

DePaul University



COMMUNITY PSYCHOLOGY PROGRAM RULES AND POLICIES

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Bernadette Sánchez, Ph.D., Program Director 2010-present

Susan D. McMahon, Ph.D., Program Director 2004-2010

Joseph R. Ferrari, Ph.D., Program Director 1999-2004

TABLE OF CONTENTS

Overview.....	3
Affiliated & Adjunct Faculty.....	6
Non-Degree Seeking Students	6
Admissions Procedure	6
Guidelines on Previous Graduate Credit.....	7
Funding Policy	8
Curriculum.....	8
Psychology Department Grading Policy.....	9
Psychology Department Policies.....	9
Third Year as the Research Year (PSY 593)	10
Outside Employment	11
Annual Evaluation Process.....	11
Master’s Thesis	12
Alternative to the Traditional Thesis Format.....	12
Global Growth Experience	13
Admission to Doctoral Candidacy	13
Doctoral Comprehensive Requirement: Exam	14
Doctoral Comprehensive Requirement: Project.....	16
Dissertation Policies & Procedures.....	18
Registration.....	19
Completion of Program Requirements.....	20
Exceptional Circumstances.....	20
Reasons for Other Disciplinary Action.....	20
Appeal Procedure	20
Appendix A.....	Course Checklist and Schedule
Appendix B	PSY 593 Forms
Appendix C.....	Comp Evaluation Forms
Appendix D.....	Comp Project Forms
Appendix E	Student Record of Progress Evaluation Form
Appendix F	Annual Evaluation Form Completed by Faculty
Appendix G	Global Growth Experience

OVERVIEW OF COMMUNITY PSYCHOLOGY PROGRAM

Community Psychology

Community Psychology focuses on understanding, preventing and addressing psychological and social problems and empowering individuals, organizations, and communities. Community psychologists develop theory and conduct research concerning the ecology of environments and the relationships between people and their environments. We create, implement, and evaluate interventions to address social problems, with a particular emphasis on underserved, diverse, and disenfranchised populations. The field also uses action research to improve the quality of life for individuals, communities, and societies.

The Relationship Between Community and Clinical Psychology

The field of community psychology grew out of clinical psychology in the 1960s, when a subset of clinical psychologists grew dissatisfied with their abilities to address the multitude of psychological problems at the individual level. Many community psychology programs remain connected with clinical psychology programs, and there are benefits to providing both clinical and community skills to developing professionals. For example, training clinicians who also have skills in developing preventive interventions, rather than focusing primarily on psychopathology, will help advance the mental health field. However, the field of community psychology has also developed in its own right, as theory, knowledge, and interventions have evolved to address important community issues, developments not connected with clinical psychology. Community psychology also has historical roots and current growing linkages with social psychology, anthropology, organizational psychology, disability studies, sociology, public health, public policy, political science, criminal justice, nursing, law, and social work, which provide rich interdisciplinary contexts for research and action.

Consistent with the multifaceted history of the field, DePaul University has both a Clinical Psychology program with a Community Track and an independent Community Psychology program. The students in both the Clinical-Community Program and the Community Program share the same core community psychology courses. In addition, the Clinical-Community students take all the APA-required clinical courses in general psychology, clinical psychology, assessment, and treatment and thus have very few electives. In contrast, the Community students take additional community-related courses (such as Health Psychology, Empowerment, Training and Organizational Development, Evaluation of Organizational Effectiveness, and Social Policy and Social Change), Teaching Seminar, and 4 electives that include psychology and interdisciplinary courses. We anticipate that students in the Community Program will be more likely to engage in teaching, action research, and work with community-based organizations than Clinical-Community students, who may or may not choose these career paths, given their clinical training and career aspirations.

DePaul University's Community Psychology Program Description

Our interdisciplinary Community Program was developed in 2000 to build on existing strengths of the faculty and curriculum, and we began accepting doctoral students in 2001. There are about 30 doctoral programs in community psychology in the country, and DePaul University is considered to have one of the largest and strongest faculty of any community program. We are recognized nationally and internationally in the field for our excellent program.

The Community Psychology Program includes 14 faculty, most of which are from several areas (Clinical-Community Psychology, Industrial-Organizational Psychology, Social and Experimental Psychology, Women & Gender Studies, the Steans Center for Community Based Service Learning, the School of Nursing, and the School of Education). Most of the faculty are community psychologists, and also serve in the Clinical-Community program: Megan Greeson, Lenny Jason, Chris Keys, Susan McMahon, LaVome Robinson, and Nathan Todd. In addition, Joe Ferrari and Bernadette Sanchez are community psychologists, who have applied social and/or community. Midge Wilson, a social psychologist, is from the Women & Gender Studies Program, and is an adjunct faculty member in Psychology. Doug Cellar represents community interests from the Industrial-Organizational program. Our affiliate faculty members are Howard Rosing, an anthropologist who is the Executive Director of the Steans Center for Community Based Service Learning at DePaul University, Father Patrick McDevitt, a community-counseling psychologist from the School of Education and now President of All Hallows College in Dublin, Ireland, Mona Shattell, a faculty member from the School of Nursing and Associate Dean for Research in the College of Science and Health, and Luciano Berardi, the Director of the McNair Scholars Program.

Our faculty research interests tend to focus on social issues, urban disadvantaged populations, interventions, community-building, and empowerment. A diverse array of topics are represented, including community-university partnerships; disability issues; community research methods; chronic illness; prevention & intervention; public policy; recovery homes; care giving and volunteerism; sense of community; faith and civic engagement; poverty perceptions; organizational change, development, and motivation applied to community settings; urban youth; school-based interventions; contextual and individual risk & protective factors; minority mental health; adolescent risk and resiliency; urban food access; migration; economic restructuring; community health; positive youth development; youth mentoring; engagement with social justice; religious settings; Whiteness; physical attractiveness/body size and ethnicity; humor; gender; feminist scholarship; mental health of vulnerable populations; Psychiatric environments; community based participatory methods; violence against women; program evaluation; systems change; psychological home and identity, including possessions and "clutter"; personality profiles and community engagement of Deacons; religious ministers of charity and social justice..

Using a research-in-action training model, our program focuses on providing students with the theory, knowledge, skills, and experience to work effectively with underserved communities to promote positive change, to examine the interaction between the individual and the environment, and to understand how contextual issues affect individuals and communities. Specifically, we train students to do the following: 1) teach and conduct community research in college and university settings; 2) develop, implement, and evaluate preventive interventions; 3) conduct action research that will help us to better understand and address social problems; 4) evaluate community-based programs to help them gather information that will lead to better service provision to disadvantaged populations; and 5) consult with non-profit social service organizations to build organizational capacity.

Students take core courses in psychology in research methods, statistics, diversity, and teaching, and specialty courses in community psychology, interventions, program evaluation, grant writing, and consultation. Students take four electives that can be in psychology or outside of our department (e.g., public services and sociology). Students complete empirical master's theses and doctoral dissertations, using qualitative and/or quantitative methods. These research projects are typically focused on marginalized populations and understanding social or psychological problems and/or evaluating interventions.

The fieldwork sequence is a distinctive strength of our community program curriculum that illustrates our commitment to developing doctoral students' capacity to address social and community concerns in a sophisticated, state-of-the science manner. Students design two 1-year fieldwork practica to meet the needs of 1 to 2 community-based organizations as part of their course fieldwork in community settings. This supervised fieldwork experience is complemented by courses and training in program evaluation, consultation, and community psychology. The courses in evaluation and consultation provide students with theory and knowledge, and the fieldwork practicum provides students with the opportunity to apply what they learned in coursework and practice their skills. Thus, this course sequence enables students to craft an experience that is of interest to them, in order to apply knowledge and theory and hone important collaborative consultation and evaluation skills. Students first learn about an organization's needs, gain entree and develop a contract. They implement the agreed upon project, and produce a product for the agency (e.g., training manual, evaluation report). Students give reports to the class on their progress each week and do formal presentations related to their final projects. Typical experiences include teaching organizations about evaluation; grant writing; developing programs and curricula; conducting interviews, workshops and focus groups; and designing and implementing a needs assessment, process evaluation, or outcome evaluation. Given the diversity in Chicago, students have numerous options to work with any particular population and setting of interest. We attempt to facilitate paid opportunities when feasible, in order to bolster graduate student funding; however, this may or may not be possible, depending on student interests, community-based organizational needs, and organizational funding situations.

Unique Strengths of DePaul's Community Psychology Program

- Our philosophy and values fit very well with the Vincentian mission to work with people in their communities, to provide a voice to disenfranchised people, and to provide services to and prevent problems among those who cannot access traditional services.
- Our program emphasizes diversity throughout our curriculum including research, coursework and fieldwork experiences. Both our faculty and our students are quite diverse in terms of gender, race, ethnicity, and sexual orientation.
- Our Community Psychology faculty and students have been very successful at obtaining external funding through government agencies (e.g., National Institutes of Health) and private foundations, bringing in millions of dollars to DePaul. In addition, we teach our students to write grants as a skill for their professional development, as well as to enhance their own graduate student funding.
- Many of our faculty have received national awards for distinguished contributions in research, teaching, and service. In addition, we are and have been well represented on the American Psychological Association and Society for Community Research and Action governance boards and committees, and we have a history of leadership positions in national academic associations. Further, we serve as editors and members on a variety of editorial boards for peer-reviewed journals in the field.
- Our students will continue to work on important social issues, providing services to underserved populations, teaching and conducting research in academic settings, and/or working with non-profit organizations.

AFFILIATED & ADJUNCT COMMUNITY FACULTY

Because of our interest in interdisciplinary education, doctoral level faculty and staff outside the department but within the university may join our Community program. This process may be initiated either internally (e.g., group discussion among faculty) or externally (e.g., person expressing interest in joining our program). An invitation is sent by the Program Director to the person of interest, with a request for a curriculum vita and statement of interest describing why they want to join the program as an Affiliated or Adjunct Member¹. Program faculty discuss their material, their potential role should they join the program and vote. If the vote yields a positive majority, the person becomes an Affiliated or Adjunct Faculty Member of the program. The primary responsibilities for an Affiliated/Adjunct Member of the program include participating in program meetings and activities, and they have voting privileges at the program level. Affiliate faculty may serve on dissertation committees as an outside member. Unlike Affiliate Faculty Members, Adjunct Faculty Members can serve as 1 of the 3 psychology dissertation committee members and as 1 of the 2 psychology master's thesis committee members. Affiliated/Adjunct Members may contribute to discussions regarding student applicant decisions; however, they may not bring in new students. Student applicants must be sponsored by a full-time Psychology faculty member in the Community program. It is possible for Community Program Members and Affiliated/Adjunct Community Members to co-sponsor a student.

NON-DEGREE SEEKING STUDENTS

According to the DePaul University Graduate Bulletin, non-degree seeking students may take four (4) or fewer graduate level courses after gaining approval from the Dean. Students must secure permission from the graduate course Instructor and Chairperson to attend any graduate level class in Psychology. If a student later files for re-classification, the Department Chairperson can recommend to the Dean that a maximum of four courses under the non-degree seeking status be counted toward fulfillment of the advanced degree requirement.

ADMISSIONS PROCEDURES

The evaluation of an applicant by the Community Graduate Admission Committee is the crucial part of the admission process. The following steps govern that process.

1. It is the responsibility of the applicant to insure the submission of a complete application, which includes completed forms, college transcripts, reports of Graduate Record Examinations, and three letters of reference. Applications that are incomplete will not be reviewed. If the applicant notifies the Community Committee of extenuating circumstances, which have delayed completion of the application, the Graduate Admissions Committee may, at its discretion, evaluate the available materials.
2. Evaluations by the Community Graduate Admissions Committee that an applicant cannot be accepted into the graduate program will result in the recommendation to deny admission to the

¹ Adjunct faculty members are individuals who were voted on by the faculty in the Department of Psychology to be an adjunct faculty in the department. These individuals have PhDs in Psychology, teach part-time in our department, and can serve on thesis and dissertation committees. Affiliate faculty members are faculty or staff with PhDs who are *not* adjunct psychology faculty members and are faculty in another department at DePaul University.

applicant.

3. Evaluations by the Community Graduate Admissions Committee that an applicant is acceptable to the graduate program may result in an invitation to the applicant to be interviewed. Although not absolutely necessary, the personal interview is a highly desirable part of the admissions process and is conducted by at least one member of the Committee.
4. Upon the completion of the interviews with invited applicants, the Community Graduate Admissions Committee will meet to review the applications of those whose credentials are acceptable. Recommendations will then be made as to whether the applicant be accepted, action deferred, or denied admission.

GUIDELINES ON ACCEPTING PREVIOUS GRADUATE CREDIT

1. Applicants with previous graduate credit must submit the usual application materials.
2. The requirement to complete certain courses in the program may be waived if the student has taken similar courses at a recognized university. Before requirements are waived, however, the instructor of the similar course at DePaul and the Program Director will review the syllabus, evaluation methods, course content, and course grade. The faculty who teaches the course must provide documentation to the Program Director and Graduate Student Coordinator that he/she waives the course based on a review of submitted materials. Waiving a course merely means that the student is not required to take that particular course at DePaul. It does not decrease the credit hours required for graduation. The credit hours from a waived course need to be replaced through an elective course that can be of the student's choosing after consultation with their Program Advisor. During the first quarter of the first year a student may apply to have these courses waived.
3. If a student earned a Master's degree at an institution other than DePaul, which included a data-based, research project related to the appropriate area of psychology, the student may petition that the Master's Thesis requirement be waived by September 30 of the student's first year in the program. In order for the previous research project to be reviewed, the student will form a research committee consisting of two program faculty members. These can be of the student's choosing in consultation with the Community Program Director, provided the selected faculty consent. The committee will review the written product of the previously completed research project for its relevance to the psychology area and whether it meets the traditional standards of a Master's Thesis in DePaul's Psychology program. The committee will then recommend to the Program Director one of three possibilities: 1) The project is accepted totally, and the requirement for a Thesis/Project is waived; 2) A new Thesis/Project is not required, however, the student is required to do additional research-related work; 3) The research project is considered to be inadequate in meeting the research requirements of the program, and the student must complete the required Thesis/Project.
4. All requests for waivers and transfer credit must be in writing and submitted to the Program Director.

FUNDING POLICY

1. In exchange for University financial support, students are required to serve as Graduate Assistants for faculty, which includes research and/or teaching assistant responsibilities. Graduate assistantships are typically 22 hours a week for 35 weeks, and include a tuition waiver for required courses and a stipend. The program will make an effort to ensure that some of the graduate assistantship time is with a faculty member in the Community Psychology Program. These graduate assistantships are typically during the first 3 years of the program.
2. The Community Program Faculty will attempt, but cannot guarantee, to provide support at the same level at which the student entered, throughout the student's first three years in the program, as long as the student's annual performance is evaluated as "satisfactory."
3. Dissertation credits are not covered by the university.
4. For those students who receive other funding (i.e., Fellowships, Research grants, APA awards, etc.) or whose University funding is part of a cost-sharing arrangement with other institutions or agencies, the multi-year continuation of funding is contingent upon the appropriations and guidelines governing the non-University funding source. Assistantship monies from outside grants (i.e. NIH, NIMH) are controlled by the faculty member or program receiving the grant.

CURRICULUM

1. Full time study is at least 8 quarter hours per term. It is typical for a DePaul doctoral student to carry 12 quarter hours. Students may register for a full load in the Autumn Quarter of any year only if they have zero or one incomplete grade in formal course work from the previous academic year. For each incomplete over one, a student must reduce their quarterly course load by one course. The student will have such a reduced load for each subsequent quarter until no more than one incomplete remains. Incompletes are considered completed once a grade is submitted by the instructor. For circumstances beyond a student's control, the instructor may request a waiver on behalf of the student. The waiver request will be made to the Program Director who will present the request to the Community Faculty for review. A majority vote of the Community Faculty will decide the outcome of the request.
2. Students in the Community program may take courses from other programs in the University, as long as the course is offered for graduate credit and it is determined by the approval of the Program Director to fit with the training needs of the student.
3. Independent studies will NOT be offered for courses that are currently being taught by DePaul faculty members.
4. Students may take courses outside DePaul University, provided the course is not offered at DePaul University, and the Chairperson and Program Director approve of the course in advance. This course can be considered for transfer credit if no more than eight quarter hours have already been accepted for transfer credit. Courses taken outside of DePaul are not funded by DePaul's tuition waiver.
5. Students have the option to participate in the Community Development Certification Program at

DePaul University. Requirements for this certificate include 4 eligible graduate-level courses and participating in a non-credit research colloquium. Each participant of the colloquium makes a presentation before a small group of students and faculty members. Community development specialists undertake complex initiatives to enhance civic participation, housing conditions, job opportunities, mobility, safety and other aspects of neighborhood life. The program allows emerging professionals to broaden their perspectives on urban development in an interdisciplinary learning environment. Please visit the following website for more information:
<http://las.depaul.edu/chaddick/Programs/CommunityDevelopmentCertificat/index.asp>

PSYCHOLOGY DEPARTMENT GRADE POLICY

Effective Autumn 2013, there will be a new grade policy in the Department of Psychology (see the Policy in W:\csh\PSY\psy public\Graduate Student Handbook and Policies). Grades received prior to Autumn, 2013 will not be subject to this policy. New grades for both existing and new students will be subject to this policy. In general, according to the policy, students must maintain a 3.2 GPA and earn a minimum grade of B- in their courses. Please see the policy on the W drive for more details.

PSYCHOLOGY DEPARTMENT POLICIES

A number of Psychology Department policies are available on the W drive at W:\csh\PSY\psy public\Graduate Student Handbook and Policies. The policies available are:

1. Professionalism Guidelines
2. Disability & Special Circumstances Guidelines
3. GA-TA Rights & Responsibilities
4. Thesis Manual
5. Grading Policy

THIRD YEAR AS THE RESEARCH YEAR

Students are required to register for PSY 593 for 3 quarters in their 3rd year. The program director is the course instructor. PSY 593 will require full-time (at least 8-12 hours per week) work on research under the supervision of a faculty mentor.

Course Goals:

1. Formalize the expectation of supervised training for conducting original research in psychological science in addition to the research assistantship, the master's thesis, the doctoral dissertation and any other formally expected research.
2. Formalize the expectation that students will spend at least a year in full-time research activities in addition to their experience with the above research activities.
3. Develop students' abilities to conceptualize, design, carry out, and communicate original research projects.

Learning Outcomes:

Students will:

1. Collaborate with a faculty mentor to design and carry out original psychological research. Students will do so by joining a research team (either a different team from the one they are already working on, or the same team, with additional responsibilities to work on 1 or more manuscripts). In order to not slow the progress of the other aspects of their training (e.g., comprehensives, dissertation), this project will typically be consistent with ongoing work on the team.
2. Collaborate on communicating research products through professional presentations and publications.
3. Develop a coherent plan for the graduate student's individual research agenda for the dissertation and beyond.

Course Procedures

By September 30, (or earlier), each student enrolled in PSY 593 will work with the research mentor to complete the PSY 593 Goals and Objectives Form (see Appendix). The Goals and Objectives Form should be signed by the student, research mentor and program director and will be placed in the student's file. Students are expected to complete their project by Spring Quarter. By April 30, the student will complete the PSY 593 End of Year Reflection Form (see Appendix) in collaboration with the research mentor. In this form, students will discuss the degree to which the objectives were met as well as write a "Research Statement" describing his/her own research interests and research agenda for the next few years. The End of Year Reflection and research narrative will be signed by the student, research mentor and program director and placed in the student's file. These materials will be evaluated by the community faculty during the student's Annual Evaluation. These procedures will provide a system of accountability for faculty research advisors and a quality-assurance mechanism for monitoring students' progress in research.

The specific objectives for PSY 593 will vary, but by April 30 all students will be expected to have:

1. Collaborated in designing, carrying out, and analyzing at least one original piece of psychological research.

2. Presented (or submitted for presentation) the results of some of their research at a professional meeting or conference, or submitted as a co-author at least one manuscript for publication (peer-reviewed journal article; research-related book chapter; etc.)
3. Created a "Research Statement" describing their own research interests and their research agenda for the next few years of their professional career.

OUTSIDE EMPLOYMENT

It is not uncommon for graduate students to work during the summer months or during the dissertation year at jobs that are psychology-related but outside Department of Psychology at DePaul. Some students may have part-time jobs off-campus during the academic year as well. All students who are currently registered in the program are expected to notify the Program Director of any outside employment or practicum that is psychology-related. "Psychology-related" is defined as any services that are given by psychologists, which do not include therapy (e.g., consultation, research, program evaluation, etc.). This notification requirement applies to one-shot as well as longer-term employment, as well as services for fee or volunteered services.

Notification of the Program Director is necessary because, while a student is a registered student, the Community program is responsible for how this student represents him/herself in the field of psychology. All students are expected to conduct themselves at all times in accordance with APA ethical standards. Furthermore, employers of graduate students are expected to comply with these standards as well.

Notification allows the Program Director to monitor the quality of supervision that students receive, ensure that students are not expected to practice or are practicing in ways that are inappropriate for their level of training, to ensure that their employment is consistent with state regulations and APA ethical standards, and to help the program and university avoid potential liability issues.

It is illegal for anyone to practice independently as a psychologist without being licensed in the state. Therefore, no student in this Community doctoral program should be offering independent services, without supervision. All employment needs to receive appropriate supervision and needs to recognize the limitations of a student in training. Students who are found to be in violation of ethical and legal standards are subject to sanction by the Community faculty and/or the Psychology faculty. Serious infractions could lead to dismissal from the program.

ANNUAL EVALUATION PROCESS

On an annual basis (typically during the spring quarter) each student will receive an Annual Evaluation on their program progress. This assessment is designed to provide constructive feedback to the student toward degree completion. Each student will be asked to complete the Student Record of Progress Form (Appendix E) that summarizes their progress in each of the assessed areas, and the student's Program Advisor will examine the student progress report, as well as the official records on the student in order to complete the feedback assessment.

Assessment focuses on 10 areas: Academic Coursework (a current transcript will be provided by the Psychology Graduate Administrative Assistant), Field Work activity (if applicable), Master's Thesis or Doctoral Dissertation activity (e.g., whether the Proposal or Final product was successfully defended), Comprehensive Exam or Project successfully completed, Assistantship responsibilities, PSY 593: 3rd year

as the Research Year, Professional/ethical conduct, Scholarly activities, Teaching or Training, Service, and Overall progress toward Program requirements. The student will complete the annual progress form and will submit this form and current vita to the Advisor. Each area will be evaluated by using the following ratings: *outstanding*, *satisfactory*, *marginal*, *unsatisfactory*, and *Not Applicable* level. A copy of that form is in the Appendices.

Following the student's Advisor's assessment, the Advisor will provide the Community faculty with ratings of the student in each area at a program meeting. Subsequently, the Advisor will meet with the student to provide oral and written feedback. If the student receives a Marginal or Unsatisfactory rating in any area assessed, a written remediation plan will be developed with the student, Program Advisor, and Program Director. Further, the student will meet with the Advisor and Program Director to discuss the annual evaluation and the remediation plan. Copies of the completed form and letter will be placed in the student's academic file.

MASTER'S THESIS

A research prospectus is expected by the end of the first year and is a requirement of PSY 420 (Research Methods). For many students, the research prospectus will form the core of a thesis proposal. The Thesis Advisor's role is to help the student focus in on a practical, yet scientifically sound, research area. The Master's Thesis is regarded as a learning experience; thus, the research project should be "doable", not overly grandiose, and the student should feel free to ask for guidance from his/her research advisor. (The Doctoral Dissertation is regarded as a much more independent research project in which the student should require much less structure and assistance from a research committee.) The Thesis Advisor may be helpful in suggesting relevant ideas of literature to examine. In those cases where the student will use a pre-existing data set, the Advisor shall be helpful in identifying possible data sources/samples and, when necessary, help the student access a population. Thus, the Thesis/Project is a cooperative effort between the student and the Thesis Advisor. To make this relationship work most effectively, Advisors need to make themselves accessible to students, and students need to allow Advisors sufficient time, two weeks, to read each draft of the research proposal.

Students should utilize time in the summer between the first and second years to refine the introduction, method, and proposed analyses sections, and spend the Autumn Quarter of the 2nd year completing a formal proposal. Second year students will register for two regular courses during the Autumn Quarter, with the third course being Master's Thesis Research. This will allow time to work on the thesis proposal. Regular (i.e., weekly or biweekly) meetings will be held with the Thesis Advisor (i.e. Chair of one's Committee) during the first year and the Autumn Quarter of second year. This written proposal will at this point be shared with the second faculty member who will serve as a Reader on the committee, at least 2 weeks prior to the scheduled defense date. The Reader has the possibility of requesting additional draft editing before a formal thesis proposal defense meeting is held. These meetings shall yield a written proposal that is defended by November 15th of the 2nd year. Students do not need to wait until this deadline in order to proceed on a Thesis proposal.

Alternative to the Traditional Thesis Format

Students may prepare an optional alternative format to the traditional thesis format. The goal of this alternative format is to facilitate the process of submitting a thesis for publication. In the alternative format, the format of the thesis *proposal* is identical to the traditional thesis proposal format. But, the final document will be prepared in a condensed style, consistent with page limits in

typical peer-reviewed journals in the field of Community Psychology. In addition to this streamlined manuscript, the final document should have an appendix, which includes the original proposal (in its traditional format) and the results of any analyses originally proposed but not included in the final manuscript. Students who opt to prepare their thesis using this alternative format must actually submit the manuscript for publication (after it has officially been approved) *prior* to receiving a grade for their thesis requirement.

Master's Thesis Deadlines and Consequences

Thesis Proposal. Students should have successfully defended their Masters thesis proposal and have the signatures of the faculty thesis committee on the **Thesis Proposal Form by November 15th of the second year.**

Thesis (Final). Students should have successfully defended their Masters thesis and have the signatures of the faculty thesis committee on the **Thesis Approval Form by February 1st of the third year.**

- If the student does not meet these deadlines, the student's grade for thesis credits will be reduced by one letter grade (e.g., a student earning an "A" will receive a "B," and a student earning a "B" will receive a "C"). This grade cannot be upgraded regardless of the ultimate quality of the thesis project.
- If the thesis proposal and final thesis are not formally approved by the deadlines stipulated above, a very specific contract will be drawn up by the Thesis Chair and the Program Director, in consultation with the student. This contract should include expectations and timeline for work to be done on the thesis, culminating in a specified deadline for a defense meeting as soon as feasible. If the student does not meet the expectations developed in the contract, the student will be placed on academic probation.

GLOBAL GROWTH EXPERIENCE

Educating students to be 'global psychologists' through active living, studying, and researching overseas is an important component of graduate education. Students in our program may have the opportunity for studies and research in foreign nations through the Global Growth Experience (GGE). This opportunity provides a chance for an extended timeframe in living, studying, and engaging in research in a country outside of the United States to enrich and enhance one's understanding of another culture. This initiative is *optional*. We believe it provides students with a global perspective on community psychology and an opportunity to learn and grow in service, compassion, and sensitivity to others – aspects reflected in our Vincentian institutional mission vision, values, and virtues. More information about this option is provided in Appendix F.

ADMISSION TO DOCTORAL CANDIDACY

Admission to the doctoral program is dependent upon satisfactory evaluations in each of the following 3 areas: 1) Academic performance, 2) Completion of the Master's Thesis, and 3) Successful completion of the Comprehensive Exam or Comprehensive Project. If the student has been involved in an outside practicum or field work, appropriate persons at that site may be asked to contribute to the student's evaluation. Academic performance is based on a student's grade point average, incompletes, and comments made by faculty who have worked with the student in a classroom setting. A 3.2 GPA is the

minimal expectation for good-standing status in the program. A course grade below a B- is unsatisfactory and will not be counted toward completing degree requirements. Assessment of research performance is based on evaluations by the professor(s) for whom the student is working or has worked.

DOCTORAL COMPREHENSIVE REQUIREMENT: EXAMINATION

The purpose of a doctoral Comprehensive Examination is to evaluate the student's ability to integrate research and theory in addressing relevant questions across the various areas of the profession of psychology. The intention of each exam is to integrate what has been previously learned. The examinations are also an opportunity to build depth in the general knowledge base of psychology and the specialty area. These examinations must be successfully completed before a dissertation may begin. The general comprehensive examination, which all doctoral students in Community psychology must take, is based primarily on the readings and course content of the Community core courses: Principles of Consultation, Principles of Community Psychology, Community Psychology, Grant Writing, Seminar in Prevention & Intervention Methods, Seminar in Program Evaluation, Field Work in Community Settings, Empowerment, and Health Psychology. This examination will be composed and evaluated by Community faculty and will consist of four (4) essay questions. The student must answer three (3) of the questions listed on the exam. The second part of the exam will be individually tailored to fit with the course history of the student taking the exam. Students will submit their course history to the Director of the Community program, and faculty will write the 4 questions based on the course history of the student. Students will again complete responses to 3 out of 4 questions in the 3-hour timeframe. Students will be asked to integrate and apply community psychology principles to the content of other psychology courses that the student took (i.e., Research Methods, Qualitative, Social Psychology, Psychology of Women, Diversity). At least 3 faculty will grade each question, and faculty outside of the department may be consulted regarding writing and/or grading the comprehensive exams, depending on the content of the courses and questions.

Eligibility and Deadlines

While we recommend that students take all required courses prior to this examination, students have the option of taking the examination prior to completing all required courses. Candidacy exams must be taken within four years of admission to the graduate program, which occurs upon completion of the final Master's Thesis defense. Final orals for the Master's Thesis must be completed and the application for comprehensive exams must be submitted by the following dates: Autumn comps deadline: July 15; Spring comps deadline: February 1. No extensions will be granted beyond these deadlines.

Exam Dates

The Autumn exam is *typically* given the Monday and Wednesday *preceding the first week of classes in the Autumn quarter* in early September. The Spring exam is *typically* scheduled to start the Monday immediately following the first Friday of the Spring Quarter. *Exact dates are subject to change, but will be announced by the time of the application deadline for each exam.* The examination process will be supervised by the Doctoral Candidacy Examination Committee of the Psychology Department.

Application Process

The student must get an application form from the Psychology Office and complete it. A photocopy of the completed and signed "Report on Final Oral Examination" of the Master's Thesis must be attached

to the application form and submitted to the Chairperson of the Doctoral Examinations Committee. Return the form to the Chairperson of the Doctoral Examinations Committee.

Withdrawing

Students who have submitted an application and later decide not to take the exams must notify, in writing, the Program Director as well as the Chairperson of the Doctoral Examinations Committee at least three (3) weeks prior to the scheduled exam date.

Syllabi

Recent syllabi for required courses will be made available in the Psychology Office and/or on the W drive immediately following the application deadlines.

Testing Location and Distribution

Exams will be distributed by the Chairperson of the Doctoral Candidacy Examination Committee. Students taking their exams by computer should *bring their student ID to the assigned computer lab*. Under special circumstances, students may request not to take the exam by computer. Instead, the exam is completed in written format. Students not taking the exams by computer will be assigned a location by the Chairperson of the Doctoral Candidacy Examination Committee.

Grading and Notification of Results

Students receive a score from 1 to 5 (1 = very poor, 5 = excellent) for each question answered. An average score across all readers of 3.3 is needed in order to pass the exam. In evaluating the examination, the following areas are considered: accuracy of information, comprehensiveness of answer, integration and synthesis of material, references (e.g., citing authors), and creativity. Students need to address the important points in each question. In addition, well organized and well written answers are more positively evaluated. A sample of the Comps Evaluation Form is in the Appendices. The Program Director, with feedback from the Community faculty, will present feedback to the students individually after the exams have been graded. Results are announced two (2-3) weeks after the exams have been completed.

Retakes

Students who are retaking all or part of the exams need to submit only the application form. Re-takes should be taken within one (1) year (exceptions must be approved by the Directors). A student is allowed one (1) retake. A second failure is likely to lead to dismissal from the program.

Further Information

If you have any questions, see the Chairperson of the Doctoral Candidacy Examination Committee.

Comprehensive Exam Deadline. If the student chooses to take the comprehensive exam, rather than complete the comprehensive project, the student should have **successfully passed comprehensive exams by the Autumn administration of comprehensive exams of his/her 4th year.**

DOCTORAL COMPREHENSIVE REQUIREMENT: PROJECT

Students in the Community Psychology doctoral program at DePaul University may choose to complete a Comprehensive Project instead of the Department's Doctoral Comprehensive Examination. The project may be enacted if the following conditions are met after successful completion of the Master's Thesis: 1) the student is able to secure a chairperson and reader for the topic of interest; and 2) the Committee (comprised of the Chair, & Reader) and Program Director approves the proposal (described below) for the Comprehensive Project. We expect each of these three Comprehensive Project options to be thorough and comprehensive.

The Comprehensive Project procedure includes the following options:

1. The student may choose to write an APA-style major *theory paper or literature review paper*. In either case, the paper would be based upon the literature within a specific area relevant to the field of community psychology. This manuscript may not simply be a paper submitted to a class or the literature review of the thesis or dissertation. Approval of the project is a function of both the quality of the product and the submission to a peer-reviewed community-based journal.
2. The student may choose to write a full-length APA-style scholarly *empirical paper* related to community psychology. The manuscript may be based upon primary data collected by the student or a secondary analysis of data collected as part of a larger, previously collected data set. The data may be qualitative and/or quantitative. This manuscript may be based on data collected by the student for Field Work experience, but not merely a product/paper submitted for a class. Approval of the project is a function of both the quality of the product and the submission to a peer-reviewed community-based journal.
3. The student may choose to write a government or private-foundation extramural style *grant proposal*, including budgetary details, provided he/she has successfully completed the grant-writing course. This proposal should be comparable in theory, depth, and rigor to the other Comprehensive Project options (literature review, full-length empirical paper) and NIH-type grants. The proposal may seek funding for the student's doctoral dissertation, other self-directed research, or a community agency, and the grant should be tailored to the funder's expectations. If the grant proposal is for a dissertation grant, the student should be in communication with both their dissertation and comprehensive project committees (the committees may be the same, but are not required to be the same), and there should be a reasonable interval between the comprehensive project defense and the dissertation proposal defense (such as 30 days – the comprehensive project must be approved prior to the dissertation proposal). Timing of both defenses should be discussed with the committees. The proposal must demonstrate the theoretical significance of the project, preliminary studies, human subjects (including data safety and monitoring), research design and implementation procedures, appropriate measures and data analytic techniques, and itemized budget and budget justification. The proposal may not be a proposal submitted as part of the grant-writing course. Approval is a function of both the quality of the product and the submission to a funding agency.

The Comprehensive Project must be substantially different from the thesis and dissertation. The Comprehensive Project may be different in terms of topic, methodology, or the skills that it develops.

For example, if it is the same general topic (e.g., substance use), it should include different research questions and different methodology. So, these three projects can be interconnected, although they do not need to be, but they should be clearly differentiable. The student may choose to have the same Chair for the thesis, comprehensive project, & dissertation, or different chairs for each project.

The following steps should be followed:

- 1) Successful completion of Masters Thesis is a prerequisite.
- 2) If the student is thinking about completing the Comprehensive Project, he/she should consult with his/her advisor, discuss ideas, and secure a 'Project Chair' and at least one (1) other program faculty as "reader" to form a Comprehensive Committee.
- 3) The student, in consultation with his/her committee, will then write a short, 3-5 page proposal (may be single-spaced) for this project. The proposal should include a brief rationale (why it is important & needs to be done), the research questions, and the methods he/she plans to use.
- 4) This Comprehensive Project proposal must be submitted to the Comprehensive Committee and the Program Director **within three (3) months** following completion of the Master's Thesis.
- 5) Within two (2) weeks these three faculty will approve, not approve, or ask for additional information in order to make a unanimous decision (NOTE: When class is not in session, please confirm the availability of the committee, as this 2-week timeframe may not be possible outside of the academic calendar).
- 6) Once approved, the Comprehensive Project Proposal Form must be signed by the student, Project Chair, Reader, and Program Director, and placed in the student's file. The student is responsible for insuring that the form is signed and given to the Program Director and Graduate Coordinator to be placed in file.
- 7) The student has **12 months** following the approval of the project proposal, to complete the Comprehensive Project by satisfactory approval of the Comprehensive Committee (Faculty Chair and the Project Reader).
 - If the student does not complete the Comprehensive Project by the end of that year, the student then will be required to complete the traditional Comprehensive Examination. Any exception to this deadline must be approved by the student's Chair, Reader, and the entire Community Faculty.
 - If the student requires an extension to complete the Comprehensive Project, the student should discuss this issue with his/her chair and submit a letter to the Program Director, indicating the request, the circumstances that led to the request (that delayed the project), and the timeline for completing the project. This request will be voted on by the Community Program faculty.
- 8) The project **must be submitted for publication or funding prior to receiving a "pass"**. Although we encourage students to follow up with revisions, as requested, acceptance of the manuscript or funding of the grant are not required for fulfillment of this requirement.
- 9) It is the student's responsibility to have the committee (Chair and Reader), as well as the Program

Director, sign the completion form demonstrating approval for the final project. The student will submit signed copies to the Program Director and Graduate Coordinator to place in his/her file. The form demonstrates evidence of completion of these steps (acceptance of proposal and fulfillment of the Comprehensive requirement). The Comprehensive Project forms are included in the Appendix.

Comprehensive Project Deadlines and Consequences

Comprehensive Project Proposal. Students should have successfully defended their Comprehensive Project proposal and have the signatures of the faculty committee on the **Comprehensive Project Form May 1st of the 3rd year or within 3 months of completing the master's thesis, whichever comes first.**

Comprehensive Project. Students should have successfully defended their Comprehensive Project, submitted the project for publication or funding, and have the signatures of the faculty committee on the **Comprehensive Project Form May 1st of the 4th year or within 1 year of completing the Comprehensive Project Proposal, whichever comes first.**

- If the comprehensive project proposal and final project are not completed by the deadlines stipulated above, a very specific contract will be drawn up by the Project Chair and the Program Director, in consultation with the student. This contract should include expectations and timeline for work to be done on the project, culminating in a specified deadline for completion as soon as feasible. If the student does not meet the expectations developed in the contract, the student will be placed on academic probation.

DISSERTATION POLICIES AND PROCEDURES

1. Dissertations must involve the analysis of empirical data (quantitative and/or qualitative) and be relevant to the field of community psychology.
2. No more than five (5) years may pass between the time doctoral Comprehensive Examination or Comprehensive Project is finished and the student's completion of the dissertation. If a student fails to meet this deadline, he/she must be enrolled in a Dissertation Seminar and in good standing when the five years have elapsed. Failure to do so could lead to dismissal from the program.
3. Please refer to the thesis manual (see W:\csh\PSY\psy public\Graduate Student Handbook and Policies) for information about the composition of the dissertation committee members.
 - a. As stated in the thesis manual, only the 3 psychology faculty members are required to be present at the proposal meeting. However, some students and faculty might wish for all 5 committee members to be present at both the proposal and final defense meetings. This may be really helpful, especially when the outside committee members have relevant expertise to offer to the graduate student in the proposal stage. Thus, students and dissertation chairs should discuss before the proposal meeting whether they would like for all 5 dissertation committee members to be present at the proposal meeting.
 - b. It might also be valuable to include a community member as part of a dissertation committee,

particularly when the dissertation uses a participatory action approach. A community member can serve as the 6th member of the dissertation committee, and similar to the outside dissertation committee members, it is up to the graduate student and dissertation chair whether the community member is present at both the proposal and final defense meetings. Having a community member as a dissertation committee member is optional.

4. Students cannot take Dissertation credits until they have passed their Comprehensive Examination or Comprehensive Project and been admitted to doctoral candidacy. Therefore, the sooner students are admitted as candidates, the sooner they will be able to take Dissertation credits.
5. Generally, we strongly encourage students to be in the Chicago area while completing their Dissertation. While long-distance research is possible, it poses many more difficulties.
6. If a student registers for Dissertation credit during the quarter when comprehensives are taken, and these exams are not all passed, the student must drop Dissertation credits.

Dissertation Deadlines and Consequences.

Dissertation Proposal. Students should have successfully defended their Dissertation proposal and have the signatures of the faculty committee on the **Dissertation Proposal Form by November 15th of the 5th year.**

Dissertation (Final). Students should have successfully defended their Dissertation and have the signatures of the faculty committee on the **Dissertation Approval Form by May 1st of the 6th year.**

- If the student does not meet these deadlines, the student's grade for dissertation credits will be reduced by one letter grade (e.g., a student earning an "A" will receive a "B," and a student earning a "B" will receive a "C"). This grade cannot be upgraded regardless of the ultimate quality of the dissertation.
- If the dissertation proposal and final product are not formally approved by the deadlines stipulated above, a very specific contract will be drawn up by the Dissertation chair and the Program Director, in consultation with the student. This contract should include expectations and timeline for work to be done on the dissertation, culminating in a specified deadline for a defense meeting as soon as feasible. If the student does not meet the expectations developed in the contract, the student will be placed on academic probation.

REGISTRATION

A student must maintain registration every Autumn, Winter and Spring Quarter as well as every summer session until the Ph.D. is awarded. Upon completion of the first three (3) years of course work the student should see the curriculum in the Appendices and/or consult the Psychology Department for further information on how to register. Once students have registered for Dissertation credits they must maintain their registration in the University.

COMPLETION OF PROGRAM REQUIREMENTS

The PhD is not formally conferred until all requirements have been met. In addition to satisfactory completion of all required coursework, students must complete an oral defense of the Dissertation (Dissertation Oral Examination) and present a finalized version of the Dissertation to the department prior to the posted conferral deadline. All additional forms including the Final Project Proposal, Final Requirements Report, Author Submission Form, and Abstract and Keyword Form, must be presented to the department at this time.

To qualify for the yearly Commencement Ceremonies, students must apply by the posted deadline in addition to applying for degree conferral. All requirements for degree conferral must be met by the end of Summer Session I to be eligible for participation.

Exceptional Circumstances: Student rights to request an extension.

The community faculty will use flexibility in handling exceptional circumstances that may arise for a specific student who does not meet the expected timeline. The student may petition the faculty for an extension for any of the above deadlines (e.g., thesis proposal, thesis, comprehensive project proposal, comprehensive project, comprehensive exam, dissertation proposal, dissertation). This must be in the form of a written request that is signed by the project chair and is submitted to the Program Director. The entire community faculty will discuss the requested extension and give the student a written reply.

Reasons for Other Disciplinary Actions or Dismissal from the Program.

(1) If students act in ways that causes risk and/or harm to self or others, they become candidates for disciplinary action, up to and including immediate dismissal from the program.

(2) If students behave in ways that are unprofessional and/or unethical, they become candidates for disciplinary action, up to and including immediate dismissal from the program.

(3) When students are placed on academic probation for delay in meeting program requirements adequately, they will be given a one quarter warning with what they need to accomplish in that quarter in order to return to good standing. If that is not accomplished, then the faculty will consider their progress to date and may take action up to and including dismissal from the program.

APPEAL PROCEDURE

A student may appeal a decision of the Community program faculty by preparing a statement (this may be delivered in person, but must also be in writing) giving the grounds and rationale for the appeal. This statement should be presented to the Program Director who then will arrange a meeting with Community Faculty. The student can be present at this meeting to present the appeal, or can opt to have him/herself represented by the written statement or a faculty person familiar with the situation. If the student chooses to be present at this meeting, he/she may be asked to leave the meeting after the presentation in order to allow for faculty discussion and decision making. The Community Faculty as a group will then consider the appeal, and its decision will be communicated to the student.

If the student believes that this procedure is still unsatisfactory, the next level of appeal is to the Department Chair. The Department Chair will then review the situation, with input both from the student and the Community Program faculty. The Department Chair will then render a decision.

If the student is dissatisfied with the Chair's decision, the student has a right to appeal the Chair's decision to the entire Psychology Faculty. Again the student must present the case in writing, and is free to also be present at the faculty meeting considering the appeal to make the case. The student may be asked to leave the room at the point at which the faculty wishes to discuss and vote on the issue. The Psychology Faculty's decision regarding the appeal will be communicated to the student.

If the student continues to feel a need for appeal, he/she is then referred to the Dean of the College of Science and Health, wherein an appeal process, as outlined in the DePaul University Student Handbook, is in force.

Appendix A

**Community Psychology PhD Program
Course Checklist**

Name: _____

Date Entered Program: _____

<u>Statistics</u>	<u>Psychology Core</u>	<u>Community Core</u>
___ 410 Statistics 1 [F] ___ 411 Statistics 2 [W] ___ 420 Research Methods [Sp] <i>Choose 2:</i> ___ 418 Multivariate Analysis ** [Sp] ___ 419 SEM/Factor Analysis ** [Sp] ___ 416 Qualitative Methods ** [W] ___ 450 Psych Measurement ** ___ 558 Advanced Stat Seminar	___ 550 Teaching Seminar; 3 Quarters (0 hrs) ___ 520 Principles of Diversity [Sp] <i>Choose 1:</i> ___ 430 Adv Social [Sp] ___ 561 Psychology of Women** [W]	___ 492 Principles of Consultation [F] ___ 493 Principles of Community [W] ___ 495 Grant Writing [Sp] ___ 568 Prevention & Intervention [F]** ___ 569 Program Evaluation [Sp] ___ 585 Field Work [F, W, Sp for 0 hrs] ___ 585 Field Work [F, W, Sp for 0 hrs] ___ 511 Health Psych [W] OR ___ 567 Empowerment** [F] ___ 593 Pre-doctoral Research [F, W, Sp for 0 hrs] ___ 654 Community Psy [F for 0 hrs]
<u>Electives (16 credits/ 4 courses)</u>	<u>Other Requirements</u>	<u>Total</u>
1. _____ 2. _____ 3. _____ 4. _____	___ 597 Master's Thesis [F, 4 hrs] ___ 565 Prof Develop Seminar ___ 599 Doctoral Diss (4hrs) ___ 595 Colloquium [0 hrs] ___ 598 Diss Rsch Seminar [0 hrs] ___ 590 Thesis Seminar [0 hrs] ___ 701 Candidacy Contin. [0 hrs]	72 hr/credits + 4 dissertation hours

Note: **course taught every other year _____

IMPORTANT DATES:

Masters Thesis: PROPOSAL DEFENSE: _____ FINAL DEFENSE: _____

Comprehensives: Exam? _____ Project? _____ (Project Proposal: _____ Project Final _____)

Fieldwork Projects: _____

Dissertation: PROPOSAL DEFENSE: _____ FINAL DEFENSE: _____

Community Program Recommended Course Schedule By Year as of 2012-2013

Autumn	Winter	Spring
First Year		
410: Statistics I 654: Comm. Psych (0) 492: Prin of Consultation 567 : Empowerment ?* (odd) Or 511: Health Psych? (winter; even) 568: Prevention/Intervention* (even) 590: Master's Thesis Seminar 595: Colloquium ¹ [0]	411: Statistics II 569: Program Eval 493: Principles of CY psych 590: Master's Thesis Seminar 595: Colloquium ¹ [0]	420: Research Methods 495: Grant Writing 418 or 419 Multivariate* or SEM/Factor?*
Second Year		
568: Prevention/Int.* (even) 567: Empowerment?* (odd) (or 511: Health Psych? in Winter) 597: Master's Thesis Research ² 585: Field Work [0] Elective 565: Prof Develop Seminar [0] 595: Colloquium ¹ [0]	416: Qualitative? (odd) * 561: Psych of Women (odd)?* (or 430: Adv Social?) 585: Fieldwork I [0] 511: Health Psych? (or 567: Empowerment in fall) Elective 565: Prof Develop Seminar [0] 595: Colloquium ¹ [0]	520: Diversity 418 or 419 Multivariate* or SEM/Factor? * 430: Adv Social? (or Psych of Women?*) 585: Fieldwork [0] 565: Prof Develop Seminar [0] 595: Colloquium ¹ [0]
Third Year		
585: Field Work [0] 593: Pre-doctoral Research ⁴ (0) 595: Colloquium ¹ [0] 565: Prof Develop Seminar [0] 590: Thesis ³ [0]	585: Field Work [0] 593: Pre-doctoral Research ⁴ (0) 550: Teaching Sem. ⁸ (0) 595: Colloquium ¹ [0] 565: Prof Develop Seminar [0] 590: Thesis ³ [0]	585: Field Work [0] 593: Pre-doctoral Research ⁴ (0) 550: Teaching Sem ⁸ (0) 595: Colloquium ¹ [0] 565: Prof Develop Seminar [0] 590: Thesis ³ [0]
Fourth Year		
550: Teaching Sem ⁸ (0) 565: Prof Develop Seminar [0] 595: Colloquium ¹ [0] 590 ³ /598 ⁵ /599 ⁶ 701: Candidacy Continuation ⁷ [0]	565: Prof Develop Seminar [0] 595: Colloquium ¹ [0] 590 ³ /598 ⁵ /599 ⁶ 701: Candidacy Continuation ⁷ [0]	565: Prof Develop Seminar [0] 595: Colloquium ¹ [0] 590 ³ /598 ⁵ /599 ⁶ 701: Candidacy Continuation ⁷ [0]

*Course is offered every other year. Need to take in either your 1st or 2nd year.

? Part of a group of courses to choose from (see page 1).

Please note that you need 72 hr/credits + 4 dissertation hours in order to graduate. Thus, you should take 36 credits per year in Years 1 & 2, which is typically 12 credits per quarter.

¹ PSY 595: Colloquium - This is an "administrative" course. All grad students register for this each

quarter (including summers) until they graduate.

² PSY 597: Thesis Research - All students register for this once as a 4-credit-hour course. Normally this will take place during Autumn Quarter of your second year. May be waived for students entering with MA or MS.

³ PSY 590: Thesis Seminar – During the first year, this course meets weekly, and students are expected to register for all 3 quarters. It is designed to help students complete their thesis proposal, as well as adjust to graduate school at DePaul. During the 2nd, 3rd and possibly 4th year, this course is an “administrative” course that maintains your financial status as a student (e.g., insures continuation of student loan deferment). Students should register for this course under the following conditions:

- 1) Student is not taking any other “credit-bearing” courses (i.e., all your courses are 0-credit) AND
- 2) Student is not registering for PSY597 during the quarter, AND
- 3) Student has NOT YET COMPLETED ALL THREE of the following requirements:
 - a) Comprehensive Requirement (Exam or Project), b) Masters Thesis Defense and c) 3 quarters of PSY593 Predoctoral Research.

NOTES: Students typically will need to register for this every quarter of the 3rd year. After the 3rd year, student must keep registering for this until completion of both the Masters Thesis and Comps requirement. It is expected that the student will not be enrolled in any credit-bearing course.

⁴ PSY 593: Predoctoral Research - Students will register for this course during each quarter of their 3rd year. (The third-year stipend is attached to this course in lieu of the 3rd year of coursework previously required.)

⁵ PSY 598: Dissertation Seminar - This is a “administrative” course that maintains financial status as a student (e.g., insures continuation of student loan deferment) after student stops registering for PSY590.

Students must register for PSY598 under the following circumstances:

- a) Student has successfully completed both the Comprehensive Requirement and Masters Thesis defense (and thus no longer needs to register for PSY590 (Thesis Seminar), AND
- b) Student has registered for PSY 593 (Predoctoral Research) for at least 3 quarters, AND
- c) Student is not currently registering for PSY 599 (described below), AND
- d) Student has not yet successfully defended his/her dissertation.

NOTE: Students typically will need to register for this multiple times, i.e., every quarter during which the criteria conditions hold true. Note that when s/he registers for PSY599, s/he should not register for PSY598 in addition.

⁶ PSY 599: Dissertation Research - All students must register for this once as a 4-credit-hour course before completing their dissertation. Students may register for 599 under the following circumstances:

- a) Student has successfully completed both the Comprehensive Requirement and Masters Thesis defense (and thus no longer needs to register for PSY590 (Thesis Seminar), AND
- b) Student has registered for PSY 593 (Predoctoral Research) for at least 3 quarters, AND
- c) Student has not yet successfully defended his/her dissertation.

NOTE: When student registers for PSY599, s/he should not register for PSY598 in addition.

⁷ PSY 701: Candidacy Continuation - This is another “administrative” course that maintains important institutional privileges at DePaul (e.g., library privileges). The student must register for this during every quarter that s/he registers for PSY598. A fee will be charged.

⁸ PSY 550: Teaching Seminar - 0-credit seminar course required before student can serve as a course instructor. May not be taken before the third year (unless Master's degree completed prior to second year). Three-quarter course, with the first quarter beginning in Winter of the student's third year (not Autumn).

Another Approach to Guidelines for Registration for Colloquium, “Thesis” and “Dissertation” Courses and 0-Credit Hour “Administrative” Courses

1. Every Quarter: Register for 595 Colloquium (every quarter that you are in the graduate program including summer quarters)
2. Second Year: Register for 597 Thesis Research (typically during autumn quarter; may be waived for students entering with masters degree)
3. Third Year:
 - a. Register for 593 Pre-Doctoral Research (each quarter of the 3rd year);
 - b. May also register for PSY550 Teaching Seminar starting in Winter quarter (Note: This is a 3-quarter 0-credit course)
4. After you have completed all your credit-bearing courses (i.e., typically starting in your 3rd year): Register for:
 - a. 590 Thesis Seminar –repeatedly until you have completed a) your masters thesis defense, b) your Comps Requirement (i.e., Comprehensive Exam or Comprehensive Alternative Project), and c) 3 quarters of PSY593 Pre-doctoral Research.
5. After you have completed: a) your masters thesis defense, b) your Comps, and c) 3 quarters of 593 Pre-Doctoral Research (i.e., typically starting in your 4th year),
 - A. Register for 599 Dissertation Research for 1 quarter (4 credit hours)
 - B. Register for 598 Dissertation Seminar (every quarter that you do not register for 599 until you complete your dissertation)
 - C. Register for 701 Candidacy Continuation (every quarter that you also register for 598)

NOTE: You do not have to register for 599 before registering for 598. You will have to pay for 599 (according to university rules) so register for it whenever you are ready to do so. Otherwise, register for 598 & 701.

Appendix B

Appendix C

Comprehensive Examination Evaluation Form

Student's Name: _____

Student Number: _____

	Dimension Score	Dim Score (1=low; 5=high)	Overall Score for Question	Comments
Question # (mark one) 1 2 3 4	CONTENT: Coverage <i>Narrow-----comprehensive</i>			
	CONTENT: Focus <i>Vague-----very well focused</i>			
	CONTENT: Accuracy <i>Inaccurate info.-----accurate info.</i>			
	INTEGRATION <i>Little Integration/Creative thought-----much ICT</i>			
	ORGANIZATION & CLARITY OF WRITING <i>Weak org. unclear-----very organized and clear</i>			
Question # (mark one) 1 2 3 4	CONTENT: Coverage			
	CONTENT: Focus			
	CONTENT: Accuracy			
	INTEGRATION			
	ORGANIZATION & CLARITY OF WRITING			
Question # (mark one) 1 2 3 4	CONTENT: Coverage			
	CONTENT: Focus			
	CONTENT: Accuracy			
	INTEGRATION			
	ORGANIZATION & CLARITY OF WRITING			

APPENDIX D

**Comprehensive Project
Completion Form**

Student Name: _____

Comprehensive Project Title: _____

This signed form certifies that this student has successfully completed the Doctoral Comprehensive Project.

Project Chair: (print): _____

(signature): _____ (DATE) _____

Project Reader: (print): _____

(signature): _____ (DATE) _____

Program Director: (print): _____

(signature): _____ (DATE) _____

[This form will be kept in the student's file with the Program Director and in the Student's File in the Department Office. Students, please make copies for your chair, reader, program director, department, and yourself]

APPENDIX E

STUDENTS' RECORD OF PROGRESS – ANNUAL EVALUATION

DePaul University Community Psychology Program

This form is designed to provide a comprehensive summary of your progress since you entered the Community Psychology Program. It provides a place for you to document your activities in meeting the required components of the program as well as specific information about fieldwork, research, and individual accomplishments. The Community faculty will use your summary as part of its evaluation of your progress. A copy of this form will be placed in your Departmental file. Please take care to insure that the information is accurate. Thanks!

Student's Name _____ Date Form Completed: _____

Year of Program Entry _____ Current Year in Program _____

Academic Coursework:

Identify the courses you have completed on the list below. For any course(s) that you received an Incomplete (I), please provide (on a separate sheet of paper) the course name, instructor, and explanation of the work to be completed, and a timeline for finishing it. If you received a grade below a C in any course, please provide the course name, instructor, an explanation, and a plan for retaking the course. Indicate grades below B minus on the Course Completion list; however, C grades are acceptable, as long as you maintain a 3.0 average in the program. If you have no I's or low grades, check "on target" below. Also explain below if you had any courses or requirements waived or transferred. Documentation should be in your file. Indicate the quarter and year you took each course using abbreviations such as F04 for Autumn Quarter, 2004; W05 for Winter Quarter 2005, etc. If you are currently taking the course, write "now" in the blank. Also, indicate if you received an Incomplete (I) or a grade below B- in any course directly by noting it beside the course. Leave blank any courses you have not yet completed. If you received a waiver or transfer credit for any courses, indicate this with a W or T (the documentation must be in your file).

On Target? Yes _____

No _____

<u>Statistics</u>	<u>Psychology Core</u>	<u>Community Core</u>
_____ 410 Statistics 1 [F] _____ 411 Statistics 2 [W] _____ 420 Research Methods [Sp] <i>Choose 2:</i> _____ 418 Multivariate Analysis ** [Sp] _____ 419 Factor Analysis/SEM ** [Sp] _____ 416 Qualitative Methods ** [W] _____ 450 Psych Measurement _____ 558 Advanced Stat Seminar	_____ 550 Teaching Seminar: 3 Quarters (0 hrs) _____ 520 Principles of Diversity [Sp] <i>Choose 1:</i> _____ 430 Adv Social [Sp] _____ 561 Psychology of Women** [W]	_____ 492 Principles of Consultation [F] _____ 493 Principles of Community [W] _____ 495 Grant Writing [Sp] _____ 568 Prevention & Intervention [F]** _____ 569 Program Evaluation [Sp] _____ 585 Field Work [F, W, Sp for 0 hrs] _____ 585 Field Work [F, W, Sp for 0 hrs] _____ 511 Health Psych [W] OR _____ 567 Empowerment** [F] _____ 593 Pre-doctoral Research [F, W, Sp for 0 hrs] _____ 654 Community Psy [F for 0 hrs]
<u>Electives (16 credits/ 4 courses)</u>	<u>Other Requirements</u>	<u>Total</u>
1. _____ 2. _____ 3. _____ 4. _____	_____ 597 Master's Thesis [F, 4 hrs] _____ 565 Prof Develop Seminar _____ 599 Doctoral Diss (4hrs) _____ 595 Colloquium [0 hrs] _____ 598 Diss Rsch Seminar [0 hrs] _____ 590 Thesis Seminar [0 hrs] _____ 701 Candidacy Contin. [0 hrs]	72 hr/credits + 4 dissertation hours

Note: **course taught every other year

Master's Thesis Research:

Title of your thesis: _____

Chair: _____ Reader: _____

Date of Formal Proposal Approval _____ Submitted to IRB? Yes No NA

Date of Formal Thesis Defense _____ Final copy submitted? Yes No

If you have not completed your thesis, indicate which steps (i.e., literature review, method section, data collection, analysis of results, writing drafts, set date for oral defense, finishing revisions after thesis defense) you have completed and a timeline for completing the remaining steps below:

Fieldwork Project:

Fieldwork Project: _____ Fieldwork Supervisor: _____

Date began: _____

Fieldwork Progress to Date:

Date of completion or expected date of completion: _____

Comprehensives:

If you have not yet taken and passed comps and you are in your second year or beyond, state what your plans are for this, as well as your timeline for completion.

DATE of Completion: _____ Comprehensive Exam? _____ Comprehensive Project? _____

If you plan to complete the Comprehensive Project, is it a: Theory Paper? _____ Empirical Paper? _____ Grant? _____

Title/content area of Comprehensive Project: _____

Dissertation Research:

If you have not completed your dissertation and you are in your third year or beyond, indicate which steps (i.e., developing an idea, working on proposal, set date for proposal meeting, data collection, analysis of results, writing drafts, set date for oral defense, finishing revisions after defense) you have completed and a timeline for completing the remaining steps below:

Title of your dissertation: _____

Chair: _____ Dept. Committee Members: _____

Date of Formal Proposal Approval _____ Submitted to IRB? Yes No

Date of Formal Dissertation Defense _____ Final copy submitted? Yes No

Graduate Assistantships:

1st Year Assistantship: #Hours/Week: _____ Faculty Member _____

Hours/Week _____ Faculty Member/Organization _____

Responsibilities:

2nd Year Assistantship: #Hours/Week: _____ Faculty Member _____

Hours/Week _____ Faculty Member/Organization _____

Responsibilities:

3rd Year Assistantship: #Hours/Week: _____ Faculty Member _____

Hours/Week _____ Faculty Member/Organization _____

Responsibilities:

Optional: Comment below if any factors about your assistantship position(s) had a notable positive or negative effect on your training experience.

Teaching Experience:

Although teaching is optional, please document any formal university courses you have taught below.

Dates of Instruction	Course Number and Title
_____	_____
_____	_____
_____	_____

Outside Employment:

Have you been employed during the current academic year? Yes No

Average number of hours per week and number of months/years? _____

If so, is the work related to psychology Yes No

If yes, please briefly describe the type of job setting, responsibilities, and supervision you receive(d):

Global Growth Experience:

If you have completed the Global Growth Experience this academic year, please summarize what you did during this experience.

Summary of Achievements:

Please submit an updated version of your vita with this form. Your vita should include presentations, publications, grants, honors or awards, membership in professional organizations, volunteer activities, community service activities, and other professional activities.

Optional: Comments re: Your Progress Through the Program:

Please state on a separate page any information you would like the Community faculty to be aware of regarding your positive progress or difficult challenges in the program. For example, you may have encountered difficulties due to health, work, or other personal issues, had unexpected financial difficulties, or had difficulty gaining access to a particular setting or participants for your proposed research. On a positive note, feel free to comment on aspects of your training (fieldwork, coursework, thesis, etc) that have been particularly valuable to you.

APPENDIX F

Annual Evaluation Form
DePaul University Community Psychology Program

Name _____
 Academic Year Began Program _____

Date _____
 Year: 1 2 3 4 5 ____

Rate and briefly summarize the student's performance in each of the following areas using the categories described below. Evaluations will be followed with a written remediation plan, as needed, developed by the student's Program Advisor, the Program Director, and the student.

Outstanding (O) -- reserved for the unusual student who is making exceptional progress for his/her level of training

Satisfactory (S) -- given to students who are making good progress and seem to be on target for successful completion of the program. The majority of competent students receive this rating

Marginal (M) -- given to students who are showing problems that must be addressed

Unsatisfactory (US) -- given to students who are showing significant problems that must be addressed (e.g., failed comp, repeat class, significantly delayed)

Not Applicable (NA) -- given to students who have completed requirements (e.g., courses, assistantship) but not yet obtained their degrees

_____ Academic coursework: [current transcript? Y N] (O ≥ 3.75 cumulative GPA & no incompletes)

_____ Field Work I II [circle which practicum]

_____ Master's Thesis / Doctoral Dissertation:
 Proposal defended? _____ Final product defended? _____

_____ Comprehensive Project or Exam
 Proposal accepted? _____ Final product complete & submitted? _____

_____ PSY 593: Third Year as the Research Year (see PSY 593 form for progress/accomplishments) (S = submitted/presented presentation; O = submitted manuscript for publication)

_____ Graduate assistantship responsibilities:

_____ Professional (conscientious, engaged, respectful, timely completion of responsibilities) and ethical conduct (highest possible rating is S; can rate categories separately)

_____ Scholarly activities (teaching, publications, presentations, grant activities) (O ≥ 1 publications; S+ ≥ 1 presentations)

_____ Teaching or Training (O should be based on student evaluations and faculty observation report or equivalent documentation)

_____ Service to the program, department, field and/or community (If none, NA)

_____ Overall progression through program requirements: [Current Vita? Y N]

Is there a remediation plan in place based on last year's evaluation? YES NO
If so, has the plan been completed or, if not, what is the status?

Advisor Signature _____ Program Director Signature _____

APPENDIX G

A Graduate “Global Growth Experience” [GGE]: Researching , Studying, Living Overseas

INTRODUCTION:

Community psychology is global, in perspective and in outreach. Educating students to be ‘global psychologists’ through active living, studying, and researching overseas is a component of graduate education that needs attention. The Community Psychology Program faculty at DePaul University offer graduate students opportunities for studies and research in foreign nations. The purpose of this document is to provide an overview and guideline for a “**Global Growth Experience**” [GGE] for doctoral students specifically in the PhD program in Community Psychology. This experience provides a chance for an extended timeframe in living, studying, and engaging in research in a country outside of the United States to enrich and enhance one’s understanding of another culture. This initiative is optional. We believe it provides students with a global perspective on community psychology and an opportunity to learn and grow in service, compassion, and sensitivity to others – aspects reflected in our Vincentian institutional mission vision, values, and virtues.

SITES, LIVING OVERSEAS:

The Community Psychology faculty has excellent connections with colleagues at universities in other countries. We list a few target sites, but the list is NOT exclusive or exhaustive. If a student in partnership with program faculty target a country other than the ones listed and can develop a strong educational opportunity for the student at that site, it will be reviewed and decided by the program. Sites/university/presence of a graduate community psych program/ DePaul program faculty targeted at this time includes:

KENYA	University of Nairobi & Tangaza College, Nairobi	Gary Harper
PERU	Catholic Uni of Peru, Lima	[MA, Comm. Psych] Joe Ferrari
PHILIPPINES	Adamson Uni, Manila	Howard Rosing
PUERTO RICO		Howard Rosing/Gary Harper
VINCENTIAN SITES through VICCS		Joe Ferrari

OTHER SITES W/ COMMUNITY PSYCH PROGRAMS

TIME FRAME FOR LIVING OVERSEAS:

We believe that the best timeframe for effective acculturation and programming is for a student to spend 1, 2, or 3 quarters within this initiative overseas. A longer timeframe (2-3 quarters) is preferred, to allow for a deeper experience. Such a timeframe offers graduate students the opportunity to immerse themselves in another culture – to live among the people and grow in understanding of the social, political, and communal aspects of the culture – as opposed to a short stay, such as a ‘tourist.’

Along with the brief application, we seek a timeline as a working framework by the student on what tasks will be accomplished. Pre-departure preparation on the proposed project needs to be included and discussed in the application and time frame.

We believe the student may use the overseas project as their Comprehensive Project, their 3rd year Pre-Doctoral Research Year, or Dissertation research project.

STUDENT ELIGIBILITY:

The **Global Growth Experience** [GGE] would typically be open to graduate students after completion of all required coursework and their Masters thesis; consequently, students need to be in at least their third year. If the student has an unusual request to engage in this experience prior to completion of the thesis, he/she may petition the community faculty. Students learn important theoretical and methodological components needed to conduct effective research in community psychology in their first two years. Students engaged in the **GGE** typically successfully complete and defend their Master's Thesis before beginning the actual overseas initiative. Only students in good standing in the graduate program may apply. Students who enter the DePaul Ph.D. program with a master's degree should complete their comprehensive project prior to engaging in their overseas experience.

Students who are interested in engaging in the **GGE** during their 3rd year will need to design a plan for completing the Fieldwork requirement during this year and obtain approval by the Program Director and Fieldwork instructor. It is possible that their project overseas can serve as a Fieldwork project or that the student completes the Fieldwork requirement in their 4th year rather than the 3rd year.

In the selection process, the candidate demonstrates a plan for aligning his/her research with the needs of the targeted communities. For instance, at Adamson University in Manila there exist various strong community projects that a DePaul student might connect. Currently colleagues at Adamson are conducting a sustainable community development assessment. At Catholic University of Peru, several faculty engage in poverty and women's health issues, as well as coping with natural disasters. A DePaul community psychology graduate student may easily expand these research focuses to areas related to their interests. With the help of the DePaul faculty advisor, a list of open possibilities and needs at the host university and country would be created so students may better plan their international research and presence.

Interested students will complete an application and timeline and receive approval by the community psychology faculty and the Program Director before accepted into the program.

FACULTY SPONSOR:

The student, prior to the time of application, must secure mentoring support from a program faculty member at DePaul. The mentor will monitor and supervise the student's progress while visiting the overseas university. It is recommended that regular, periodic meetings (by SKYPE, email, teleconference) be established between the DePaul community psychology faculty project advisor and the student mentee.

In addition, the student is required to obtain a faculty member at the host University as an on-site mentor, with regular supervision feedback sessions and activities. This host faculty member may assist (perhaps, through their University) to arrange/secure housing and basic logistics for the student. No DePaul funds would be used to pay this faculty member. Together, the three individuals [both mentors and the student] monitor the progress of the specific project.

TUITION WAIVER, FOR OVERSEAS COURSES:

A student may decide (not required) to enroll/audit a class offered at the host institution. In such a case, a waiver that includes 1-2 total courses may be granted for students who decide to complete graduate courses at the host institution. The student must register through DePaul for an “Independent Study” class and audit the class at the host institution completing all assignments/learning outcomes. Then, when the final grade is earned, that information is provided by the instructor at the host institution to the Community Psychology Program Director who submits the grade for the DePaul transcript. The title of the course from the host institution would appear as the title of the DePaul Independent Study course.

LIVING EXPENSES:

We recognize that financial aspects of this ***Global Growth Experience*** may be difficult for graduate students. All expenses, including airfare, housing, meals, incidentals, private travel, gifts, and health insurance, are the students’ responsibility. Consequently, the faculty encourage students to explore options for funding. Examples of how students might gain funding for this experience are:

1. ***External Funding.*** We encourage students to seek external funding for this ***GGE*** overseas. Possible funding sources are private foundations (e.g., Fulbright Scholar grants) and government programs (e.g., NSF and NIH: Center for Health Disparity & Minority Research grants).
2. ***Vincentian Lay Housing and Campus Housing.*** There may be Vincentian Lay Housing and Campus Housing in some target cities and partnering universities, respectively. At some sites, housing costs may include some meals.
3. ***Teaching.*** A possible opportunity of on-site (potential) living expense funding is to teach part-time at the host University. For instance, Catholic University of Peru – Lima [PUCP] agreed that our graduate students (who completed the MA degree) may teach a class in English, pending that school’s academic schedule. As in all situations, the student needs to make specific plans at the host University.
4. ***Research assistantship.*** It may be possible but NOT a guarantee (and only if eligible in Year 3) that the student may earn a portion of the DePaul graduate stipend while researching overseas. Students have to gain the approval of their DePaul advisor/mentor and ensure that the research overseas is consistent with the faculty member’s research agenda. The student might complete some portion of their 22 hour per week research assistantship on the agreed upon research. The student might, in agreement with his/her mentor

and the Program Director, work fewer hours as a DePaul RA (e.g., only 8-10 hours); in turn, the student would be paid a smaller proportional RA stipend amount. Frequent email, SKYPE, and other communication methods would provide supervision given the distance. The student may engage in a number of DePaul RA activities, such as writing manuscripts to further professional development.

In short, we envision a variety of options for possible funding. We encourage students to be entrepreneurial and encourage seeking non-university resources for funding.

LIABILITY ISSUES, FOR OVERSEAS EXPERIENCES:

DePaul University's legal officials, through the Office of Academic Affairs, will handle any legal issues. It must be noted that before a student actually may engage in a GGE initiative DePaul and the host institution must have a signed *Memo of Understanding* (M.O.U.) to establish the link between schools.

LANGUAGE PROFICIENCY:

It is possible that students do not speak the native language of the country they are visiting and it may not be necessary to speak the native language. Alternatively, living in a country outside the United States may require speaking to citizens of that nation. Fortunately, English is spoken at each of the host universities and classes are typically taught in English. Students may need to demonstrate at least a minimal level of proficiency to live comfortably in that culture when English is not a language spoken in the target country.

OUTCOME PRODUCTS:

Upon completing and returning from the **GGE**, the graduate student is expected to produce a paper about their global experience (e.g., something suitable for submission to *The Community Psychologist*) and a workshop and/or reflection session to the DePaul Psychology Department on their overseas experience. This workshop/session and experiential paper are degree requirements for students who engage in the **GGE** program. The workshop/session is open to the entire psychology faculty, as well as other graduate students and undergraduates in our BA/Community Psychology concentration. The purpose of this presentation will be to inform attendees on the project conducted as well as the experiences of living and working in another culture building our interest in and support for international work.

APPLICATION PROCESS:

The student should seek a DePaul faculty advisor, design an overseas project in consultation with that advisor, and correspond with a host advisor at the overseas University at least 6 months prior to planned departure. The student, with approval from both advisors, submits a completed Application Form for a **GGE**, preferably two quarters but at least a quarter before departure. The Program Director will inform the entire program faculty about the student's application, and at the next available program meeting the proposal will be discussed. Upon approval, the Program Director will inform the student, DePaul faculty advisor and the host University faculty advisor. The intent is to complete this process in a timely manner so the student may begin making travel, housing, and other arrangements.

PhD Community Psychology Program

DePaul University, Chicago, IL

GLOBAL GROWTH EXPERIENCE Application

NAME: _____ Current Program Year of Study: _____

email address: _____ phone # : _____

Date MA/Thesis completed: _____

Progress on Comp Project:

Progress on Dissertation:

Project for Growth Experience: FIELD WORK COMP PROJECT RESEARCH YR DISSERTATION

DePaul Faculty Advisor for Project: _____

COUNTRY SELECTED: KENYA NIGERIA PERU PHILIPPINES Other: _____

Country's Native language fluency level: _____

Name of Target University or Agency: _____

Site Faculty Advisor- Name, Rank, School: _____

Proposed Housing (dorm, private apt): _____

If you plan to complete graduate Course(s) at this Site [2 max], please state the course #, title, and brief description of the course(s):

Briefly, describe your personal, educational and research experience that prepared you for this research/study/service experience?

PROJECT *[describe what you plan to do – research project, service project, study plan, and specific outcome of the project]:*

TIMELINE *[provide a good estimate of your timeline schedule]:*

FUNDING SOURCES *[how will you fund your air travel? living expenses? other expenses?]:*

Student signature/DATE

DeP Faculty Advisor signature/DATE

Host Uni Fac. Advisor signature/DATE