodate additional credits in their schedule).

Students are expected to participate in the Quantitative Program Area Proseminar 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, 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 and Second-Year Research Projects

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 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 Proseminar 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. 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 qualifying exams that can be taken in three ways

having different formats: (i) a traditional take-home exam; that is a set of questions concerning a broader topic like test theory, multivariate statistics, or categorical data analysis that the student must answer in written form within a given deadline; (ii) a comprehensive critical review paper, say, on topics directly related to the dissertation; (iii) an original research paper, possibly a part/chapter from the dissertation. Eligible topics for options (ii) and (iii) may be quantitative/technical in nature or may be substantive with a clear emphasis on quantitative approaches to that topic.

Students are typically encouraged to consider option (iii), as it appears most productive in promoting degree-completion and career goals. Still, option (iii) requires a few explanations. First, quant faculty are aware that in all likelihood students will conduct research under the guidance/tutelage of a professor—often with the explicit objective to produce a publishable paper. Second, research that has been conducted under the guidance of a professor is not automatically disqualified as a possible topic for a qualifying exam. However, to avoid an obvious conflict of interest, said professor should not at all be involved in authoring the manuscript (i.e., writing, editing, proof reading, and so on) to be submitted as a qualifying exam paper; more succinctly, the submitted paper must have been entirely and solely authored by the student who is taking the qualifying exam. Third, after the qualifying exam, student and professor, of course, are free to collaborate in modifying and editing the manuscript as they see fit for submitting it for possible publication to an academic journal.

A two-person committee, selected in consultation with the academic advisor, evaluates the qualifying exam. At least one member of this committee must be faculty in the Quantitative Program Area. A member of the Quantitative Program Area faculty is an Assistant, Associate, or Full Professor with at least a 50% appointment in the Quantitative Program Area (affiliated faculty or those with a zero-time appointment do not qualify as members of the faculty of the Quantitative Program Area).

Qualifying exams should not be attempted until after the completion of the master's research project or master's thesis. Ideally, one qualifying exam 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 chaired by one of the faculty members of the Quantitative Program Area. A majority (3 out of 5) of the committee members must be faculty members in the Quantitative Program Area. A member of the Quantitative Program Area faculty is an Assistant, Associate, or Full Professor with at least a 50% appointment in the Quantitative Program Area (affiliated faculty or those with a zero-time appointment do not qualify as members of the faculty of the Quantitative Program Area).

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 490, PSYC 506, PSYC 507, PSYC 588, PSYC 594) 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://oprs.research.illinois.edu/instructions-citi-training>

Social-Personality-Organizational

The curriculum for SPO grad students consists of the area proseminars (PSYC 598 IO, PJC, SJC, 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 Health in Psychosocial Context
- 593 Implicit Social Cognition
- 593 Social Judgment
- 593 The Psychology of Politics

Personality Psychology

- 408 Human Behavior Genetics
- 501 Best Psych Research Practices: Applied Structural Eq Modeling
- 567 Personality Assessment
- 593 Attachment and Close Relationships

Industrial-Organizational 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.

Qualifying exam:

SP Quals:

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 proseminars. 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.

IO Qualls:

Format and Content

The Qualifying Exam will consist of a one-day exam, with a morning and afternoon segment, each lasting 4 hours. The exam will be an in-class, closed book exam.

Students will receive a pool of 30 questions ahead of the exam. 20 of these questions will come from the faculty, and 10 additional questions will come from the students and must be approved by the faculty prior to the exam.

Of the 20 questions from the faculty, 10 will be research methods questions, and 10 will be content questions. The content questions will cover broad topics in key research areas in IO psychology. These questions will examine the candidates' deep understanding of the research topics (as opposed to rote memories of fragmented facts).

Students are strongly encouraged to speak with individual faculty to approve their initial reading lists for the quals questions, in order to increase the chances that the students end up on the right track when researching their quals answers.

On the day of the exam, the student will receive 9 questions (from the pool of 30), and must answer 6 of these.

The faculty will choose which 9 questions will end up on the exam.

Students will be allowed to bring a two-page cheat sheet to use during the exam. The cheat sheet can only cover the front sides of two pages. The cheat sheet can be hand-written or printed from a computer. If the cheat-sheet is printed from a computer, the font size cannot be smaller than 8 point font.

Outcome

For each of the six questions students answer, they will receive one of five ratings.

5 =Excellent (an outstanding performance at a level that may be expected to be achieved occasionally)

4 = Good (a strong performance that you would expect to occur frequently among competent students)

3 = Minimally passing

2 = Poor (a failing performance, but with a few redeeming features; shows some familiarity with the material)

1 = Complete failure (very poor performance with no redeeming features)

Two faculty members will grade each question, and the two scores will be averaged to determine the student's score for the question. If the two raters differ by more than 1.5 units, a third rater will be asked to evaluate the student's answer to the question. If the third score closely corresponds (i.e., is within 0.5) to one of the two original scores, then the outlying grade shall not be used in determining the student's score. Otherwise, the average of the three grades will be used to determine the student's score.

If students receive a total grade greater than or equal to 3 they pass. If they receive a grade of less than 3, they fail. However, when their grade is less than 3 but greater than 2.75, a third grader will score the

answers with grades less than 3. This grader's rating will be averaged with those of the other two graders. If the new grade is greater than or equal to 3, students pass; otherwise, they fail. When students fail, they will be given the opportunity to retake the exam, using a different subset of 9 questions from the original pool of 30 questions. Students will retake the exam six months from the date they took the first exam. If students fail the exam more than once, they will not be allowed to take it again. When it is necessary to have a third grader score questions, the grader will not be told the reason.

Feedback

Students will be given their scores for each of the six questions. In addition, they will be given the graders' comments.

Timeline

First week of June: List of 20 questions from the faculty is given.

Second week of June: List of additional 10 questions generated by the student is sent to all IO faculty.

Third week of June: Faculty either approve or edit the additional 10 questions generated by the student.

August or early September: Exam given.

Month of March: Make-up exam given.

IO Timetable:

Students in the IO program are required to complete their master's thesis (or equivalent) by the end of their third year, take and pass their qualifying examinations by the end of their third year and take and pass their preliminary examination by the end of their fifth year in order to remain in good standing in the division. Students specializing in Organizational psychology must take and pass the final oral examination for the Ph.D. by the end of their sixth year to remain in good standing in the area.

Financial Aid for Doctoral Students

All doctoral students in good standing in general have a guarantee of at least the equivalent of a 9-month 50%-time appointment for six years from the date of their first enrollment in any psychology graduate program. This 6-year support guarantee requires all students to meet [the University's English proficiency requirements for teaching assistants](#). For international students who do not speak English as a first language, this means passing a test of spoken English (TOEFL, IELTS, or [Illinois' Oral English Assessment Interview](#)). The department determines the exact form of this support. Students enrolled beyond the sixth year are placed on Department Academic Warning and are no longer guaranteed support. The Graduate College provides additional information about [assistantships](#) and [fellowships](#). Teaching assistants and graduate assistants are represented by the [Graduate Employee Organization \(GEO\)](#).

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, fellowships, as well as federally funded traineeships.

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 a teaching and/or research assistantship from 25-67% 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.

Fellowships

There are several different fellowships available to students. Some are awarded by programs areas through a nomination process, some have internal department competitions, some have graduate college level competitions, and some are external. The Associate Head for Graduate Studies will send out email to all graduate students with information and application deadlines when appropriate. We will also put fellowship deadlines on the Graduate Calendar on the department website. The Graduate College has a website with a database containing information about graduate fellowships at <https://grad.illinois.edu/fellowships/about>, which can be searched using criteria such as application deadline or fellowship candidate characteristics. This database is especially useful for external funding or very specific awards that might not be relevant for all students. The Graduate College also has workshops for some of the larger awards such as NSF or NRSA.

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. There are two competitions each year and application deadlines will be announced by email. In 2020-21, the maximum that can be requested is \$5000.

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. 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.

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.

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 minor or distribution requirements. However, since your performance in core courses and 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 D- grades receive CR, an 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 10th 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 credit hours 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 advisor 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, and professional conduct.

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 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 program areas 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. Some program areas 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.

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, WITHIN-DEPARTMENTAL TRANSFERS, APPEALS, AND LEAVES OF ABSENCE

Graduate College Petitions

The requirements and procedures of the Graduate College may be found in The Graduate College Handbook (<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. The petition form may be obtained at the Graduate College website: <https://grad.illinois.edu/gsas/gradpetition>

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.

Within-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 a transfer to a different program area 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 program area. 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:

<https://grad.illinois.edu/sites/grad.illinois.edu/files/pdfs/handbook.pdf> (Chapter 9).

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* 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 or (217) 333-6715). 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 this form.) 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 to 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 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. Please send your [request form](#) to psych-copies@mx.uillinois.edu or stop by room 334 to speak with Andrew Roberts. If Andrew is out of the office, you may speak to Brenda Reinhold in 327. Please submit requests with as much advance notice as possible. If you need a job completed with less than 48 hours' notice, please stop by 334 to see if an emergency order request can be accommodated.

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 334) is responsible for instructing faculty, staff, and students on the use of the walk-up equipment in the copy room. Andrew Roberts in 334 is the primary contact, and Brenda Reinhold in 327 is the secondary contact. You may also contact psych-copies@mx.uillinois.edu with questions.

DO NOT attempt to repair the copy machines yourself. It could cause unnecessary damage. If you have questions, please ask the business office (room 334). 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 visiting the Business Office staff in room 334.

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

Rachel Garrett in room 321 handles scheduling for classrooms, conference rooms, and computer labs in the Psychology Department. Email her at psych-reservations@illinois.edu when you need to reserve any room within the Psychology Building or elsewhere on campus.

Classrooms:

Rachel keeps the schedule of classrooms 27 and 142 only. She must get assistance from the campus scheduling office (CMSS) to book classrooms 17, 21, 23/Auditorium, 29, 31, 207, and iFlex rooms 11 and 32 at any time. CMSS controls those rooms and a majority of classrooms campus-wide. Email psych-reservations@illinois.edu to reserve any classroom.

Please note that T/W/Th 10:00 a.m. – 2:00 p.m. are the most popular course times and therefore it is the most difficult to find space at these times. A recent increase in the number of course sections campus-wide has led to a shortage of free space. There is no guarantee that your preferred space will be available but Rachel and CMSS do their best to accommodate requests.

Conference rooms:

Rachel keeps the schedule of all conference rooms in the building:

211 (Skype-enabled), seats 12;
458, seats 8;
508, seats 10;
608, seats 6;
708, seats 10;
815, seats 35;
819, seats 35.

Email psych-reservations@illinois.edu to reserve a conference room. Email Firmino Pinto at pinto@illinois.edu for technology assistance prior to use.

Computer Labs:

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

1. Room requests can be made one day to one month in advance and will be filled on a first-come/first-served basis.
2. 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.

3. New requests have priority over requests for additional hours and will be filled as soon as they are received.
4. Exceptions to these guidelines require departmental approval.

Conference Calls & Video Conferencing:

Email psych-reservations@illinois.edu to schedule the use of conference room 318 for your preliminary exam and/or final oral defense. Room 318 is the only conference room equipped with a phone jack. Contact Firmino Pinto by email (pinto@illinois.edu) for assistance with conference calling or video calling 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.)

Mailing Services

Location: 312 Psychology Building

Incoming and outgoing U.S. mail is handled in room 312 Psychology. The department does not provide stamps for personal use. 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 a reminder, the department will refuse delivery of such items. U.S. postal employees pick up and deliver mail Monday through Friday and it is then distributed to 3rd floor mailboxes.

The University also utilizes an intercampus mailing facility. A blue campus mailbox is located in the lobby on the first floor. Campus mail is also picked up and delivered Monday through Friday and is then distributed to the 3rd floor mailboxes.

Incoming packages 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 place packages in room 312 **before 12:00 p.m.** to allow processing time before package pick up. A staff member completes the forms and sends the package. You will need to supply an account number (typically one of your faculty advisor's accounts) for shipping charges. Any prepaid packages using UPS service should also 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).

RESEARCH WITH HUMAN SUBJECTS

Department Course Credit Participant Pool & Paid Research System

The Psychology Department provides two participant recruitment systems that department members can use to obtain participants for their research: **Course Credit Participant Pool** and **Paid Research System**. Both are managed by the Participant Pool Coordinator (psych-subjects@illinois.edu) using the SONA Systems—an online platform for managing participants.

Psychology faculty members, Psychology postdoctoral fellows/trainees, and currently enrolled Psychology graduate students are eligible to use the Psychology Department's Course Credit Pool and Paid Research System. Undergraduate students in the Psychology Honors Program are eligible to use the Course Credit Pool. However, research projects of PSYC290/494 or Capstone students are not eligible. Special faculty with zero-time appointment in the Department of Psychology may use the Credit Pool if they are collaborating with a Psychology graduate student/faculty.

Department Human Subjects Committee (HSC)

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

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

Questions concerning the participant recruitment systems should be directed first to the Participant Pool Coordinator (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 HSC guidelines, participant recruitment systems, and forms, please go to: <https://psychology.illinois.edu/research/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* (all forms are available 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*. 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 50-70 hours for Fall and 30-50 hours for Spring. 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 Research System

The Paid Research System can be used to facilitate participants to sign up for funded research studies. Payment procedures will depend on what is outlined in the approved IRB protocol. The system does NOT handle any aspect of paying participants or the record-keeping that may be required for such payment. The Paid Research System uses the SONA platform like the Course Credit Participant Pool, but the two recruitment systems are **completely separate** (i.e., there are separate links to log in, and a separate group of participants are registered in each system, although some may be registered in both). The Paid research participants consist of community members and students who will be financially compensated for their participation. Note that paid research studies are NOT required or offered as a part of any psychology courses. Researchers can request to activate their paid studies by filling out the *Paid Study Activation Form*. For more information about how to use this system, go to <https://psychology.illinois.edu/research/sona-studies-and-paid-experiments/paid-research-system>.

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 Participant Pool or the Paid Research System.

The campus IRB (<https://oprs.research.illinois.edu/about/about-oprs-and-irb>) 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 in 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. For more details about requirements for Course Credit studies, see the following resources.

- All Participant Pool Forms ([link](#))
- HSC Guidelines ([link](#))
- Instructions for Using Credit SONA ([link](#))
- Frequently Asked Questions ([link](#))
- Rights & Responsibilities of Researchers ([link](#))
- Rights and Responsibilities of Participants ([link](#))

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/)

<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/)

<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](http://studentcode.illinois.edu/article1/part1/1-111/) (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:
Director & Title IX Coordinator, Title IX Office, 616 E. Green Street, Suite 214, Champaign, IL 61820, (217) 333-3333, titleixcoordinator@illinois.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: <https://grad.illinois.edu/handbooks-policies>

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);
- Academic misconduct such as breaches of academic integrity in research and publication;

- Employment specific issues, including those covered by collective bargaining agreements (i.e. teaching assistantships and administrative graduate assistantships) ;
 - Cases that arise under the *Student Code*, including academic integrity or capricious grading claims;
 - Cases involving alleged discrimination or sexual harassment.
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.

- d. Conflict of Interest. If the Dean believes a legitimate Conflict of Interest exists, the Dean will replace the Panel member as appropriate.

- e. 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.

- f. 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.

- g. 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.
- h. 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.
- i. 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).
- j. 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;
 - o a recommendation of appropriate redress for the Grievant(s), if applicable; and
 - o any recommended changes in policies and procedures to minimize the probability of recurrence, if applicable

- k. 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.
- l. 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).

- m. 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.

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/>.