The following websites provide information that may be useful.

Graduate College forms, dates, etc.:
http://www.iit.edu/graduate_college/academic_affairs/

Clinical Psychology Program website:
http://humansciences.iit.edu/psychology/programs/graduate-programs/clinical-psychology-program-phd
**Introduction to Clinical Training Program**

IIT’s Clinical Psychology Program, accredited by the American Psychological Association since 1985, offers intensive training based on the Boulder Scientist/Practitioner model and cognitive-behavioral theoretical foundations. The program emphasizes a balance of clinical practice and the understanding and conduct of psychological research. Clinical experiences include community involvement and exposure to under-served urban populations. A student’s practice and research experiences begins in the first year and continues throughout his or her graduate career. Several students each year are admitted into the Rehabilitation Track, which is described in detail below. The focus of the training program for all students reflects current trends in the field and the interests of the clinical faculty. The current clinical faculty are (in alphabetical order)

Alissa Haedt-Matt, Assistant Professor (Ph.D., University of Iowa, 2012). Eating and weight disorders and associated psychopathology.

Joyce Hopkins, Associate Professor (Ph.D., University of Pittsburgh, 1984). Parent-child interaction, attachment, risk factors for disorders in infants and preschool children.

Eric Houston, Assistant Professor (Ph.D., University of Illinois, Chicago, 2009). Health psychology, HIV and health behaviors.

M. Ellen Mitchell, Professor (Ph.D., University of Tennessee, 1983). Social support, family and marital therapy, technology and interpersonal relationships.

Robert Schleser, Professor (Ph.D., Memphis State University, 1981). Educational evaluation, cognition and socialization.

Michael Young, Professor & Director of Clinical Training (Ph.D., Adelphi University, 1974) Cognitive models of depression, seasonal affective disorder, cross-cultural aspects of psychopathology, statistical modeling of psychopathology.

The Clinical Program is designed to be completed in five to seven years of full-time study, including one year at an APA-accredited predoctoral internship. Students normally take 5 credit hours in the first summer, followed by 12 credit hours Fall and Spring semesters of the first year. The complete program consists of 107 credit hours. In addition to required course work and electives, students complete a first-year practicum testing children applying to the Chicago Public School’s Selective Enrollment Programs and three years of external practica (15-20 hours per week across the year) at sites around the Chicago area. Supervision is provided both at the clinical placement site and by an IIT faculty member. Students also complete an empirical research master's thesis and an oral comprehensive examination. The dissertation is the culmination of didactic and practical research training.
Admission

The minimum requirements for admission are 18 hours of undergraduate psychology with course work in research methods and statistics. Applicants are evaluated by the Clinical Program faculty based on grades, Graduate Record Examination (GRE) scores, research and clinical experience, letters of recommendation, and a statement of professional goals. For the entering class of 2013, the mean GRE verbal, quantitative, and analytic writing scores were 160 (610), 155 (710), and 4.5, respectively; the median undergraduate GPA was 3.53.

Applicants to the Clinical Program are evaluated annually during the spring semester for admission to the immediately following Summer (first week in June). The application deadline is January 15th. Following review of applications by clinical faculty, acceptance decisions are announced beginning in mid-late March and may continue through mid-April. Typically, twelve to thirteen students are admitted to the Clinical Program each year. Students already taking courses at IIT but not admitted to the Clinical Program must apply formally using the usual procedures and will be evaluated competitively with other applicants.

Applications for post-doctoral respecialization training in Clinical Psychology are considered on a case-by-case basis. Applicants are evaluated on the basis of graduate course work and degree, research and clinical experience, letters of recommendation, statement of professional goals, and compatibility with IIT Clinical Program goals and orientation. Individualized programs of study are developed and approved by the Clinical Program faculty and include courses, clinical training activities, supervision arrangements, and criteria for completion of respecialization requirements based on the applicant's background and areas for professional development.

Program of Study

Each student must complete a Program of Study Form 401 which documents all required courses and any course credit that is transferred from other universities. The program of study form should be completed on the Web for Students in consultation with the advisor during the first Fall semester. If necessary, the Program of Study can be modified later using Form 406. Unless the student already has a psychology master’s degree and an IIT-approved thesis, a 401 form is completed for a masters degree and a second 401 is completed for the Ph.D. upon completion of the masters. If a student already has a masters degree and approved thesis (see below), the student completes a 401 for the Ph.D. Instructions for completing the 401 can be found online on the Clinical Program webpage http://humansciences.iit.edu/psychology/programs/graduate-programs/clinical-psychology-program-phd.

Students need to be registered every fall and spring semester until they graduate. If a student will not be registered, he or she needs to apply and receive approval for a leave of absence. A student registered for at least 9 credits or a single credit of PSYC591 (Thesis), PSYC691 (Dissertation), or PSYC600 (Continuing Registration) is considered full-time by the University. Maintaining full-time status is often important to students to maintain deferral of payback of student loans. This may require planning of when to take PSYC591, PSYC597, and PSYC 691 credits, usually taking them in semesters in which one would not otherwise have 9
credits. This is especially true for students transferring in previous graduate work. Note that the number of PSYC591 (thesis) and PSYC597 credits taken in a semester does not need to correspond to the amount of work done.

**Course Requirements**

Students complete a minimum of 107 credit hours for the Ph.D. degree in the Clinical Program. The required courses include 24 credit hours that form a core sequence completed by all Ph.D. students in the Department of Psychology. An average grade of 3.0 with not more than one C must be achieved in PSYC501-504, which should be accomplished by the end of the second year. In addition, to other required clinical courses, students are required to complete 4 credit hours of practicum (PSYC533), 34 hours of research credits (PSYC591, 597, and 691), and 15 hours of electives. The Ph.D. degree course requirements are listed below followed by a sample program.

<table>
<thead>
<tr>
<th>Credits hours</th>
<th>Title (Course number)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Biological Bases of Behavior (501)</td>
</tr>
<tr>
<td>3</td>
<td>Social Bases of Behavior (502)</td>
</tr>
<tr>
<td>3</td>
<td>Learning, Cognition, and Motivation (503)</td>
</tr>
<tr>
<td>3</td>
<td>Individual and Cultural Differences (504)</td>
</tr>
<tr>
<td>3</td>
<td>Research Methods (540)</td>
</tr>
<tr>
<td>3</td>
<td>Graduate Statistics I (545)</td>
</tr>
<tr>
<td>3</td>
<td>Graduate Statistics II (546)</td>
</tr>
<tr>
<td>3</td>
<td>Multivariate Statistics (554)</td>
</tr>
<tr>
<td>3</td>
<td>History and Systems of Psychology (505)</td>
</tr>
<tr>
<td><strong>Basic Clinical Courses</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ethics and Professional Issues I (508)</td>
</tr>
<tr>
<td>1</td>
<td>Ethics and Professional Issues II (509)</td>
</tr>
<tr>
<td>3</td>
<td>Psychopathology (526)</td>
</tr>
<tr>
<td>3</td>
<td>Developmental Psychopathology (525)</td>
</tr>
<tr>
<td>3</td>
<td>Theories of Psychotherapy (523)</td>
</tr>
<tr>
<td><strong>Assessment Courses</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Assessment I (510) (intellectual and cognitive tests)</td>
</tr>
<tr>
<td>3</td>
<td>Assessment II (512) (personality tests)</td>
</tr>
<tr>
<td><strong>Practice Courses</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Basic Clinical Skills (518) and Therapy IA (519) (previously Therapy I, 506)</td>
</tr>
<tr>
<td>3</td>
<td>Therapy II (507)</td>
</tr>
<tr>
<td>4</td>
<td>Clinical Practicum (533) (1 per fall &amp; spring semesters, years 2-3); a third external practicum is required (year 4) but does not require a course registration</td>
</tr>
<tr>
<td>2</td>
<td>Internship (599) (1 credit fall, spring, and summer semesters)</td>
</tr>
</tbody>
</table>
Research
5 Independent research (597)
6 Masters thesis (591)
24 Dissertation (691)
Electives:
15 3 in each of 5 courses (See “Rehab Track” for special seminar requirements)
Examples from recent years (some have specific course numbers, other use generic PSYC588):
   Health Psychology   Affective Disorders
   Neuropsychological Assessment   Eating & Weight disorders
   Attachment Theory through the Life Span   Early Childhood Cognitive Development
   Structural Equation Modeling   Psychology of Sport and Health
   Psychometric Theory   Assessment and Treatment of Young Children

Total Credit Hours Needed for Graduation = 107

Sample Program (each student should develop specifics with his/her advisor)
Most courses are taken in the exact sequence shown. However, PSYC591, 597, 691 and electives are taken at various times and what is below is just an example. Electives are sometimes offered in the summer semester. Practica typically include at least some work in the summer. Students not able to take the classes in the first summer must take them the following summer.

FIRST YEAR

Summer
508 Ethics and Professional Issues I
526 Psychopathology

Fall
545 Graduate Statistics I
504 Individual & Cultural Differences
510 Assessment I (cognitive)
523 Theories of Psychotherapy

Spring
546 Graduate Statistics II
501 Biological Bases of Behavior
512 Assessment II (personality)
525 Developmental Psychopathology

Summer
518 Basic Clinical Skills

SECOND YEAR

Fall
502 Social Bases of Behavior
519 Therapy IA
540 Research Methods
591 Master's Thesis
533 Practicum (1 hr)

Spring
503 Learning, Cognition, and Motivation
507 Therapy II
591 Master's Thesis
Elective
533 Practicum (1 hr)
597 Research
THIRD YEAR

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>554 Multivariate Statistics</td>
<td>509 Ethics and Professional Issues II</td>
</tr>
<tr>
<td>Elective(s)</td>
<td>Elective</td>
</tr>
<tr>
<td>597 Research</td>
<td>597 Research</td>
</tr>
<tr>
<td>533 Practicum (1 hr.)</td>
<td>533 Practicum (1 hr.)</td>
</tr>
<tr>
<td></td>
<td>505 History and Systems</td>
</tr>
<tr>
<td></td>
<td>(offered odd numbered years)</td>
</tr>
</tbody>
</table>

SUBSEQUENT YEARS

Electives as needed, 691 Dissertation, 599 Internship (fall or spring, and summer)

The Rehabilitation Track

This track focuses on clinical applications in rehabilitation settings. Applicants should indicate their desire to enter this program in their initial application and are admitted to the track when accepted into the Clinical Program. Students fulfill the usual requirements for the Ph.D. in Clinical Psychology, enroll in electives from the Rehabilitation Psychology Program, and complete clinical practica in relevant settings. Research is conducted in the lab of a Rehabilitation Program faculty member, who is their research advisor and mentor. Students also have an academic advisor from the Clinical Faculty. The dissertation committee for Rehabilitation Track students includes two faculty members each from the Clinical and Rehabilitation faculties. The 5 required elective seminars in Rehab curriculum at the moment are as follows:

- 588 Medical Aspects of Disability
- 573 Psychosocial Bases of Disability
- 575 Adult Career Development and Vocational Behavior
- 577 Professional and Ethical Issues of Rehabilitation Psychology
- 581 Neuropsychological Assessment or Psychopharmacology

Transferring Credits for Graduate Courses Already Completed

Some graduate course credits can be transferred from other universities to meet the Clinical Program requirements. The maximum number of credits that can be transferred is 32. To be transferred, a course is evaluated on its overall quality and its educational appropriateness as part of the IIT Clinical Psychology Program. To the extent possible, approval of course transfers should be obtained prior to completing the Course of Study Form (401) during the fall of the first year. To arrange for credit transfers a student must present the course syllabus to the IIT faculty member who teaches the course (or whose area is closest if the course is not given at IIT) and to the Director of Clinical Training (DCT). The student also must document that he/she received a grade of A or B in the course. If the course transfer is approved, the faculty member and the DCT will sign the course transfer form which will be placed in the student's file. The course transfer also will be noted on the student's 401 form.
Occasionally a student has taken graduate psychology courses at IIT prior to admission to an IIT graduate degree program in psychology (an IIT “special graduate student”). A maximum of 9 such credits can be counted toward an IIT graduate degree in psychology. Classes that teach clinical skills (e.g. Assessment) cannot be taken as a special student, i.e., prior to admission to the Clinical Program.

The policy regarding which courses can be transferred is as follows.

A. Core courses (501, 502, 503, 504), History and Systems (505), Theories of Psychotherapy (523), Developmental Psychopathology (525), and Research Methods (540) may be transferred by the usual mechanism.

B. Graduate Statistics I & II (545, 546) and Multivariate Statistics (554) may be transferred; there may be a required written exam in addition to the usual mechanism.

C. Ethics and Professional Issues I and II (508, 509), Therapy I, II (506), Psychopathology (526), and Practicum (533) may not be transferred.

D. Assessment I & II (510, 512) may be transferred by the usual mechanism. The previous course should have had similar coverage of both the background and practice with the major tests covered in the IIT course.

E. Electives (588, etc.). Two of the 5 elective seminars may be transferred, using the usual mechanism. As noted previously, these courses must be consistent with the IIT training program (whether or not they are actually taught at IIT). For educational reasons, an advisor may require that a particular course be taken at IIT.

F. Research credits (597). Usually may not be transferred; exceptional cases may be considered.

G. A Master's thesis may be accepted from another university if: (a) the IIT faculty advisor and the Director of Clinical Training determine it to be satisfactory based on Clinical Program standards and (b) the thesis is accepted in the original masters program by December 31 of the student’s first year in the clinical program at IIT. Masters theses are transferred for 6 IIT credits of PSYC591 – the degree itself is not transferred. If the masters thesis is not transferred, the usual IIT master’s thesis requirements apply. Whether research begun prior to beginning at IIT may be continued as the IIT masters thesis needs to be negotiated between the student and his or her IIT advisor. From the Clinical Program’s perspective, this becomes strictly an IIT thesis. (If this work was begun in collaboration with others, the student may need to reach an understanding with them regarding data access, publication, etc.)

Advisors

Students are admitted into the research lab of a particular faculty member who serves as the student’s advisor and research mentor. The advisor should be a faculty person with research interests close to those of the student. Students should discuss their program of study with the
advisor, who also will sign most of the student's official university forms. Students in the Rehabilitation Track have a research advisor/mentor from the Rehabilitation Program and also have an academic advisor from the Clinical Program.

A student’s research interests can change over the course of his or her graduate career. In this case, the student can change to an advisor who more closely fits the student's new interests. This should be discussed with the existing advisor, the potential new advisor, and the DCT. Such a change will not affect the student's program of study.

Practicum Training
First Year Practicum (at IIT Department of Psychology).

All in-coming first year clinical students participate in the first-year practicum experience, testing children applying to the Chicago Public School (CPS) Selective Enrollment Program. Students are trained in the psychometrics, ethics, professional roles, and administration and scoring of tests designed for screening children ages 4-12. Tests are administered both individually and in groups, depending upon the age of the child.

Students are supervised throughout this experience by IIT clinical faculty, advanced graduate students, and Dr. Sandy Marcus, a clinical psychologist who oversees the project. Students spend approximately 15-20 hours per week from November through the beginning of March on the project. They spend approximately 5 hours per week September and October on training and the same amount of time during March and April to help answer parents’ questions about the tests and testing.

External Practica (program years 2-4)

Each student spends 15-20 hours per week during their second, third and fourth years at practicum sites outside the Department of Psychology. In the first external practicum, students typically work in community clinics in and around Chicago. For second and third external practica, students are placed in more specialized sites. Examples of specialized training sites include those focusing on neuropsychological assessment, medical psychology, pediatric behavioral medicine, rehabilitation, inpatient and outpatient mental health settings, and couples and family therapy.

Students are allowed to do a fourth external practicum only in exceptional circumstances, usually related to holes in their training or specific needs related to internship applications to particular sites. Except in unusual circumstances the normal practicum sequence easily provides sufficient practicum hours for internship. A fourth external practicum must be approved by the Clinical Faculty.

The Practicum Coordinator (Dr. Hopkins) meets with practicum students for the following year in the winter preceding the practicum to describe the sites and the procedures for applying to them. All students also takes Basic Clinical Skills and Therapy IA and Therapy II at the same time as the first external practicum (2nd year). Students record their practicum experience hours using the MyPsyckTrack program (previously Time2Track), obtained in conjunction with the Clinical Program, in order to have the information available for internship
applications. Students receive clinical supervision from an on-site supervisor and from an IIT faculty member. Students receive written evaluations at the end of each semester. These evaluations also are important components in the student's year-end evaluations.

All practicum arrangements must be made through the Practicum Coordinator. This assures that practica provide appropriate experience and supervision, that students are not competing inappropriately for positions, that we maintain good relationships with our practicum sites, and that students are covered by the IIT malpractice insurance. Practica are formal arrangements between the practicum site and the Clinical Program (not the student). Therefore, students cannot independently establish or alter these arrangements (e.g., create a practicum, stop attending practicum, or alter work hours outside the 15-20 hour/week window.) The practicum coordinator (Dr. Hopkins) is always happy to hear about potential practicum sites to see if a formal training agreement can be established. Concerns about how requirements placed on students by a practicum site is an appropriate topic for discussion with Dr. Hopkins or one’s IIT clinical supervisor.

The practicum training agencies are an important part of IIT's clinical training. Faculty and students should maintain a positive relationship with these practicum agencies through frequent consultation and communication. We are guests of these agencies and they have ultimate ethical and legal responsibility for their clients. Supervisors from IIT should be viewed as advisors or consultants, with final treatment decisions resting with the agencies. Almost invariably, this relationship is mutually beneficial and productive.

**Outside Clinical Activities**

Students in the Clinical Program may not provide any clinical services (broadly defined) in any context without permission of the Director of Clinical Training. This policy is designed with two concerns: (a) that students provide services appropriate to their level of expertise and (b) that services occur in a professional and ethical manner, with appropriate supervision. This applies to all clinical services, e.g. psychological and neurological assessment, therapy of any modality, consultation to staff members, acting as a group facilitator, and counseling services. This policy does not impede students from expanding their clinical experience through appropriate paid or unpaid affiliations with outside agencies. Students planning these activities should submit a brief written description to the Director of Clinical Training before beginning such activities. Provide the institution where the work will be done, the populations served, the nature of the clinical activities, the frequency of supervision, and the supervisor’s name, professional credentials, and telephone number.

**Research Training**

Research training is an integral aspect of the Clinical Program at IIT. Research training begins in labs in the Fall semester of the student's first year and continues throughout the student's graduate training, including during the summer months. The student's research activities normally are conducted with his or her advisor but also may involve work with other clinical and
nonclinical faculty members. Although an apprentice relationship with a single faculty member is mutually beneficial, changes in primary research affiliation can occur. Research training also includes the Master's thesis and the Dissertation, which are discussed below. All research must conform to APA ethical guidelines for protection of human participants and must be approved by the IIT Institutional Review Board prior to recruiting participants and collecting data. IRB approval includes obtaining certification from an online research ethics training course, which is also required by the Clinical Program (currently in the PSYC508 Ethics and Professional Issues curriculum).

**Master's Thesis and Master’s Degree**

All students must complete an empirical master’s thesis. Students entering the program with a master’s degree with a thesis in psychology or a closely related field may transfer the thesis if the faculty advisor and the Director of Clinical Training determine that it is equivalent to an IIT masters thesis (see transfer requirements and procedures above.) Students entering the program with a master’s degree but without a thesis, need to complete the usual thesis requirement. Students entering the program without a master’s degree in psychology or a closely related field will obtain a M.S. in Psychology as part of the Ph.D. program (this is not specifically in clinical psychology, since there is no such degree at IIT.) We do not have a terminal master’s program and all students are expected to complete a Ph.D.

The Master's thesis is a formal manuscript of an empirical research project carried out mainly by the student, in collaboration with their research advisor. The Master's thesis must be written in APA style and be of quality comparable to manuscripts published in peer-reviewed psychology journals. Most often the supervising faculty member is the student's research advisor but it can be another tenure-track faculty member of the Department of Psychology with approval of the Clinical Faculty. The master’s thesis must be defended to three-person committee consisting of the thesis advisor, a clinical faculty member, and another professional with expertise relevant to the content or methodology of the project (e.g., another IIT Department of Psychology faculty member [clinical or not], a non-psychology IIT faculty member, or a psychologist from outside IIT who has been involved in the project.) The committee can be expanded to include other members, if it is deemed desirable. Members of the committee should be selected, to the extent possible, based on their expertise on the topic of the thesis. The committee and the defense date is established by submitting a Form G300 to the Graduate College.

Prior to conducting the study, the student must submit a proposal approved by their advisor to the committee members for approval. As of this date the exact procedures are still being worked out and they may differ in Rehab Faculty labs; students should consult with their advisor and/or the DCT. However, it is anticipated that this will be an email distribution of a document that provides the background and rationale for the study (not including a full literature review) and the details of the methodology; a proposal meeting will not be necessary unless deemed needed by the committee after having reviewed the proposal.
To obtain an M.S in Psychology students should complete their 401 Program of Study for a master’s degree. This Program of Study will have a total of 32 credits and includes: (a) PSYC 501-504 (which must be passed with a GPA of at least 3.0 and no more than one C); and (b) the following courses: Ethics and Professional Issues I (508), Graduate Statistics I and II (545, 546), Psychopathology (526), Assessment II (514), and six credits of Masters Thesis (PSYC591). The student needs to submit an application to graduate at the beginning of the appropriate semester. The thesis needs to go through the usual University requirements with the Thesis Examiner. This consists of (a) an initial meeting with a partial draft of the thesis accompanied by a 501A form signed by the advisor and (b) a final meeting with the final version of the thesis accompanied with a 501B form signed by all members of the thesis committee. Following completion of the M.S. degree, a Ph.D. 401 Program of Study form can be submitted.

The Master's thesis must be completed prior to: (1) the comprehensive exam, and (2) enrolling for dissertation credits. A student is behind schedule if he or she has not made substantial progress on the master’s paper by the end of the second year and has not completed it by the end of the third year.

**Comprehensive Examination**

The comprehensive exam is taken after completion of the Master's thesis. Typically, this is during the 4th year. It is unlikely to be before the spring semester of the third year because a student would not have accumulated enough clinical experience. The comprehensive exam must be passed prior to the dissertation proposal meeting. Unless there is a pressing reason, it should be scheduled during the during the fall or spring semesters. Students must be enrolled at IIT for at least one credit during the semester that they take the comprehensive examination. The exam committee and date are established by submitting Form 301A to the Graduate College.

The purposes of the exam are: (1) to demonstrate competence in basic areas of clinical psychology sufficient to be passed to doctoral candidacy, (2) to serve as a mechanism for identifying areas in which a student may need additional training, and (3) to satisfy Department and University requirements for a Ph.D. comprehensive exam. In addition being evaluative, the comprehensive exam process should be an opportunity for learning and to demonstrate excellence.

The comprehensive exam consists of an oral presentation of a clinical case focusing on: (1) psychopathology, (2) assessment, (3) relevant research literature, (4) intervention procedures, and (5) ethical and cultural issues. In the comprehensive exam the student demonstrates competency in applying his or her knowledge and skills to understanding a clinical case through integrating case material with his or her clinical skills and a critical understanding of the relevant theoretical/research literature. This competency includes demonstrating independent thinking and an expertise in the area defined by the chosen topic.

Competency is demonstrated in the following ways:
1. The clinical case is presented in an organized and sufficiently detailed manner.
2. The student presents his or her own formulation/conceptualization of important aspects of the case. This will typically include at least some of the following: diagnosis, assessment, etiology, treatment, outcome assessment and treatment effectiveness.

3. The formulation is justified based on research, theory, and clinical data (including his/her own observations and evaluation of them).

4. Appropriate conclusions are drawn from the research/theoretical literature. This includes:
   - An awareness of the literature relevant to the formulation.
   - A critical understanding of the literature, i.e., an understanding of the consistencies/inconsistencies and of the methodological issues necessary to evaluate its validity and generalizability.
   - A synthetic understanding the literature, i.e., an understanding of the current state of knowledge in the relevant areas.
   - Appropriate application of conclusions from literature to understanding the case and supporting the formulation.

5. The student presents and interacts in a professional manner.

6. Through engaging in a dialogue with faculty committee members, the student demonstrates independent thinking, consideration of alternatives, evaluation of evidence, appropriate qualification of conclusions, and being able to understand and appropriately balance the “forest and the trees”.

The presentation is made to a faculty committee of four or more, composed of (a) a minimum of 3 psychology faculty members, at least two of which are clinical faculty members including the clinical advisor (who advises the student on developing the presentation) and usually the IIT supervisor of the case and (b) one IIT faculty member from outside the Department of Psychology. The presentation is open to all students and faculty. The length of the presentation is two hours, including questions, discussion, and time for the committee to confer. Following the presentation, the committee meets to evaluate the exam and formulate feedback. Students may be given a “pass with special commendation” (obtained by approximately 12% of students), "pass", "conditional pass", or "fail". If a student does not pass the comprehensive examination, he or she has a second opportunity to take the exam. The exact nature of the representation will be decided by the committee and may include the entire presentation or only parts that were of concern. The results of the exam are indicated on Form 303, which is submitted to the Graduate Records Office. A "conditional pass" is given if passing is contingent on completion of remedial work specified by the committee. A letter specifying the conditions of the conditional pass must be signed by the committee chair and deposited in the student's file.

Although it is understood that in working with a client the student will have consulted with his or her supervisor and perhaps other professionals and students, the comprehensive exam represents the work of the individual student. In general, the student may consult with faculty about how to go about the task, but not in doing the task. Comps presentations may not be practiced in lab.
The steps for the comprehensive exam are listed below:

1. Meeting with the chair (usually the student's clinical advisor).
2. Selection by the student of a case.
3. Selection of an examining committee.
4. Generation of a detailed outline of the presentation in consultation with the chair. All content areas and a list of references must be included.
5. Following approval by the chair, presentation of outline to other committee members for comments, suggestions, revision, and approval (a committee meeting is not necessary) at least 2 weeks prior to the examination. Consultation at the outline phase is primarily to insure that all content areas of the exam are satisfactorily addressed. Students should email the outline to each committee member and the advisor should email the outline approval form to each committee member (which indicates that the outline has been approved by the advisor.) Committee members should then complete the form (including any comments) and return it to the student. Following the comprehensive exam, the advisor should place the final outline, all the signed outline approval forms, and a copy of the 309 form indicating the exam outcome in the student’s file.
7. Form 301 establishing the committee and the exam date must be submitted to the Chair of the Department and the Graduate School at least two weeks prior to the comprehensive meeting.
8. A notice indicating the title, time and place of the presentation must emailed to the Director of Clinical Training and be posted on the Clinical Program bulletin board at least two weeks in advance. The meeting is open to all students and faculty, and students are encouraged to attend comprehensive exams as a learning experience and to support their colleagues.

Dissertation

The dissertation is a data-based research project that is designed, executed, analyzed, and written by the student. The scope and quality of dissertation research should have the potential make a contribution to the field and should represent the standards of peer-reviewed psychology journals. The dissertation advisor is usually the student’s research advisor but can be another psychology faculty member when this is more appropriate. The student, in conjunction with his or her advisor, selects at least three other faculty members for the dissertation committee. The committee must include at least two members of the Clinical Faculty and an IIT faculty member from outside the Department of Psychology. The third psychology faculty member is also usually from the clinical program, but may be from outside the program if this is more appropriate based on the content of the dissertation. The dissertation committee should be chosen based upon the expertise of the faculty of the clinical program; thus those with research interests closest to the dissertation subject should be placed on the committee. Dissertation research must conform to APA ethical guidelines for protection of human participants and must be approved by the IIT Institutional Review Board and the dissertation committee prior to collecting data.
The dissertation proceeds in three steps:

1. The initial proposal is developed with the advisor and, when approved by the advisor, submitted to the other committee members for a proposal meeting (there is no university form for this committee or meeting). The member from outside the Department need not be present at the proposal meeting. The function of this meeting is to formally agree upon a final proposal. The committee may approve the proposal, require modification, or request another meeting before final approval. The outcome of the initial committee proposal meeting and the final approval must be documented on the program Proposal Tracking Form. The dissertation proposal is not approved until this form is signed by all psychology members of the committee. The proposal represents an agreement between the student and the committee on what is required and will be accepted as meeting the dissertation requirement. This protects the student in that the committee cannot later change what project is considered acceptable. However, it also means that the student cannot change the project without prior approval of the committee. Students are encouraged to set a very low threshold for requesting approval for changes that are deemed necessary. It is much easier to email your committee members asking for a change that might seem minor than it is to find out at your defense that the committee believes that you did not do the project that was approved.

   The proposal is the Introduction and Methods section of the dissertation. Therefore, the proposal must clearly present the rationale for the study (including evaluation of the existing literature) and a complete description of the methods and procedures to be used. This includes evidence that the study is feasible, i.e., that the recruitment, sample size, data collection, and data analyses can be accomplished as proposed. For studies using archival data, this usually includes examination of a sample of the data base to indicate that what data are needed are, in fact, in the data base.

2. The data are collected and analyzed and the dissertation written under the supervision of the IIT advisor. Data may not be collected until after the proposal is approved by the dissertation committee and the project is approved by the Institutional Review Board. The completed dissertation must be distributed to all members of the committee at least 2 weeks prior to the defense. This version of the dissertation should be what the student proposes as the final version, with the understanding that in many cases the committee will require some additional revisions. It needs to have been read and edited by the advisor; dissertations typically go through a number of revisions prior to being ready to distribute to the committee.

3. A student must be registered (for something) the semester in which the dissertation defense occurs. The dissertation defense is open to all faculty members and students. The committee and the defense date is established by submitting Form 301B to the Graduate College. This form should be submitted at the beginning of the semester of the defense (the date can be changed later if necessary.) At least two weeks in advance of the defense an announcement of its time and title must be emailed to the Director of Clinical Training and posted on the Clinical Program bulletin board.
4. The dissertation must conform to IIT style guidelines. The Thesis Manual and other information about the process of approval by the thesis examiner can be found at http://www.iit.edu/graduate_college/academic_affairs/Thesis_information.shtml

In general, this process consists of (a) an initial thesis examiner meeting with a draft of the thesis accompanied by a 501A form signed by the advisor and (b) a final meeting with the thesis examiner with the final version of the thesis accompanied with a 501B form signed by all members of the thesis committee. The thesis examiner may have other meetings to inform students about this process. Also, the thesis examiner gets very busy near the end of every semester. The process will go much smoother if you contact her early on to set up your process.

5. Students may first enroll for dissertation credit hours in the semester in which they plan to complete the comprehensive exam. However, a student is not passed to doctoral candidacy, and cannot hold a dissertation proposal meeting, until after passing the comprehensive exam (passing to candidacy is not ensured by having received dissertation credits.)

6. **Students must have a formally approved dissertation proposal by October 15th of the year they wish to apply for internship.** Earlier drafts, even if verbally supported by the committee, do not constitute formal approval. After the proposal meeting, depending on the nature of any revisions, the committee may approve the proposal conditional on the revisions being made or delay approval until the revisions are reviewed. Thus, it is recommended that the student schedule their proposal meeting well before the 10/15 deadline to allow for revisions required by the committee if the student wants to be considered for internship.

Also see the Department of Psychology Dissertation Policy in the Appendix at the end of this document.

**Internship**

Each student must complete a one-year internship, usually in years 5-7, after completing all course work and program requirements other than the dissertation. Students may apply for internship **only after** the dissertation proposal has been approved by the dissertation committee, which must occur by October 15th of the fall in which applications are due. It also should be understood that an application for internship is much stronger if the dissertation is completed prior to starting internship. Internships applied to must be APA-accredited and offer full funding. Rare exceptions to this rule may be made but a student cannot accept an unaccredited internship without receiving prior permission from the Clinical Program. This policy is designed to insure that all internships meet Program standards.

There will be a meeting with the Director of Clinical Training early in the fall semester to review procedures and strategies for internship applications. The internship application requires written endorsement from the Clinical Program in the form of approval from the Director of Clinical Training. To receive this approval, the student must be in good standing in the program, have completed all Department and Clinical Program requirements (other than dissertation), have passed the Comprehensive Examination, have an approved dissertation proposal and be deemed by the Clinical Faculty as ready for internship. Students select internship
sites based on their interests, career goals, and prior training. All Clinical Faculty members are available to discuss these issues with students and application cover letters and essays should be reviewed by at least the student’s clinical advisor.

**Graduation**

Receipt of the Ph.D. is contingent upon successful completion of all Program, Department, and University requirements, including Internship. It is common that internships end a couple of weeks after the University summer graduation deadline. Students in this situation (having already completed their dissertation) are allowed to graduate in that August based on a letter from their internship training director that they are expected to successfully complete the internship.

The University time limit for completion of the Ph.D. degree is six years after approval of the Ph.D. 401 form. With appropriate justification, the student may petition to have this period extended. An extension requires approval of the Psychology Department and the Dean of Graduate Studies, and, if the completion time is very long, it may involve additional compensating academic requirements. Students may march in the May University Commencement if they are close to completing all requirements.

**Student Evaluation Procedures**

Student evaluations have several purposes: (1) to identify the performance strengths and deficiencies of the student, (2) to provide specific feedback to students about positive and negative aspects of their performance in the graduate program, (3) to recommend remedial work for individual students when appropriate, (4) to provide written documentation of students' performance, and (5) to systematically monitor students' progress through the program. Students receive frequent feedback from course instructors and their advisor.

**Annual Review**

Each clinical student will be reviewed formally at the end of the spring semester of each academic year by the Clinical Faculty as a group (and Rehabilitation Faculty where appropriate). The areas reviewed are as follows:

1. Coursework and grades
2. Practicum performance
3. Research activities
4. Progress in program
5. Additional activities (e.g., service to the profession)
6. Clinical suitability, determined in part by general issues of timeliness, involvement in training activities, professional comportment (e.g. relationships with faculty, supervisors, peers, and clients), ethics, and responsiveness to feedback.

Each student will receive a letter from the Director of Clinical Training reporting the outcome of the evaluation. The letter also will identify any specific areas that need attention or remediation and a plan for doing so. Students also can meet with his/her advisor to receive additional feedback. A copy of the letter is placed in the student's file. The faculty reserves the right to terminate from the program a student who, in its judgment of his/her academic, clinical, or ethical performance, is not suitable to be clinical psychologist.
**Probation Status**

A student is placed on Program Academic Probation when his or her performance in the Clinical Training Program is judged to be unsatisfactory in one or more areas. It signifies that the Faculty has serious concerns about the student's ability to satisfactorily complete the training program and/or to function satisfactorily as a Ph.D. clinical psychologist. The ideal outcome of probation is for the student to improve his or her performance and to successfully complete the program.

If the clinical faculty puts a student on probation, the student will receive a letter from the Director of Clinical Training indicating: (1) the reasons for the probationary status, (2) the required remedial action, (3) a timetable for remedial action and re-evaluation, and (4) the consequence of failure to meet the remediation plan. Students on probation are generally reviewed by the faculty each semester and at the end of the probationary period the faculty determine if the student should be removed from probation, maintained on probation, or terminated from the program. A student has the right to appeal termination decisions at the Program, Department, and University levels.

Among the conditions may trigger consideration of being placed on probation are the following. Probation decisions are based on individual circumstances.

1. GPA falls below 3.0
2. Failure to complete their Master's Paper in a timely fashion (e.g., by the end of the third year.)
3. Failure to complete the Comprehensive Examination in a timely fashion (e.g., by the end of their fourth year.)
4. Failure to have an approved Dissertation Proposal in a timely fashion (e.g. within a year after passing the Comprehensive Exam.)
5. Failure to complete all requirements for the Ph.D. in a timely fashion (e.g., by the end of their seventh year.)
6. Behavior in research, clinical practice, or other professional activities which is inappropriate, unprofessional, or unethical.

Conditions 2-5 allow some latitude for unanticipated problems that sometimes arise in completing Program requirements but serve to signify that the student's progress is falling significantly behind what is expected. Maintaining consistent progress is an important consideration. As noted earlier, the goal of the faculty in placing a student on probation is remediation of the problems and successful completion of the program, although this is not always possible.

**Procedures for Grievances by Students**

The complete University policies and procedures for standards of conduct and procedures of discipline can be found on pages 26-33 in the Student Handbook at [http://iit.edu/student_affairs/handbook/pdfs/handbook_11_12.pdf](http://iit.edu/student_affairs/handbook/pdfs/handbook_11_12.pdf)

Resolution of disputes relating to grades, discrimination, sexual harassment, mistreatment by staff, etc. usually will begin by discussions among the parties involved. Students also may want to discuss the issue with his or her advisor, the Director of Clinical Training, or other faculty, including the Chair of the Department of Psychology. If this fails to resolve the situation
satisfactorily, a complaint can be filed with the Chair of the Department of Psychology, who will appoint a committee to assess the situation. If this does not result in a resolution satisfactory to the student, a complaint/grievance can be filed with the University. The exact procedures for this depend on the nature of the complaint and are specified in the University Student Handbook.
APPENDICES OF POLICIES OF THE DEPARTMENT OF PSYCHOLOGY AND
THE UNIVERSITY

Department of Psychology Policy on the Evaluation and/or Dismissal of Students

We are dedicated to graduating students of the highest caliber professional training and preparation. It is our hope that students can complete our degree programs in a timely fashion and flourish as professionals in the psychology fields of their choice. In order to provide feedback and monitoring, we have a regular and predictable set of reviews. This process also allows us to identify those students who might not be progressing as they should. All students are evaluated at least once per year and usually more often by the faculty of the program(s) with which they are affiliated. The evaluation of students in psychology is based on a number of objective and subjective criteria associated with the standards of the Department of Psychology and the specifics of the program in which the student is enrolled. This policy applies to all programs and they are consistent with our approach to the evaluation of students for admission. In addition, each program has a written policy that is the basis for evaluation that falls under these general guidelines. Consideration for dismissal may occur as a result of this evaluation process or as a consequence of student behaviors or issues as they arise and as noted below. This document sets forth the due process for evaluation and dismissal within the Department of Psychology. The student handbook and the academic bulletins set forth the university policies.

Undergraduate status is governed by the fine print of the student handbook. In addition to meeting the fundamental requirements of the training program in which a student is enrolled, all graduate students in psychology must maintain adequate progress toward the degree and show evidence of acquisition of high level professional skills required by the profession. The Institute is committed to graduating professionals of the highest caliber and we reserve the right to undertake assessments and render judgments focused on the suitability of students to be psychology professionals. The determination of grounds for dismissal is made by the faculty of the program in which the student is enrolled and the Department Academic Standing Committee. Graduate students may appeal to the Graduate College; undergraduate dismissals occur with the involvement of the Office of Undergraduate Affairs and/or Dean of Students and appeal processes are set forth in the student bulletin. In most cases, determination of dismissal occurs in the context of a pattern of issues in which the student has been provided feedback and an opportunity for remediation. However, there are some situations that may result in summary dismissal as noted below. Examples of the evaluation domains and causes for consideration of dismissal include, but are not limited to the following:

1) Failure to make adequate academic progress in course work. This domain is relevant for graduate students. Undergraduate academic status provides for more flexibility. Graduate students must recognize that in graduate courses, a grade of “C” is technically passing but is considered to reflect poor performance. Thus, the presence of grades of “C” or lower signals problems in graduate level academic performance. Additionally, each program has articulated a sequence of courses that must be completed in a timely fashion as determined by the program of study (401). Grades of “C” or lower would not constitute the sole basis for a decision to terminate a student unless there is overall academic failure but would be weighed in the overall
assessment of performance. Dismissal solely on the basis of poor academic performance is defined in the graduate bulletin.

(2) **Failure to make adequate progress in the acquisition of independent research skills.** This domain is most relevant to doctoral graduate students but we expect that undergraduates will complete a capstone project that involves research under the supervision of a psychology faculty member. The Department of Psychology is committed to scientific psychology and evidence based practice. As part of this we expect all our students to have a firm grasp of research and demonstrated skill in design, analysis, interpretation of findings, collection and manipulation of data, statistics, and understanding of literature at the level relevant to the training program and degree. Students not showing adequate development of research acumen will receive notice of these concerns via feedback from the advising faculty and/or program faculty.

(3) **Failure to demonstrate development of, or participate in, an appropriate level of group based research activities.** Research activity requirements as part of a lab or team, are defined and governed by individual programs and faculty. If relevant, work in this domain is one of the many elements reviewed as part of the overall evaluation of student progress and performance. Undergraduates involved in lab based faculty research are expected to conduct themselves in a reliable fashion as part of the research team, whether within psychology or in a research based IPRO. Students in masters programs requiring a thesis also must complete research; students in non-thesis programs may or may not participate in research. All graduate doctoral programs require participation in research, frequently within faculty labs or teams. In all cases, students must adhere to the expectations and standards of the lab or team in which they are a member. In broad brush, students are expected to conduct themselves professionally, attend meetings unless excused, participate fully, and follow through on responsibilities assigned.

(4) **Failure to make adequate progress in the acquisition of professional applied skills.** This area of assessment is relevant to graduate students. All graduate programs have requirements for internships and/or practica that must be completed successfully. The Institute cannot guarantee placement of students even if required by the degree program and/or licensing boards because these decisions are made by the agencies, not by IIT. We will make every effort to assist students to obtain placements but given the competitive nature of placements we cannot guarantee these, particularly for students in the lower third of their peer group. Students unable to complete these requirements may be subject to dismissal or, if appropriate, they may be granted a degree different from the one in which they originally enrolled.

(5) **Failure to follow the terms of an academic probation requirement.** Probation for undergraduates is defined by the office of undergraduate affairs as set forth in the student handbook. Graduate students may be placed on probation for cause based on the criteria set forth herein by recommendation of the Department of Psychology Academic Standing committee and faculty of the degree program in which the student is enrolled. Any student placed on probation will receive a written statement of needed actions. If the terms of probation are not completed in the time specified, a student may be terminated from the degree program with a right to appeal to the Graduate College.
(6) **Professional unsuitability.** This area is relevant primarily to graduate students. Psychology is a profession that requires a high level of professional comportment and conduct. Interpersonal conduct that represents a significant impediment to working effectively and ethically with current or future clients, students, faculty, other colleagues, or other possible consumers may be the basis for termination on the grounds of professional unsuitability. If an issue arises under this domain that is of sufficient seriousness, this could be the grounds for dismissal, in and of itself.

(7) **Violation of policy on academic honesty or ethics,** As specified in the student handbook and graduate bulletin, violations of academic honesty or ethical standards as set forth by the APA may result in termination. All Psychology students are bound by standards of professional conduct as specified by the American Psychological Association (see Ethical Principles of Psychologists and Code of Conduct).

(8) **Felony conviction.** Conviction of a felony may be considered adequate cause for dismissal; other convictions of lesser offenses may be considered as evidence of problematic behavior falling under item 6 above. Students should be aware that anything falling into this category may also affect licensing, job placement, and potential employment.

Accepted and approved by the faculty 9/29/09
IIT's Commitment to Diversity: Building Community and Fostering Diversity
(April 25, 2013)

IIT’s commitment to diversity is affirmed in the following institutional statement: Illinois Institute of Technology is a community that values and respects its members. We appreciate that our faculty, staff, students, alumni/ae and trustees come from many backgrounds and many parts of the world. We embrace the contributions that differences offer. We are committed to providing a working and learning environment in which all students and all members of the faculty and staff are able to realize their full potential.

Building community—one that includes students, faculty, staff, visitors, partners, and tenants—and embracing diversity requires action at the institutional as well as the personal level. From an institutional perspective, it means committing to hiring practices that result in faculty and staff who better reflect the composition of our student body. It means partnering with our neighbors and taking a leadership role in community engagement. And it means holding each member of the IIT community accountable for doing his and her part to move this agenda forward.

At the personal level, it means recognizing that some of the things we do on a daily basis also can strengthen our community and make others feel welcome, included, and valued. The following is not meant to be a comprehensive list of suggestions but rather starting points to build community and foster diversity and respect—one person and one day at a time.

Ask rather than assume.
• And names are a good place to start. For example, "Do you prefer Timothy or Tim?" Then remember the preference; use the name in conversations and email; and, if necessary, apologize for mispronouncing or forgetting it.

Don't forget the please.
• Or the thank you, I'm sorry, and it's good to see you. Being polite goes a long way to making someone feel welcomed and included. Sometimes all it takes is saying hello.

Give people the benefit of the doubt.
• Assume people have a good reason for saying what they are saying—and doing what they are doing. Think the best before you assume the worst.

The difference between hearing and listening is understanding.
• Communication is complicated. But it gets easier when we move from hearing what is being said to listening to the person who is saying it.

Face it. There are times when you need to pick up the phone or deliver the message in person.
• But if you decide to go electronic, at least think before you hit that send button.
Acknowledge your baggage.
• Some of it is worth carrying with us. Some of it should be checked. And sometimes we may not even realize we're taking it with us. So try not to leave your bags unattended—and be aware when it may be weighing on your perceptions, actions, and responses.

Consider when it's a good thing to act—and when it's better to watch from the sidelines.
• Don’t be content to look the other way when something unacceptable is happening.

Take advantage of "talking moments."
• Sometimes people are just unknowing rather than insensitive. And most of them will thank you for gently pointing this out. But don’t call it a teaching moment.

Perception is reality.
• Keep in mind: What I hear may not be what you said. What you conclude may not be what I meant. So, asking for clarification is better than assuming.

Put diversity into your daily routine.
• Add a new colleague to your committee. Seek out someone with a different point of view. Get to know someone in another office. Ask someone about his or her country. It all starts with you.

It's time to move forward, stand up, and be counted. Let's build community, embrace diversity, and foster respect at IIT—one person and one day at a time.
Department of Psychology Dissertation Policy (revised November, 2003)

The Department of Psychology at Illinois Institute of Technology offers only one doctoral degree: the Doctor of Philosophy in Psychology. Although each student has a program area of specialization, it is very important to remember that all graduate students pursuing the doctorate are working on the same degree, implementing the same dissertation process, and aiming at the same criteria and standards of excellence. The Doctor of Philosophy degree is a research degree. The dissertation should be the culmination of an extended program of study and research, which serves as a public testament of graduate quality and expertise. That is, the proposed research addresses a meaningful and unanswered question in the field, the underlying methodology has sufficient internal and external validity and the scope of the research project is sufficiently large to constitute a dissertation. As such, it must be an original contribution to the body of knowledge and readily available in the public domain. In no real sense is it a totally individual project, but rather the product of a committee of scholars that is communicated to the profession for evaluation and use.

By definition, the members of a Dissertation Committee have already demonstrated their professional skills and expertise. In contrast, the student is in the midst of an effort to demonstrate these skills and is seeking professional acceptance. Thus the student is working for acceptance as a peer by the members of a profession he or she wishes to join. This effort begins with individual faculty members and ends with the completion of a satisfactory oral examination.

Students’ responsibilities include the following:

A. a knowledge of the literature in their area of research,
B. a knowledge of the methods in their area of research,
C. ability to apply what they know to the problem,
D. ability to relate the results of their study back to the literature and
E. ability to communicate their research findings.

Faculty members serving on a Dissertation Committee must also have knowledge relevant to the area of research or be willing to get knowledge in the area of research in the course of the dissertation development. The membership of the committee should be primarily based on the expertise that the faculty members bring to the project, and not on other factors including interpersonal relationships or faculty reputation of being “easy” or “hard.” By the time the student arrives at the oral defense, he or she should be a leading expert in the area and the members of the Dissertation Committee should already be reasonably convinced that this is true. Thus, the student has the dual responsibility of selecting a problem relevant and suited to abilities of existing faculty members as well as demonstrating to the selected faculty that he or she has a full command of the problem area. Faculty members may decline to serve on Dissertation Committees related to problems for which they have no expertise and are not likely to contribute significantly.

The Chairperson of the Dissertation Committee holds a position of key significance and responsibility. The Chairperson is both a sounding board for the student as well as the
spokesperson of the Dissertation Committee to the student. Chairpersons should have or develop an extra knowledge in the problem area in which the student is expected to be an expert by the end of the dissertation process. The Chairperson of the Dissertation Committee is responsible for seeing to it that the requests of the committee are respected in full at all times and that the standards of excellence set by the committee are met prior to the oral examination. Once these standards are met, the Chairperson of the Committee is an aid to the student and a supportive peer. Even when the oral examination has been completed, the obligations of the Dissertation Committee Chairperson continue via possible dissertation document changes, assistance with employment efforts, and dissertation publication reminders.

The essence of the dissertation process is frequent and direct communication between the graduate student and Dissertation Committee Members at all points of development. Informing, instructing, and responding to all committee members is the primary responsibility of the graduate student. It is this frequent interaction that makes the dissertation a successful collaborative affair rather than an individual act. Satisfactory interactions should ensure a quality dissertation so that the oral examination will serve as an occasion for peers to welcome a new member to the profession. Dissertations are not Nobel-Prize-level acts nor are they archaic public-rite chores. They are relevant public statements of research skill and graduate program quality.

ELEVEN STEPS TO A DISSERTATION

1. Select and meet with chairperson of Dissertation Committee to discuss proposal, e.g. statement of the problem, literature review and research design.

2. Select the other committee members and negotiate conditions for serving on the committee (e.g. they may want to see something in writing before agreeing to serve). Selection of committee members must be consistent with procedures specified by individual programs. All programs require a minimum of two people from the student’s program and a third member from among the psychology faculty to serve on any dissertation committee. A faculty member from outside the Department of Psychology and from within the University must be selected to serve on the dissertation committee as the fourth member. This fourth member is typically involved only in the final oral examination.

3. Write and distribute a copy of the proposal to each committee member after the chairperson has approved the version to be distributed. Committee members must have at least two weeks to read the proposal. Students have the option of meeting individually with committee members to make revisions in the proposal before the formal proposal meeting. The student schedules the proposal meeting no less than two weeks before the proposal meeting.

4. Write and circulate to each committee member a list of revisions agreed upon at the proposal meeting. A copy of the agreed-upon decisions and revisions, signed by each committee member, must be placed in the student’s portfolio before running the study. If for some unforeseen reason, any further changes are necessary in the opinion of the student, chairperson, or committee member (if appropriate, before the beginning of data collection), any of these
parties may request a second proposal meeting at which time changes may be made. It is understood that some unlikely event (such as publication of an identical study) will necessitate reconsideration.

5. Prior to the start of the study, the student must request and obtain the necessary approvals from the Human Subjects Institutional Review Board (IRB). The IRB approval is also needed for the use of archival and pilot data. The IRB approval must be renewed annually.

6. Conduct the study. If there are any major “in-process” changes in design or analyses due to unforeseen circumstances, the student must put these changes in writing and submit them as an addendum to the revised proposal. The proposed changes should be discussed, approved, and signed by each committee member, either individually or at a committee meeting called by the student and his or her advisor. Students will not be required to make significant additions or changes in design from that which was agreed upon in the proposals and addenda.

7. The student should analyze the data and write a draft of the dissertation. At this point, consultation with the chair should occur whenever the chair or student deems it necessary. The chair must approve the draft before it is distributed to other committee members as a proposed final manuscript. This process may require several revisions before the chair agrees that it is ready to be distributed. His or her approval means that the chair believes the manuscript is of sufficiently high quality, although revisions following review by other committee members may still be expected.

8. The Chair may sign the 501A Form after determining that the manuscript has all the necessary components. The student then obtains the signatures of other Committee members on the 501A Form. The student schedules an appointment with the thesis examiner to review the manuscript.

The signing of the 501A Form by the committee members and the approval of the manuscript by the thesis examiner must be completed at least five weeks prior to commencement.

9. The student schedules the oral examination (time, date and place) with a 301B form and must do so prior to two weeks before the date of the examination. The Committee members (including the outside reader) must be given a copy of the approved manuscript at least two weeks before the oral examination.

The Graduate College requires that the 301B Form be received in its Office of Academic Affairs by the second week of the semester in which the examination is going to be held. If the actual date for the oral examination appears later in the semester, the student must submit a revised 301B Form at least two weeks prior to the actual date of the final examination.

An announcement of the oral examination including the title of the dissertation, the date, time and place must be posted on the program’s bulletin board at least 2 weeks before the defense date. Prior to the defense, any committee member may call a work meeting if he or she
believes substantive changes are necessary and then the date of the defense must be rescheduled. The committee member should inform the chair and remainder of the committee of the general nature of the changes requested. The student then schedules a work meeting in which any or all committee members that feel they have contributions to make can attend. If a work meeting is required, the student modifies the dissertation and this step may be repeated until no committee member wants additional changes. The student and a committee member have the option of meeting individually for work meetings, but the student is responsible for notifying in writing other committee members of the nature of the change. If this step cannot be successfully completed, a final meeting can be scheduled to terminate the process.

10. The student defends the dissertation at the oral examination. The outside reader is usually present for the first time. However, at the dissertation chair’s discretion, the outside reader can be present at the proposal meeting. The student is expected to be an expert in the area and capable of communicating the results of the study and the implications for the field. The committee members sign the 501B Form if they concur that there are no substantial changes yet to be made.

A committee may fail a student who was unable to successfully (after repeated attempts) include the suggestions of her or his committee.

11. The student is responsible for making all changes directed by committee members and thesis examiner and to arrange for final bound copies of the dissertation to be forwarded to the Department of Psychology and to the advisor.

NOTE: The student may appeal his or her case to the Academic Standing Committee (consisting of Program Directors and the Chair and Associate Chair of the Department of Psychology) if disagreements arise as to whether he or she has followed the above procedures. If extenuating circumstances require a student to forego any of the above procedures and if the advisor agrees that the student should be granted permission to forego the procedure in question, the advisor and student can bring their request before the Academic Standing Committee for a decision.

Adherence to the philosophy and the procedures outlined above is the responsibility of the entire Department of Psychology community.

* Please check the Graduate College Bulletin for the most up-to-date information.