

DePaul University



EXPERIMENTAL PSYCHOLOGY GRADUATE PROGRAM
RULES AND POLICIES

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OVERVIEW

The Experimental Psychology M.A./Ph.D. program prepares students for future employment in a wide variety of scientific, academic, and applied settings. The program operates on a “mentorship” system in which students work closely with one or more faculty members who share their research interests. Formally, the program has three tracks: Developmental Psychology (Child & Adult), Cognitive Psychology & Cognitive Neuroscience, and Social Psychology. Individual faculty members have expertise in areas both within and across these tracks (as described on the program website and individual faculty webpages). Students may specialize in any area in which a faculty member has expertise. Students are supported with competitive stipend levels.

ADMISSION PROCEDURES

Potential applicants are encouraged to explore the research interests and backgrounds of faculty members in the Experimental Program. Preliminary inquiries may be directed to individual faculty members or the Program Director.

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, personal essay, and three letters of reference. It is the applicant’s responsibility to determine and to meet the current application deadline (to be found on the current program website). Applications which are late or incomplete will not be reviewed save under special and extenuating circumstances.

Applicants to the Experimental Graduate Program are evaluated by the program faculty. Decisions are made based on applicants’ qualifications, compatibility with the research interests and expertise of faculty members, availability of stipend funding, and number of current openings in faculty research laboratories. Currently we are able to accept three new graduate students each year.

Candidates are evaluated in the month following the application deadline. Applicants deemed most promising will be invited for an in-person interview or (if necessary) be interviewed by telephone. Based review of the application materials and the interview, selected applicants will be extended an offer of admission. Other candidates may be placed on a Waiting List and contacted later if openings become available. Decisions about acceptance of the offer must be made by April 15. However, candidates are encouraged to make their decisions as early as possible.

GUIDELINES ON ACCEPTING PREVIOUS GRADUATE CREDIT

1. Applicants with previous graduate credit must submit the usual application materials.
2. Students who have obtained a prior M.S. or M.A. degree are expected to begin at the first year level.

3. It is possible (although not usual) for a student to be given a maximum of eight quarter hours of transfer credit for previous graduate work which was successfully completed (with a grade of A or B) and which is directly related to requirements in the Graduate Program. *Transfer credit can only be given for graduate-level work which has not counted toward a degree.* Whether or not this credit is allowed depends on a review of the syllabi, texts, and course content of the previously taken courses. This review will be completed by the instructor of DePaul's similar course, in conjunction with the Program Director. If the course(s) pass(es) this review, a request is then sent to the Graduate School Office that the course(s) be reviewed by the Graduate School for possible transfer credit. Final authority to grant transfer credit remains with the College of Science and Health.

4. The requirement to complete certain courses in the program can be waived if the student has taken similar courses at a recognized university. Before requirements are waived, the instructor of the similar course at DePaul and the Program Director will review the syllabus, evaluation methods, course content, and course grade. *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; thus, there is no transfer credit.* The credit hours from a waived course need to be replaced through an elective course which can be of the student's choosing after consultation with their academic mentor and the Program Director.

1. 5. If a student earned a Masters 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 Masters 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 faculty members. These can be of the student's choosing in consultation with the 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 Masters 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. Psy 597 (Thesis Research) may be waived as a required course for students whose Masters Thesis is accepted; however, this course must be replaced by an elective so that the student's credit hours requirement can be fulfilled (see Course Requirements section below). Final authority to grant transfer credit remains with the College of Science and Health.

6. All requests for waivers and transfer credit must be submitted in writing to the Program Director.

FINANCIAL SUPPORT

Upon admission to the program, students are normally awarded a 3-year stipend to cover living expenses and a tuition waiver to cover the cost of their coursework (with the possible exception of 4 hours of Dissertation Research). These are provided by the university and specified in the letter sent to applicants with the offer of admission. However, if monies from non-university sources also are available (e.g., via faculty grants from external agencies), the student's funding arrangement may differ.

In exchange for university support, students are required to serve as Research and/or Teaching Assistants for a total of 750 hours during the academic year. Currently these are to be distributed as follows: 20 hours/week during the 11 weeks of autumn, winter, and spring quarters and the first two weeks of December (totaling 700 hours). The additional 50 hours will be distributed across academic year as determined by the needs of the department but not exceeding a maximum of 25 hours of work for any week (20 hours for international students) in accordance with university policy regarding student employment. Note that this 20/25-maximum-hours-of-employment policy applies to employment both within and outside of the university.

PAID TEACHING OPPORTUNITIES

Beyond the first three years, students may apply for part-time teaching positions within the department. This opportunity is available only to students who have completed their Masters Degree and the first two quarters of Psy 550 (Teaching Seminar) by the end of Spring Quarter of the year prior to their first teaching assignment. During that spring quarter, students will submit a teaching application that will be evaluated by a departmental committee. Currently the Program Director also is required to certify that the student is "in good standing" within the program. At this time, the Program Director will indicate whether or not the student has completed the Masters Thesis. The maximum number of courses that a student may teach per year (as well as salary and benefits) will depend in part on the student's progress toward completing their doctoral degree. Note that university policy precludes taking a departmental teaching position while also receiving a university stipend.

PROGRAM TIMELINE

Students' coursework is generally completed during the first two years (see Curriculum Requirements and Recommended Course Schedule below). Research experience is an integral part of the training and begins in the first year under the guidance of an advisor. During the first two years, students plan and conduct research toward their Masters Thesis. A proposal for the Masters Thesis should be defended by January 15 of the second year and the completed project should be defended by autumn of the third year. The comprehensive exam requirement should be completed by the end of the third year. Research for the dissertation also is expected to begin during the third year. However, admission into doctoral candidacy and formal defense of the dissertation proposal cannot take place until the comprehensive exam requirement is completed. Students are expected to defend their dissertation proposal by autumn of their fourth year. In

accordance with university-level requirements, not more than four years should elapse between admission to the program and admission to doctoral candidacy. Not more than five years should elapse between admission to doctoral candidacy and completion of the dissertation requirements. In accordance with department-level requirements, the maximum number of courses that a student may teach per year (after their stipend ends) will depend in part on the student's progress toward completing their doctoral degree.

COURSE REQUIREMENTS

Students who enter with a B.A. or B.S. degree are required to complete 76 credit hours to receive a Ph.D. (72 credit hours of coursework including their Masters Thesis Research plus an additional 4 credit hours of Dissertation Research). Students entering with a Masters Degree are still required to complete 76 credit hours at DePaul to receive their Ph.D. However, as described above, such students may apply to have up to 8 hours of credit transferred from their previous institution and will then be required to complete commensurately fewer credit hours at DePaul. As also described above, students entering with a Masters Degree may also apply to have specific course requirements waived if they have completed comparable courses elsewhere. Waived courses will be replaced by appropriate substitutions in order to fulfill the student's credit hour requirement.

Coursework will normally be completed during the first two years according to the recommended schedule provided below. However, because course scheduling may vary from year to year (e.g., due to faculty leaves of absence), some flexibility may be required. Nonetheless, students should adhere to the recommended schedule as closely as possible to ensure that they do not miss the opportunity to take required courses when they are offered. Opportunities to take these courses without charge may not be possible at a later date given that course waivers can only be guaranteed for the student's first two years and some courses are not offered every year.

Some courses (particularly those taken during the first year) are required for all students in the program. Other courses may be waived (i.e., replaced with another course) upon recommendation by the student's advisor and approval by the Program Director.

RECOMMENDED COURSE SCHEDULE (updated July, 2011)

Please see subsequent notes providing important information regarding required vs. recommended courses, course scheduling, and course waiver/substitution policy.

YEAR 1 AUTUMN	WINTER	SPRING
404 Learning & Cognitive Processes	406 Physiological Psych	556 Seminar in Social Psych Alternating With¹
439 Advanced Developmental	560 Social Cognition ⁴	435 Interpersonal Relations ⁴
410 Statistics	Alternating With¹	418 Multivariate Analysis
595 Colloquium ^{2,5}	554 Adulthood & Aging (Seminar in Development) ⁴	Alternating With¹
		419 SEM/Factor Analysis

	411 Statistics 595 Colloquium ^{2,5}	420 Research Methods 588 Topics in Experimental Psychology ⁶ 595 Colloquium ^{2,5}
YEAR 2 AUTUMN 473 Judgment & Decision Making ⁴ 555 Social & Emotional Development ⁴ 597 Thesis Research ⁵ 595 Colloquium ^{2,5}	WINTER 560 Social Cognition ⁴ Alternating With¹ 554 Adulthood & Aging (Seminar in Development) ⁴ 561 Psychology of Women ⁴ or 422 Computing for the Behavioral Sciences ⁴ Elective 595 Colloquium ^{2,5}	SPRING 556 Seminar in Social Psychology Alternating With¹ 435 Interpersonal Relations ⁴ 418 Multivariate Analysis Alternating with¹ 419 SEM/Factor Analysis 589 Topics in Experimental Psychology ⁶ 595 Colloquium ^{2,5}
YEAR 3 AUTUMN 595 Colloquium ^{2,5} 593 Pre-Doctoral Research ^{2,5} 590 Thesis ^{2,5}	WINTER 595 Colloquium ^{2,5} 593 Pre-Doctoral Research ^{2,5} 550 Teaching Seminar ^{2,3} 590 Thesis Seminar ^{2,5}	SPRING 595 Colloquium ^{2,5} 593 Pre-Doctoral Research ^{2,5} 550 Teaching Seminar ^{2,3} 590 Thesis Seminar ^{2,5}
YEAR 4 AUTUMN 595 Colloquium ^{2,5} 590/598/599 ^{2,5} 550 Teaching Seminar ^{2,3} 701 Candidacy Continuation ^{2,5}	WINTER 595 Colloquium ^{2,5} 590/598/599 ^{2,5} 701 Candidacy Continuation ^{2,5}	SPRING 595 Colloquium ^{2,5} 590/598/599 ^{2,5} 701 Candidacy Continuation ^{2,5}

1 = **Alternating With:** Each of the two courses is offered every other year; e.g., 418 in “odd-numbered” years & 419 in “even-numbered” years. If you are planning to take the course, register for it in the earliest term in which it is offered. Note that you may replace some of these courses with approved electives (see “4” below)

2 = 0 credit hours.

3 = Teaching Seminar may not be taken before the third year (unless Masters degree completed prior to second year). Three-quarter course, with the first quarter beginning in Winter of the student's third year (not Fall).

4 = Can be replaced by an elective with approval of advisor and program director.

⁵ See “Guidelines regarding Colloquium, Thesis and Dissertation Courses and 0-Credit Hour Administrative Courses

⁶ This course meets monthly throughout the academic year (although students officially register during spring quarter). It focuses on professional development and also includes presentations by researchers both within and outside of the Experimental Program.

GUIDELINES FOR REGISTERING FOR THESIS, DISSERTATION AND 0-CREDIT HOUR COURSES

For further details, please see the Graduate Student Coordinator for the Psychology Department.

1. PSY595 Colloquium: All grad students register for this each quarter (including summers) until they graduate.
2. PSY597 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. PSY590 Thesis Seminar: Students should register for this course starting in their 3rd year and continue to do so each quarter that the following conditions are met:
 - 1) Student is not taking a full load of “credit-bearing” courses (i.e., three 4-credit courses) AND
 - 2) Student is not registering for PSY597 during the quarter, AND
 - 2) Student has NOT YET COMPLETED ALL THREE of the following requirements: a) Comprehensive Requirement (Exam or Alternative Project), b) Masters Thesis Defense and c) 3 quarters of PSY593 Predoctoral Research.

NOTES: a) At the beginning of each year, the student and his/her mentor will complete a *Goals and Plan of Work* form (obtainable from the Graduate Student Coordinator). A provisional grade will be assigned each quarter. At the end of the year, a Pass or No Pass grade will be registered for all three quarters. b) Students who have completed their thesis & comprehensive requirement may begin working on their dissertation project during their 3rd year (i.e., while registering for 593) but cannot formally defend the dissertation proposal until after completing 3 quarters of 593 (Pre-Dissertation Research).

4. PSY598 Dissertation Seminar: 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 has 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. At the beginning of each year, the student and his/her mentor will complete a *Goals and Plan of Work* form (obtainable from the Graduate Student Coordinator). A provisional grade will be assigned each quarter. At the end of the year, a Pass or No Pass grade will be registered for all three quarters.

5. PSY599 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.

6. PSY593 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.) Note that students must register for this course for at least three quarters prior to registering for PSY 598 or Psy599. Students entering with a MA or MS may request course waiver but this will have implications for 3rd-year stipend.

7. PSY701 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. PSY550 Teaching Seminar : 0-credit seminar course required before student can serve as a course instructor. May not be taken before the third year (unless Masters degree completed prior to second year). Three-quarter course, with the first quarter beginning in Winter of the student's third year (not Fall).

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)

c. Register for 590 Thesis Seminar –repeatedly until you have completed (1) your Masters Thesis defense, (2) your Comps Requirement (i.e., Comprehensive Exam or Comprehensive Alternative Project), and (3) 3 quarters of PSY593 Pre-doctoral Research.

4. 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.

DEPARTMENTAL GRADE POLICY (effective Aut, 2013)

Basic Principles

1. A graduate degree carries with it the expectation that the recipient has mastered the content of his or her field at a level higher than what would be seen from the holder of an undergraduate (Bachelor's) degree.
2. It is customary for graduate programs to consider grades in the C range or below as unacceptable and as failing to indicate mastery of the course material.
3. DePaul's Psychology Department adheres to the goal of making certain all graduates are adequately trained for the work that their degree credentials entitle them to do.
4. It is understood that occasionally a situation may arise that has a negative impact on a student's class performance. Thus, some leeway has been built into the policy.

The Policy

1. Students must maintain a minimum GPA of 3.2.
2. The minimum grade considered acceptable for a graduate course is a B-. This applies to courses taken both within and outside of the department for psychology graduate students. Grades below that (i.e., C+ and below) indicate that the student has not mastered the relevant content of the course.
3. If a graduate student earns a grade lower than B- in a particular course, the student, instructor, and advisor will discuss the situation and circumstances and a remediation plan will be required. The student, his or her advisor, and the instructor, will work together to create a plan through which the student can (a) gain competence in the course material, and (b) demonstrate that competence. The remediation plan might include, for example, requiring the student to complete additional assignments, re-take the class, take a substitute class, complete an independent study, or other options. The remediation plan must be approved by the instructor, advisor and the program director.
4. A second occurrence of a grade lower than a B- (for the same or different course) will put the student on academic probation. Once placed on academic probation, the student's record and any mitigating circumstances will be evaluated by a review board comprising the student's advisor, the program director, and the department associate chair (the chair

might be included in special circumstances). Additional remediation and intervention might be suggested by the review board.

5. If there is a third occurrence of a grade below B- (for the same or different course), the student will be terminated from the program. The student may choose to appeal this decision, in which case the Chair of the Psychology Department will appoint a committee of three tenured faculty outside the student's program to hear the appeal. Depending on the student's academic record and any mitigating circumstances, he/she may be allowed to complete his/her masters degree but will not be permitted to continue onto the Ph.D. without a successful appeal.

Note: This policy does not apply to students from other departments who take our courses.

MASTERS THESIS

A proposal for the Masters Thesis should be defended by January 15 of the second year and the completed project should be defended by autumn of the third year. The thesis project should be developed in consultation with the student's faculty mentor. The proposal and completed project must be approved by a Thesis Committee consisting of the faculty mentor and one additional faculty member within the department. For both the proposal and the completed project, an oral defense of the research must be passed and the written document must be approved. Completion of the proposal requirement and completion of the thesis requirement will be documented via the signature of committee members on the appropriate departmental forms. Students should obtain the requisite form from the department's Graduate Student Coordinator and bring it to the oral defense meeting. Further guidelines for completing the thesis are found in the Psychology Department's Thesis Manual that also can be obtained on the department's "W"-drive.

COMPREHENSIVE EXAM REQUIREMENT

PhD students in Experimental Psychology have two options for fulfilling the comprehensive examination requirement for admission to candidacy: taking the traditional comprehensive exam (covering a broad range of topic areas) or completing an alternative project. The traditional exam may be more appropriate for those students with primarily teaching-oriented career goals while one of the alternative projects may be more appropriate for those with primarily research-oriented career goals.

I. Traditional Comprehensive Exam

The comprehensive exam will consist of four questions, one from each of four content areas: developmental psychology, cognitive psychology, biological psychology/neuroscience and social psychology. The questions will be randomly selected from a list provided to the student four months in advance, along with reading lists for each area.

The exam is administered as follows: Students will be given the four randomly selected questions (one on each content area) on Monday of Comps week. Their answers will be due to

the comprehensive exam administrator no later than noon Wednesday of that same week. Students may not consult anyone nor discuss their answers with anyone during the exam period.

Students should note that proper citations and a References list are required for each question, and that their sources may include things that were not on the reading list (such as information and readings from courses).

The Comprehensive Exam is administered twice each year: once during Autumn and once during Spring quarter. Specific dates will be announced via email. Students' applications to take the exam must be filed with the Departmental Comprehensive Exam Administrator approximately six weeks in advance in order to take the exam (see the Graduate Student Coordinator for the Psychology Department for further details.)

Sample questions and readings from past administration of the Experimental comprehensive exam can be obtained from the Experimental Program Director. Readings and questions will be updated for future comprehensive exams. Students must notify the Experimental Program Director of their intention to take the comprehensive exam at least 5 months beforehand so that the reading lists can be appropriately updated.

II. COMPREHENSIVE EXAM ALTERNATIVE PROJECTS (Approved October, 2010)

After consultation with his/her Program Advisor and Thesis Chair, a graduate student may propose to complete one of two Alternative Projects to meet the requirement.

A. Grant Proposal

The student who wishes to exercise this option will demonstrate the ability to write a significant grant application. The minimum page requirement is 12 pages for the research strategy (significance, innovation and approach as in a NIH RO1 application). The format used for a RO1 may be used as a model or the student may adopt the format used for another type of grant. However, if that other type of grant requires less than 12 pages for the research plan, then the student must expand the research plan (or equivalent) section to 12 pages for the purpose of the comprehensive alternative project. Students who choose this option will recruit a 'Project Chair' and at least one (1) other program faculty as "reader." The student, in consultation with these faculty members, will then write a short proposal (two to four pages) for this project. The proposal should (a) identify the specific agency and grant program on which the application will be modeled; (b) present a rationale for the proposed research, focusing on the contribution to be made to the field; and (c) briefly indicate the number of studies and methods that will be proposed.

Because this grant application will be written with minimal input from faculty, exercising this option requires that the student develop excellent (i.e., well-above-average) writing skills as judged by program faculty. For students with less developed writing skills, program advisors may recommend against choosing this option. While students are expected to produce multiple drafts in the course of completing the project, their faculty committee will review and comment on only two drafts before evaluating the third draft as the final document. Students are encouraged to make use of the University's Writing Center and other resources but must produce

their own text of the grant proposal.

If the project chair, reader, and program director all approve the proposal, the student will then have one (1) calendar year to complete the Alternative Project and have it evaluated as acceptable by the Project Chair and Project Reader. Once the project (grant application) is completed and evaluated as acceptable, the student will be certified as having completed the comprehensive examination requirement. If the student does not complete the Alternative Project by the end of that year, the student then will be required to complete the traditional Comprehensive Examination.

The student is responsible for insuring that the necessary forms associated with this option (i.e., Comprehensive Exam Alternative Project Application Form and Comprehensive Exam Alternative Project Final Approval Form; see Appendices A and B) are completed, signed, and included in his/her file at the appropriate times. After this process is concluded, the student may decide to submit the proposal (or a revised version prepared individually or in collaboration with a peer or faculty member) for funding.

B. Journal-appropriate Review Article

Graduate students may elect to write an APA-style major comprehensive review paper based on the literature relevant to their area of interest. The review paper cannot constitute the introduction to the student's thesis or dissertation but may be in a field related to the dissertation work. The focus of the review should be large enough in scope that completion of the review will demonstrate comprehensive understanding of a significant area within the field (e.g., the development of emotion recognition). In addition, the review should not be a paraphrase of a recently published article; rather it potentially should provide a significant contribution to the field. Thus, students should not select a topic that has recently been reviewed in the literature (unless that review was deficient). This major work should be appropriate in depth and scope for submission to a high-quality peer-reviewed journal (e.g., *Psychological Bulletin*, *Emotion Review*).

The student who wishes to exercise this option will need to recruit a 'Project Chair' (typically his/her program advisor) and at least one (1) other program faculty as "reader." The student, in consultation with these faculty members, will then write a short proposal (two to four pages) for this project. The proposal should (a) include a brief description of the review topic, (b) a rationale for writing the review focusing on the contribution to be made to the literature, (c) a description of the method that will be used for identifying articles to be included in the review and the number of articles expected to be covered, and (d) the target journal. The student should detail how the proposed review will be comparable in depth and scope to other review articles published in a high quality peer-reviewed journal.

Because this paper will be written with minimal input from faculty, exercising this option requires that the student develop excellent (i.e., well-above-average) writing skills as judged by program faculty. For students with less developed writing skills, program advisors may recommend against choosing this option. While students are expected to produce multiple drafts in the course of completing the project, their faculty committee will review and comment on only

two drafts before evaluating the third draft as the final document. Students are encouraged to make use of the University's Writing Center and other resources but must produce their own text of the article.

If the project chair, reader, and program director all approve the proposal, the student will then have one (1) calendar year to complete the article, have it evaluated as acceptable by the Project Chair and Project Reader., If the student does not complete the article by the end of the year, the student then will be required to complete the traditional Comprehensive Examination.

The student is responsible for insuring that the necessary forms associated with this option (i.e., Comprehensive Exam Alternative Project Application Form and Comprehensive Exam Alternative Project Final Approval Form; see Appendices A and B) are completed, signed, and included in his/her file at the appropriate times. After this process is concluded, the student may decide to submit the article (or a revised version prepared individually or in collaboration with a peer or faculty member) for publication.

DOCTORAL DISSERTATION

Students are expected to defend their dissertation proposal by autumn of their fourth year. The doctoral dissertation project is developed in consultation with the student's faculty mentor and/or other program faculty members. However, students are expected to assume primary responsibility for development of the dissertation project. The proposal dissertation proposal must be approved by a "core" Dissertation Committee consisting of the faculty mentor and two additional faculty members. The chair and at least 1 more member of the core committee (for a total of 2 out of 3 members) must be tenured/tenure-track faculty within the Psychology Department. The 3rd member of the core committee can be an affiliated or adjunct Psychology faculty member as long as he/she has a Ph.D. in Psychology. The final dissertation must be approved by the core committee and also 2 outside readers. The outside readers must be DePaul University faculty members or staff with doctoral degrees (Ph.D, Ed.D., etc). Their primary affiliation must be outside the Psychology Department but they may be adjunct or affiliated Psychology faculty or staff members. Additional faculty from outside the university may be invited to serve as adjunct members of a dissertation committee at the discretion of the student and his/her mentor. For both the proposal and the completed project, an oral defense of the research must be passed and the written document must be approved. Completion of the proposal requirement and completion of the thesis requirement will be documented via the signature of committee members on the appropriate departmental form. Students should obtain the requisite form from the department's Graduate Student Coordinator and bring it to the oral defense meetings. Further guidelines for completing the thesis are found in the Psychology Department's Thesis Manual that can be obtained on the department's "W"-drive.

ANNUAL EVALUATION

Students will prepare an updated version of the Experimental Program Annual Record of Progress Form (see Appendix C) along with an updated vita in the spring of each year. The Progress Form provides a place for students to document their activities in meeting the required

components of the program. The Record of Progress form and CV will be submitted to the Program Director and the student's faculty advisor each year by June 1.

Program faculty will use these materials (as well as other information) to assess the progress of each student and provide constructive feedback. The following activities are evaluated (as appropriate): (a) academic coursework, (b) progress toward the Masters Thesis, (c) comprehensive exam or project, (d) progress toward the doctoral dissertation, (e) teaching and research assistantship responsibilities, (f) scholarly activities (e.g., conference participation) and (g) overall progress. Regarding the assigned ratings, "S" (Satisfactory) is considered to be a very good rating, in which the student appears to be on target for successful completion of the program requirements according to our recommended schedule. Ratings for the Masters Thesis, comprehensive exam/project, and/or dissertation are based on the student's progress in relation to their year in the program (e.g., to receive an "S," students are expected to defend their Masters Thesis proposal by January 15 of their second year, to defend their thesis by autumn of their 3rd year, complete comps before the end of their 3th year, and to defend their dissertation proposal by autumn of their 4th year. Ratings for Graduate Assistantship Responsibilities are based primarily on ratings and comments by supervisors for the current year. Regarding Overall Progression through Program Requirements, students receive an "S" if they are on time in relation to their status when they entered the program. A "N/A" rating is assigned when a category is not applicable (e.g., for dissertation progress during the student's first two years). Faculty reviewers take into account special circumstances (e.g., health problems, data collection difficulties, challenges faced by the student) in the ratings. Areas of performance below Satisfactory could be rated either Marginally Satisfactory ("MS") or Unsatisfactory ("US"), depending on the severity of the discrepancy and the existence of mitigating factors. Faculty may assign a plus or minus to some ratings to indicate levels of performance within a rating.

APPENDIX A

Comprehensive Exam Alternative Project Application
 Experimental Psychology PhD Program, DePaul University

This form must be completed, signed, and attached to the approved Alternative Project proposal.

STUDENT NAME: _____

DATE OF MA/MS THESIS COMPLETION: _____

OPTION (Check one): GRANT APPLICATION _____ REVIEW ARTICLE: _____

DUE DATE FOR COMPLETION: _____

TITLE OF PROPOSAL:

I have read, understood, and agree with the above Experimental Psychology Program requirements, stipulations, and consequences (i.e., not completing the Alternative Project within one (1) calendar year will result in being required to take and pass the Comprehensive Exam).

STUDENT Signature: _____(DATE) _____

We have evaluated and approved the Alternative Project proposal named above, and grant the above named student permission to begin work on the project. At the completion of the project, we will evaluate it to determine whether it is acceptable for fulfillment of the Experimental Psychology PhD Comprehensive Exam requirement.

PROJECT CHAIR: (print): _____(DATE) _____

(signature): _____

PROJECT READER: (print): _____(DATE) _____

(signature): _____

PROGRAM DIRECTOR: (print): _____(DATE) _____

(signature): _____

NOTE: If the Alternative Project is not completed within a 12-month calendar year, the above student will be required to successfully pass the Comprehensive Exam.

[This form will be kept in the student's file]

APPENDIX B

Comprehensive Exam Alternative Project Final Approval Form
 Experimental Psychology PhD Program, DePaul University

This form must be completed, signed, and attached to the approved Alternative Project after the project is completed.

STUDENT NAME: _____

OPTION (Check one): GRANT APPLICATION _____ REVIEW ARTICLE: _____

TITLE OF PROJECT: _____

DATE ACCEPTED: _____ *(Note: This is the date on which the student is considered to have passed the Experimental PhD Comprehensive Exam and been admitted to candidacy. It can not be earlier than the date that the student completed the Masters Thesis. It need not be the same date that the project was evaluated.)*

We have evaluated and approved the completed Alternative Project named above, and certify that it has been accepted as fulfillment of the Experimental Psychology PhD Comprehensive Exam requirement.

PROJECT CHAIR (print): _____ DATE: _____
 (signature): _____

PROJECT READER (print): _____ DATE: _____
 (signature): _____

PROGRAM DIRECTOR (print): _____ DATE: _____
 (signature): _____

[This form will be kept in the student's file.]

APPENDIX C
STUDENTS' RECORD OF PROGRESS – ANNUAL EVALUATION
DePaul University Experimental Psychology Program

This form is designed to provide a comprehensive summary of your progress since you entered the Experimental Psychology Program. It provides a place for you to document your activities in meeting the required components of the program. *You will submit an updated version of this form each year by June 1 to your faculty advisor and the Program Director.* The Experimental Program 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 Submitted:** _____
Year of Program Entry _____ **Current Year in Program** _____

I. Academic Coursework: Identify the courses you have completed on Table 1 below. Indicate the quarter/year you took each course (using abbreviations, e.g., Aut 10). 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). Indicate your grades.

Table 1

Crs #	NAME	Quarter/Year	Grade	Comments
404	Learn/Cognition			
406	Physiological			
410	Statistics			
411	Statistics			
418	Multivariate			
419	Factor/SEM			
420	ResearchMethod			
422	Computing			
435	Interpersonal Rel			
439	Developmental			
473	Judgmt/Decision			
555	SocialEmotional			
556	Social Seminar			
560	Soc Cognition			
561	Psy of Women			
588	Topics I			
589	Topics II			
	Elective/Other			
	Elective/Other			
597	Thesis Hours			
599	Dissertation Hrs			

II. Masters Thesis Research: Leave blanks where you have not yet met the requirement & N/A when not applicable.

Title of your thesis: _____

Chair: _____ Reader: _____

Date of Formal Proposal Approval _____

Date submitted to LRB/IRB _____ Date of IRB approval: _____

Date of Formal Thesis Defense _____ Date Final Copy Submitted _____

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

Date of completion or expected date of Thesis completion: _____

III. Comprehensives Exam or Alternative:

Date of Completion: _____ Circle one: Exam Grant Proposal Journal Review Article

Title/content area of Grant or article: _____

Target Agency/Journal for Submission of Grant/Article: _____

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.

IV. Dissertation Research:

Title of your dissertation: _____

Chair: _____ Dept. Committee

Members: _____

Date of Formal Proposal Approval _____

Date submitted to LRB/IRB _____ Date of IRB approval: _____

Date of Formal Dissertation Defense _____ Date Final Copy Submitted _____

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.

V. Other Research & Scholarly Activities (e.g., conference presentations, research projects, manuscripts, grant proposals)

A. First Year:

B. Second Year:

C. Third Year:

D. Fourth Year

E. Fifth Year:

F. Sixth Year and beyond (specify):

VI. Records of Assistantship Work:

A. First Year

1. Teaching Assistant: Course title & Instructor; Approximate # of hours of work per week; Brief description of duties.

2. Research Assistant: Faculty Supervisor; Approximate # of hours of work per week; Brief description of duties.

3. Extra duties (e.g., student representative at faculty meetings or grad student council, etc.)?

B. Second Year

1. Teaching Assistant: Course title & Instructor; Approximate # of hours of work per week; Brief description of duties.

2. Research Assistant: Faculty Supervisor; Approximate # of hours of work per week; Brief description of duties.

3. Extra duties (e.g., student representative at faculty meetings or grad student council, etc.)?

C. Third Year

1. Teaching Assistant: Course title & Instructor; Approximate # of hours of work per week; Brief description of duties.

2. Research Assistant: Faculty Supervisor; Approximate # of hours of work per week; Brief description of duties.

3. Extra duties (e.g., student representative at faculty meetings or grad student council, etc.)?

VII. Teaching Experience:

Although teaching is optional, please document any formal university courses you have taught at DePaul or elsewhere.

Dates of Instruction	Course Number and Title	Institution
_____	_____	_____

VIII. 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 employed, is the work related to psychology? Yes No

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

IX. Curriculum Vitae (A real one—not the “Fantasy CV” required for Autumn Quarter of First Year in Topics course) Should be updated and compiled cumulatively Your vita should include presentations, publications, grants, honors or awards, membership in professional organizations, and other professional activities. **First year students:** Please place a bold-face asterisk in front of each item you have added since entering the program. **Second-year students and beyond:** Please place a bold-face asterisk in front of each item you have added since last year.

X. Optional: Comments on Your Progress through the Program:

Please state any information you would like the Experimental faculty to be aware of regarding difficulties or 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.