DePaul University

GRADUATE STUDENT HANDBOOK

Department of Psychology

Version: September 2015

Contents

About the University

Interactive Map

DePaul has two primary campuses located in Lincoln Park and the Loop. For full information regarding the amenities of both campuses, DePaul has provided an interactive map that can be found at http://www.depaul.edu/campus-maps/Pages/default.aspx.

ID Cards

Your DePaul photo ID card gives you access to university facilities and services. It also gives you access to Byrne Hall after the building is locked. ID cards are obtained through the Identification Card Services Department located in the Student Center, room 109.

Computer Use at DePaul

Your computer use at DePaul will most likely be for writing papers for a class or for writing your thesis. The department has a graduate student computer lab on the sixth floor of Byrne Hall; this lab has several personal computers equipped with Microsoft Word. There are several other university computer labs (on the third floor of Byrne, at the library, the Student Center and in SAC) for student use.

Department computers provide access to some additional software (primarily statistical software such as SPSS, SAS, and Mplus) by way of the network. You will be given a network account through the department.

If you have any problems regarding your computer use at DePaul or specifically in the Psychology Department, see the Graduate Program Coordinator in the Psychology Department.

Important Websites

DePaul Homepage

DePaul's homepage (http://www.depaul.edu) is your window into the University. It can answer your basic questions about most University issues.

Psychology Department

The department webpage (http://csh.depaul.edu/departments/psychology/Pages/default.aspx) is a great resource for departmental information. Along with general information, it contains links to program pages.

Campus Connect

Campus Connect (http://campusconnect.depaul.edu) is your access to registration and your academic and financial records at DePaul. It provides you with online access to your schedule, grades, tuition statements, etc. To access Campus Connection, you will need a login and

password. Campus Connect log-in information is provided by Graduate Admissions upon acceptance to the program.

Desire2Learn (D2L)

Desire2Learn (http://d2l.depaul.edu) is DePaul's learning management system. You will use it for many of your courses to access resources, participate in online discussions, submit assignments, and receive feedback from your instructors. As a TA, you may be asked to use it to grade assignments and provide other forms of feedback.

Other Useful Information

Buying Textbooks

The Barnes and Noble bookstore in Lincoln Park is located at 2425 North Sheffield (just north of Fullerton). You can often buy used textbooks or rent them (make sure it isn't a book you want to keep if you do this) to save money.

Fitness and Recreation

The Ray Meyer Fitness and Recreation Center is located at 2235 North Sheffield on DePaul University's Lincoln Park Campus. The 120,000 square foot facility provides the DePaul community with a wide variety of fitness and recreation opportunities, including a diverse offering of facility spaces, equipment, programs and services. For additional information please visit their website at http://www.depaul.edu/~rec.

Health Services

DePaul Student Health Services is run by the Presence Sage Medical Group, located on the second floor at 1150 West Fullerton (773/549-7757). Any DePaul Student Health Services charges will be noted on your tuition statement. You can gain access to DSHS upon payment of appropriate fees to one of the University Payment Centers (Lincoln Park Campus: Schmitt Academic Center (SAC) 101; Loop Campus: DePaul Center Suite 9100). The fee covers visits to the DePaul Student Health Services for diagnosis and treatment of certain minor illnesses and injuries, and appointments should be made prior to seeking treatment. Diagnosis and treatment for illnesses and injuries that are not covered under the DePaul Student Health Service may be provided at discounts and appropriate referrals may be made. For more information, go to http://offices.depaul.edu/student-affairs/support-services/health-wellness/Pages/health-services.aspx

Please note that DePaul Student Health Services is not an HMO, PPO or primary medical insurance. The Department of Psychology offers all MA/PhD students a subsidy intended to help defray the cost of purchasing medical insurance.

Transportation

Chicago is a pretty easy city to find your way around in. Most streets are laid out in a north–south/east–west grid pattern, with just a few diagonals. All street numbers start from the intersection of State and Madison and increase at the rate of 100 every eighth of a mile (one long block or 2 short blocks). The nearest major intersection to DePaul's Lincoln Park Campus is Fullerton (2400 N) and Sheffield (1000 W). Once you learn the system, it's hard to get lost.

Walking. Winters are cold, so bring lots of warm clothes if you plan to use this method.

Biking. Chicago is still a major urban area, so be sure to get a good lock for your bike. Even bikes chained to trees and posts are frequently stolen. Chicago has many designated bike paths. Bike sharing is available through Chicago's Divvy system (https://www.divvybikes.com/), and there are several Divvy stations near campus; Divvy also has a reasonably priced annual student membership (https://www.divvybikes.com/pricing/student-membership);

Driving. The closer you go to downtown, the more expensive and scarce parking becomes.

Public transportation. The CTA (Chicago Transit Authority) operates buses and trains. The trains are faster and more reliable. For going between the Lincoln Park and Loop campuses, the train is your best bet. There is an "el" ("elevated train") stop at the corner of Fullerton and Sheffield. For CTA information, visit http://www.transitchicago.com; to help find your way from one place to another, visit http://tripsweb.rtachicago.com. There are also commuter trains operated by Metra from travel to and from the suburbs (http://metrarail.com/metra/en/home.html); however, these are a bit more expensive.

Passes are the most convenient method for paying fares. Eligible students (registered in 8 or more credit hours) are automatically enrolled in the CTA U-PASS program, which provides unlimited bus/rail travel during the academic term (i.e., AQ, WQ, SQ; Winter Intersession and Summer Sessions not covered). For more information, see http://upass.depaul.edu/.

Parking

Student parking is available on DePaul's campus on two main lots for an annual fee. For current rates and lot locations, please visit http://parkingservices.depaul.edu/student_parking/index.asp.

Departmental Resources

Office Space

During the first three years of study, graduate psychology students are assigned an office space. These assignments are made by the department at the beginning of the academic year. It is typical for students to change offices each year. MA/PhD students reaching the end of their third year are expected to vacate these office spaces by the final day of the third year, MS students are required to vacate the office spaces by the final day of the second year. Students who teach part-time for the department will be provided with shared office space during quarters they are teaching.

Mailboxes

The department will provide mailboxes in the photocopy room (Byrne Hall 423). MA/PhD students are provided individual boxes for the first three years of their studies and MS students for the first two years. After this period, students are transferred to a shared mailbox for the duration of studies. These mailboxes are for professional/academic use only.

Telephones

Students are issued personal phone codes to allow dial-out privileges, providing access to the United States and Canada. These codes will not allow for international calls, with the exception of Canada. Phone codes are generated on an individual basis and are confidential. To reach an outside line, dial 9-1 prior to the ten digit followed by the phone code.

In addition to the phone code, students may use campus telephones to reach any extension in the university. These extensions are the last five digits of the listed phone number. For example, the Psychology Department's listed number is 773/325-7887, making the extension 5-7887. Departmental phone numbers are all accessible via the online directory that can be found at https://directory.depaul.edu. One can also call the university operator to be connected to a particular department or person (773/325-7000).

Photocopying

We encourage students to go green—so try to make copies sparingly. Use electronic files, D2L, email, scanners, etc. as much as possible. As a student, you are provided funds every quarter (linked to your DePaul ID card) to make copies on university copy machines such as in the John T. Richardson Library, or in the Student Center, Room 106.

In addition, there is a copy machine with 24-hour access in the Psychology Department office (Byrne 423). This machine accepts the department copy card and faculty ID cards (i.e., it will not accept your own card) and must be used only for faculty-sponsored research or teaching-/ TA-related materials.

Student Representatives

Departmental meetings are held once per month. Each program must have a graduate student representative attend/participate in the department meeting. In addition, all graduate students are welcome and encouraged to attend but are not required to do so. Faculty, staff, and students receive the agenda and minutes for department meetings. If a representative is unable to attend the department meeting, s/he must arrange for another student from his/her program attends the meeting. Serving as a representative is a positive leadership opportunity, and attending meetings enables opportunities to provide input on important issues, learn about the operations of the department, and enhance professional development.

Financial Information

Financial Aid

If you are applying for student loans, be sure to follow up regularly, well before the expected disbursement date. Financial Aid Offices are part of DePaul Central. In Lincoln Park, DePaul Central is located in the Schmitt Academic Center (SAC) 101, and in the Loop it is located in the DePaul Center Suite 9100. You may call 312/362-8610 to get further information from them.

If you are receiving financial aid, it is important to note that it may be at risk if you fail to sign up for your required courses by the enrollment deadlines.

Tuition Waiver

MA/PhD students are granted a tuition waiver for required coursework during the first three years of study. Students may petition the Graduate Program Coordinator to fund non-Psychology course or additional coursework. Tuition waiver funding is only applicable to costs incurred by tuition. All other fees, including registration fees, lab fees, text books, et cetera must be paid by the student.

Waiver dispersal takes place on a quarterly basis beginning on the last day that courses can be dropped for the quarter. Expedited dispersal is available by specific appeal to the Graduate Program Coordinator.

Graduate Assistantships

MA/PhD students are granted Graduate Assistantships for the first three years of their respective programs. GA refers to Graduate Assistants. Most PhD students are employed as GA's and are paid through their stipend.

- GA assignment refers to hours that faculty advisors can use for research, teaching, and/or administrative duties as needed. We hope that a large portion of GA hours will be spent on research-related activities, but this may vary by faculty and quarter.
- TA assignment refers to hours that are connected with the teaching and administration of a particular course and are based on the size and nature of the course.
- RA assignment refers to hours that are connected with a faculty research grant, and are devoted to work related to the particular grant project or lab.

Graduate Assistantships require 20 hours per week for the 35 weeks of the main academic session (Fall, Winter, and Spring quarters). This typically includes three 11-week quarters (10 weeks, plus finals week) plus two additional weeks following the end of the fall quarter (after the Thanksgiving holiday). Assistantships are funded by a stipend that is distributed on a bi-weekly basis during the main academic session. In addition, Graduate Assistants also receive a subsidy intended to help defray the cost of medical insurance.

GA, TA, and RA Rights and Responsibilities

For the purpose of this document, GA refers to Graduate Assistants. Most PhD students are employed as GAs and are paid through their stipend. A GA assignment refers to hours that faculty advisors can use for research, teaching, and/or administrative duties as needed. We hope that a large portion of GA hours will be spent on research-related activities, but this may vary by faculty and quarter. A TA assignment refers to hours that are connected with the teaching and administration of a particular course and are based on the size and nature of the course. An RA assignment refers to hours that are connected with a faculty research grant, and are devoted to work related to the particular grant project or lab. When working with graduate students, either as GAs, TAs or RAs (referred to as *assistants*), it is important that advisors and instructors keep in mind that our graduate students have many obligations outside of their assistant responsibilities. It is also important for graduate assistants to realize that advisors/instructors rely on graduate assistants to ensure a higher quality of teaching and research.

To ensure the best working arrangements between graduate assistants and faculty/instructors, and to ensure that assistants have time to fulfill their many other obligations (e.g., class assignments, clinic or internship hours, research obligations, etc.), please adhere to the following:

Faculty advisors, instructors, and graduate assistants should do their best to abide by the contract that graduate students work under in terms of total work hours and timelines across the academic year as set by the department.

- 20 hours week for 35 weeks for GAs[1], typically three 11-week quarters (10 weeks plus finals week), and two additional weeks following the end of the fall quarter (after the Thanksgiving holiday), but can be negotiated.
- Whatever the assigned hours/week for the specific TA/GA/RA assignment

Advisors/instructors should keep in mind that the experience of working as an assistant is an important part of a graduate student's professional training, and therefore advisors and instructors should use their assistant hours to facilitate graduate professional training and development as much as possible (e.g., assigning tasks related to teaching, research, and/or service). Instructors and advisors should provide ongoing training and feedback throughout the assistantship on all of these tasks.

It is important that instructors/advisors meet early (at the start of the quarter) with graduate assistants to discuss

- The timeline of work
- The expectations and duties of an assistant
- The assistant's own schedule and needs in terms of coursework, conferences, other professional obligations, and any personal issues (e.g., health issues, child care responsibilities)
- A system to ensure regular communication and feedback.

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[1] Note. These hours do not apply to foreign students.

Students should contact instructors/advisors before the second week of the quarter if they have not yet heard from their instructor/advisor.

The distribution of graduate assistant hours may be variable from week to week (versus a consistent number of hours per week), but should total the number of hours in the contract.

Because of the natural variability in teaching and research schedules, advisors and instructors should communicate changes in schedules or duties to graduate assistants in a timely manner and negotiate any unanticipated changes to ensure that the needs of both parties are being considered.

Both instructors/advisors and graduate assistants may be working with tight deadlines and each should be respectful of the other's time and demands.

Despite this variability in workload, advisors and instructors should do their best to adhere to the assigned number of hours per week that they are provided.

Advisors/instructors cannot demand that assistants work more than their assigned hours. This is especially relevant for TAs[2]. If you are assigned 4 TA hours, then any work that goes past 4 hours must be completed by the instructor, distributed over other available hours (e.g., GA hours), or negotiated with the TA. Although there is variability in workload, it is not fair to demand that TA's work double or triple hours in a given week if they worked fewer hours in prior weeks. Instructors need to remember that graduate students' workloads outside of their assistantships remain hectic across the academic year.

Instructors should allow a reasonable turn-around time for tasks and assignments (e.g., one week for larger classes or more complex assignments). Instructors cannot expect that their TA will have all of their TA hours available on one given day, so they should anticipate that TA hours will need to be distributed across the week. Assignments that require a fast turn-around should be discussed ahead of time to ensure the best solution and/or the instructor should assist the TA in meeting this timeline.

Adjustments to the contractual hours and how they are distributed (working over break, working more hours on a certain week and fewer on others) need to be negotiated between the instructor/advisor and the graduate student *ahead of time* (when possible) and both should feel comfortable with the arrangement. This negotiation can be initiated by either party depending on scheduling needs.

Graduate Assistants need to be available during finals week/end of quarter as this is a hectic time for instructors and advisors, and this is part of the departmental guidelines.

Faculty or course instructors cannot demand graduate assistant time during scheduled breaks.

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[2] This is somewhat harder to determine for GA/RAs who might be collaborators on a project. Often they have some ownership over the project (e.g., authorship), and will likely work outside of their GA/RA hours to work on the project on their own time. GA/RA hours that are used for projects that will not benefit the GA/RA in terms of authorship, conference presentation, grant, etc. should be limited to the assigned number of hours.

In addition, graduate assistants should not take time off during their scheduled assistantship without prior approval by *all* advisors and/or instructors with whom the student is working. Approval by one employer does not constitute approval by all employers. Taking time off should be treated in the same manner as it would be in any other place of employment.

Assistants who do secure prior approval to take time off for elective reasons (travel, conferences, course load or workload demands) should do their best to make up any missed work in a reasonable amount of time.

Advisors and instructors should do their best to support graduate assistants taking time off for things that directly promote their careers (e.g., conference travel, job interviews). *Students should inform instructors and advisors of any anticipated travel for conferences or interviews as soon as the student knows his/her anticipated travel schedule* (at the start of the quarter would be ideal). Instructors should try to accommodate these professional development opportunities when possible. Students should do their best to make up any missed work resulting from time off as soon as possible.

Sometimes assistants need to miss work for non-elective reasons (e.g., maternity leave, hospitalization, illness). Advisors and instructors should be considerate of these circumstances and should try to work out other arrangements with the department if their assistant will need to miss work for an extended period of time.

If a student is experiencing difficulty with work-related issues and is not successful discussing these with his/her instructor or advisor directly, the student should consult with either the Program Director or the Associate Chair.

Academic Information

Registration and Coursework

Transfer Credits and Course Waivers

It is possible for a student to be given a maximum of 12 quarter hours of transfer credit for previous graduate work which was successfully completed in another graduate program (with a grade of B- or higher) and which is directly related to requirements in the DePaul Psychology 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 (see below).

Students who have completed a graduate course prior to their registration in one of the Psychology Department's graduate programs that is equivalent to one of their program's required courses may be eligible to have that course requirement waived. 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 beyond the 12 quarter hour transfer credit limit as stipulated by DePaul. The credit hours from a waived course need to be replaced through an elective course of the student's choosing after consultation with his/her advisor and the Program Director.

All transfer credits and course waivers need to be approved by both the course instructor and the Program Director. Requests for transfer credits or waivers must be submitted in writing to the

course instructor and Program Director. The request must include the syllabus from the previously completed course and the grade achieved, to enable the course instructor to determine whether the previously completed course is equivalent to the required course.

If the course(s) passes this review, confirmation is sent to the Graduate Program Coordinator, copying everyone involved (instructor, student, Program Director) and documentation is placed in the student's file. If the request is for a transfer of credit, the Graduate Program Coordinator then sends a request to the College of Science and Health (CSH) Graduate Division for review. Final authority to grant transfer credit rests with the CSH Graduate Division.

All requests for transfer credits and waivers must be submitted no later than the end of the first quarter of their first year of study at DePaul.

Master's Thesis Waiver

The doctoral programs in psychology require a data-based, research Master's thesis. If a student has earned a Master's degree elsewhere that included a data-based research project related to the appropriate area of psychology, the student can petition that the Master's thesis requirement be waived. For the previous research project to be reviewed, the student will form a research committee of two faculty. These can be of the student's choosing, 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 the program.

The committee will then recommend to the Program Director one of three possibilities: (1) The project is accepted as is, and the requirement for a Master's thesis is waived; (2) a new Master's thesis is not required; however, the student is required to do additional research-related work; or (3) the research project is considered to be inadequate in meeting the research requirements of the program, and the student must complete the required Master's thesis. Students who receive a waiver for their Master's thesis will need to replace the four hours of Master's thesis credit with other coursework or independent study hours.

Non-Degree-Seeking Students

Non-degree-seeking students in CSH may take graduate level courses after gaining approval from the College. Students must secure permission from the graduate class instructor 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 12 credit hours under the non-degree-seeking status be counted toward fulfillment of the advanced degree requirement.

Undergraduate Courses

No undergraduate courses will be counted toward the graduate degree.

Degree Progress Requirements

Research (Master's) Thesis

Each program requires the proposal and completion of a research (Master's) thesis on a topic approved by the students' thesis committee and by their program. Please refer to the Thesis Manual for details.

Oral Examination for the Master's Thesis

Students must orally defend their Master's thesis and show oral and written competence in the general field of psychology and in the area of specialization of the thesis.

Criteria for Distinction: MA and MS Degrees

The criteria for graduation With Distinction is based on a GPA of 3.75 or higher at the time of degree conferral. This distinction is only given for the Master's degree, and is not awarded at the PhD level.

Comprehensive Examination

Students who have successfully completed their Master's degree requirements must successfully complete a Doctoral Candidacy (Comprehensive) Examination. See program manuals for program-specific details.

Internship

For those in the clinical programs, a one-year internship is required in a facility approved by the director of clinical training. Students' fifth or sixth year in the program is usually the internship year. Internships are encouraged but not required in the I/O program. See program manuals for details and criteria.

Doctoral Dissertation

Each PhD program requires the proposal and completion of a dissertation based on a topic approved by the students' dissertation committee and by their respective PhD programs. Approval and acceptance of the dissertation topic is given only after admission to candidacy is approved.

Oral Examination for the Doctoral Dissertation

Students must defend their dissertation and show oral and written competence in the general field of psychology and in the area of specialization of the dissertation.

Requirements for the oral examination (for MS, MA, and PhD defenses): The responsibility of the thesis or dissertation committee is to assess whether the candidate has achieved the following:

- While conducting their research, the candidate has become an independent thinker and researcher. They have demonstrated problem solving abilities, have been self-motivated, and have shown determination in accomplishing his/her research goals.
- In presenting their research, the candidate has done a comprehensive review and effectively communicated the key issues associated with their topic. They demonstrate

their understanding of the field by effectively answering questions during the final project presentation. The candidate can interpret their results, understand the limitations of their work, effectively communicate their work, and put their work into the larger context of their field.

- The candidate has an-in depth understanding of the field and synthesized it in a way which points in new/creative experimental and/or analytical directions that have the potential to contribute to new approaches in better understanding the research area.
- The completed thesis/final project represents a significant contribution, which is clearly above average.

Enrollment

It is the responsibility of each student to maintain proper registration during each quarter of the main academic session as well as during the summer sessions. Failure to register can lead to loss of student status and access to campus systems, loss of tuition waiver funding, loss of stipend payment, and inability to enroll in subsequent quarters.

Enrollment typically begins in the 7th to 8th week of the prior term and closes during the 2nd week. Students are highly encouraged to complete enrollment as early as possible to avoid any of the above issues.

Each program has a list of courses in which students are to enroll. Please refer to the program's manual for the required courses and the timeline in which they should be taken. In addition to these required courses, students across programs are required to enroll in the following:

- MA/MS
    - Main Academic Session: PSY 595, PSY 590 (when not taking PSY 597)
    - Summer Session I and II: PSY 595
- PhD
    - Main Academic Session: PSY 595, PSY 598/599 (program-specific section), PSY 701
    - Summer Session I and II: PSY 595, PSY 701

Each of these courses is 0-credit and will not incur any tuition upon registration.

Candidacy Continuation for the PhD

Registration in course(s) or PSY 701 Candidacy Continuation is required every quarter between admission to candidacy and graduation. To access university services and maintain active student status, students must maintain registration every Autumn, Winter, Spring, and Summer quarter until the PhD is awarded.

Time Limits

Completion of MS Degree

The Psychology Department's MS policy states that students must complete their degree requirements within a five-year period from the first registration date for a course in the program.

Completion of MA Degree

CSH Graduate Division policies state that students in MA programs must complete their program degree requirements within a six-year period from the first registration date for a course in the program. However, individual programs may have more stringent time limits; see individual program manuals for MA time limits.

Admission to Doctoral Candidacy

Students in PhD programs must successfully pass their comprehensive examination within four years from their first registration date for a course in the MA/PhD program.

Completion of PhD Degree

CSH Graduate Division policies state that (1) there may be no more than four years between a student's admission to the doctoral program and admission to doctoral candidacy, and (2) there may be no less than eight months and no more than five years between admission to candidacy and the final doctoral oral defense.

Program-Specific Time Limits

Individual programs may have more stringent timelines, and students within those programs are required to meet the timelines specified by the program *even if the timeline is more stringent than the college timeline*. Failure to do so could result in dismissal. See individual program policies for more details.

Requests for Extension

Extensions on these timelines must be requested in writing to both the department (the Program Director) and the college and must be approved at both levels. Students must complete all requirements for the degree by the deadline outlined in the extension. Failure to meet specified time limitations or deadlines can result in dismissal from the program.

Grade Policy[3]

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.

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[3] This policy went into effect in AQ 2013. Grades received prior to AQ 2013 will not be subject to this policy. New grades for both existing and new students will be subject to this policy.

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 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, s/he may be allowed to complete his/her Master's degree but will not be permitted to continue onto the PhD.

Probation and Dismissal

Students are expected to maintain a minimum grade point average (GPA) of 3.2. If a student's GPA goes below this minimum, the student will be put on probation and will have one quarter to bring their GPA up to the minimum or face dismissal from the program. If the student's GPA goes below the minimum a second time, they will be dismissed from the program.

Degree Progress Requirements

In addition to meeting the minimum GPA requirement, failing the comprehensive exam (retake) or project, lack of progress towards degree completion, and/or unsatisfactory evaluation could result in dismissal. See individual program policies for more details.

Student Misconduct

In addition to the minimum GPA, progress, and completion requirements, students may be dismissed for breaches of academic honesty, breaches of the Code of Student Responsibility articulated in the DePaul University Student Handbook, and/or violations of professional ethics as stated in the APA Code of Ethics.

Appeal Procedures

The University has established policies for students who wish to appeal disciplinary actions regarding alleged student misconduct or academic integrity, as well as to challenge grades received in courses. These policies are described in the Student Handbook. In addition, individual programs might have their own appeal procedures. See individual program policies for more details.

Readmission

If a student leaves the program for any reason, s/he must reapply to the program, unless prior agreement for readmission has been granted by the Department Chair and the Program Director. A specific timeline for readmission must be specified and agreed to by the Department Chair and Program Director prior to the student leaving the program.

Residency Requirement

GAs and TAs are expected to perform their duties on campus. Occasionally, GAs may be asked to work at off-campus research locations as determined by the needs of the research project (e.g., at a school, hospital, or community location). Faculty mentors must be mindful of issues related to transportation access, cost (e.g., public transport, gas), and distance related to off-campus locations. Faculty requests for work off-campus should be reasonable.

Faculty can request to work with students who are able to work off-site if required for the success of their research. Students who are unable to work off-campus will be either re-assigned to another project or will need to negotiate other work related to the project that is more accessible.

Students who wish to perform some of their GA and/or TA tasks remotely need to get approval from all affected faculty GA/TA supervisors. Otherwise, it is expected that students will be on campus during work hours.

Degree Conferral Process

For students to officially receive their graduate degree, they must apply for degree conferral (in addition to completing the requirements for the degree). Each quarter, the College of Science and Health processes degree conferral audits and submits eligible candidates to the Office of Student Records for the posting of degrees to students' transcripts and accounts with the university. There are several steps to this process to be detailed below.

Application for Degree Conferral

Applications for degree conferral are processed through Campus Connect. Each quarter, the Graduate Program Coordinator sends out an email to all graduate students to announce the procedure and deadline for applying for degree conferral. Students who are confident that they will meet *all* of their degree requirements by the *final day of classes* for that quarter (including the oral examination *and* necessary post-exam revisions) may apply.

Should a student need to defer conferral (i.e., has applied for degree conferral but does not meet the deadline for completing all of their requirements; see section below), s/he will need to reapply when requirements are met, as the pool is cleared each quarter.

Students who enter the PhD program already in possession of an MA or MS may still have only the option of MA conferral via Campus Connect. The student will need to work with the Graduate Program Coordinator and CSH Advising to switch to the PhD conferral pool. The final transcript from the individual's MA-/MS-granting university must be on file to allow for this switch.

After a student applies for degree conferral, s/he will have registration and financial aid locked for the duration of the degree processing period. Unfortunately, this includes students conferring the MA portion of a combined degree. To avoid complications with course registration and loan repayment, if a student has a lock on their records and needs to register or make payments, s/he will need to contact the Graduate Program Coordinator to remove these locks.

Students are advised to monitor their own degree completion status on Campus Connect using the Degree Progress Report. Errors or missing credits should be brought to the attention of the Graduate Program Coordinator immediately. Missing credits or coursework may delay degree conferral.

Degree Audit

The Graduate Program Coordinator performs a pre-audit of degree progress for each student who has applied for conferral. This audit is to ensure that all course requirements have been either met or have been documented as waived and that all grades have been posted, as courses that have not received a grade (R grade) will hold a degree from being processed by the Office of Student Records (http://offices.depaul.edu/student-records/Pages/default.aspx).

After the pre-audit, the CSH advising office will perform an additional audit to ensure accuracy and record course waivers. The advising office may reach out to individuals for grade changes and information regarding course waivers that remain unresolved.

Paperwork and Thesis/Dissertation Submission

Several completed forms are necessary to process final degree conferral: (1) Author Submission Agreement, 2) Abstract and Keyword form, 3) Approval of Proposal for Final Project, and (4) Final Requirements Report. All of these forms are available on the CSH Graduate advising site at http://csh.depaul.edu/student-resources/advising-student-services/graduate-advising/forms/Pages/default.aspx.

These forms, *along with a PDF version of the accepted thesis/dissertation*, must be forwarded to CSH (CSHGraduation@depaul.edu) no later than the *last day of classes* for the quarter in which the student applies for degree conferral, to ensure that all documents are processed properly and forwarded to Student Records. They must also be forwarded to the Graduate Program Coordinator for placement in the student's file. Students are also advised to retain a copy of these documents for their personal records.

Deferment of Degree Conferral

Should the student be unable to perform the above steps, does not pass the degree audit, or is unable to defend the thesis/dissertation or make the necessary thesis/dissertation revisions prior to the final day of classes of the quarter in which s/he applies for degree conferral, the student will be required to defer degree conferral to a later quarter. If a student needs to defer to a later quarter than what was originally planned, s/he must inform the Graduate Program Coordinator immediately upon recognizing that deferment is necessary. A subsequent application for degree conferral must be submitted through Campus Connect at such a time as the individual is capable of completing the above steps in their entirety.

Commencement Ceremony

The commencement ceremony is held each June at the end of spring quarter for both undergraduate and graduate students. Students that have conferred a degree at any point during the academic year are eligible to participate in the ceremony, but must apply to participate. After an individual's conferral application is accepted, Campus Connect will give a prompt to apply for the commencement ceremony as well as to order the cap and gown.

Students who intend to confer during the summer session are allowed to participate in the commencement ceremony, but will not receive a diploma from the university until all requirements have been met.

Note: If you do not apply for commencement, you will not be called to the stage to receive your degree or undergo the PhD hooding ceremony during commencement, so please remember to complete this step if you would like to participate in the graduation ceremony.

Professionalism Guidelines and Principles for Graduate Students

Aspirational Principles

Our aspirational objectives apply to our entire community of scholars, which includes faculty, students, and professional staff. We understand that as individuals we have different responsibilities, but we all have the same goals and purpose. We are members of a professional community and thus each of us is responsible for promoting and maintaining a culture of learning and scholarship. It is important to be interconnected so that we can learn and receive mutual support in pursuing our scholarly objectives. We are learners, teachers, researchers and, in some cases, consultants and clinicians.

The Department culture is predicated upon creating and maintaining a professional environment in which we can learn from each other. Graduate students1, faculty, and staff are viewed as colleagues, working together in a cooperative atmosphere. We have responsibilities to each other to develop positive and synergistic relationships. Professionalism extends beyond the workings of the Department. We are representatives of DePaul and of our profession and we need to engage in the same professional conduct whether inside or outside the University.

As faculty and students, it is our job to continually evolve and maintain our professional identity and promote the interests of our scientific discipline. We are responsible for each other's' intellectual safety and nurturance as we pursue knowledge and express our varying points of view. This document will provide professional guidelines, standards, and suggestions as they apply to common concerns expressed by our graduate students, faculty and staff.

Professional and Research Settings

Everyone in the department (faculty, staff, and students) is expected to maintain professional conduct at DePaul at all times—both inside and outside of the classroom. Graduate students have varied professional responsibilities. Students may be assigned to work as a research or teaching assistant for faculty members in or outside of the student's program area. Working with instructors and researchers requires professionalism on behalf of both faculty and graduate assistants. For example, both instructors and graduate assistants will encounter sensitive/confidential student information and should treat this information with discretion and respect. As research assistants, graduate students may not always have a personal interest in the work of the faculty member with whom they are working, but their role as assistants is to help the researcher in whatever capacity is required. Working closely with a faculty member, regardless of their program area, can provide important training opportunities for graduate students. Both graduate assistants and faculty should actively seek out opportunities to maximize the learning and training that working with a faculty member can provide.

Faculty advisors, instructors, and graduate students are expected to do their best to abide by the contract that graduate students work under in terms of total work hours and timelines across the academic year. It is important that instructors/advisors meet early with graduate assistants to discuss the timeline of work, the expectations and duties of an assistant, the assistant's own schedule and needs in terms of coursework and other professional obligations, and opportunities for regular communication and feedback. Both need to respect the contractual timeline and number of working hours, as set out by the department for graduate assistants. Under most circumstances, how graduate assistant hours are distributed will be variable from week to week (versus a consistent number of hours per week), but should total the number of hours in the contract. Despite the natural variability in teaching and research schedules, instructors should communicate changes in schedules or duties to graduate assistants in a timely manner and negotiate any unanticipated changes to ensure that the needs of both parties are being considered. Both instructors/advisors and graduate students may be working with tight deadlines and each should strive to be respectful of the other's time and demands. Finally, adjustments to the contractual hours and how they are distributed (working over break, leaving town early) need to be negotiated between the instructor/advisor and the graduate student ahead of time and both should feel comfortable with the arrangement. Faculty or course instructors cannot demand graduate assistant time during scheduled breaks. In addition, graduate assistants should not take time off

during their scheduled assistantship without prior approval by all advisors and/or instructors with whom the student is working. Taking time off should be treated in the same manner as it would be in any other place of employment.

Faculty and students should strive to promote positive and productive collaborations with each other that are nurturing and mutually beneficial. Participation in research and scholarship is an important aspect of student training and professional development in all disciplines in psychology. We strongly encourage collaborations on research projects and hope that students and faculty will support and encourage each other's work. The most successful students form collaborative relationships with faculty and other students. Students have a higher likelihood of publishing and presenting at research conferences (both important elements of career success) if they work collaboratively with others. Faculty advisors and mentors should do their best to involve students on projects at a level that might result in an authorship or conference presentation. Students should strive to make meaningful contributions on projects, and should discuss possible opportunities for collaboration and authorship with faculty mentors and graduate student colleagues to ensure mutual assistance and benefit. To ensure maximally productive collaborations, issues like division of labor, project responsibilities, possibilities for authorship, and so on should be discussed as early in the process as possible.

Mutually supportive environments promote learning and productivity. Students benefit personally and mutually when they encourage each other's endeavors, provide constructive feedback, and help each other even if not directly involved with a project. We strongly encourage this form of collegiality and discourage dysfunctional competition. We all benefit when someone in our program is successful, and we should all strive to promote the success and growth of others.

Outside of the classroom/department, students and faculty should strive to maintain the highest level of professional decorum. Although this is an academic and training institution, it is also a place of employment. As with any place of employment, graduate students' performance will be evaluated not only academically but professionally as well. All members of this department—faculty, staff, and students—are expected to conduct themselves in a considerate and professional manner at all times, which includes attending conferences, visiting or working with outside organizations, working on the DePaul campus, or representing DePaul in the community.

We recognize and support student, faculty, and staff efforts to form social bonds with one another that extend beyond the department. For example, students are encouraged to form study groups, socialize outside of class time, to attend conferences together, and so on. Forming positive social relations with colleagues makes working in the department more rewarding for everyone. Students, faculty, and staff should keep in mind that, regardless of the context, members of the department (including fellow students) are, first and foremost, work colleagues. Professional respect and decorum should be maintained even in social settings. University policies regarding professional behavior extend beyond the university setting and can apply to social and private settings outside of the department and university. When in doubt regarding the appropriateness of a behavior, please refer to the university student handbook or consult with your advisor.

Instructional Settings

To actively promote scholarship, we need open communication and ongoing feedback so that we fulfill our goals and objectives. We all recognize that we need a suitable decorum in the learning environment, whether it is in the lab, classroom, clinic, office, or an external placement.

The classroom is one microcosm in which instructors and students work together to promote a positive and safe learning environment. We should strive to be attentive and respectful of each other's opinions and knowledge. Students have a role in contributing to the knowledge base and serving as a source of information for student colleagues and faculty alike. Students benefit most when they help each other in their intellectual pursuits.

Students are expected to attend class regularly and do their best to keep up with all of the class readings and assignments. Reading assignments at the graduate level are considerably more intense both in content and quantity than what is typical at an undergraduate level. This is part and parcel of the higher intensity of training at the graduate level, and students are expected to keep up with these assignments, take notes, ask questions when there is something that they do not understand, and contribute meaningfully to class discussions based on the knowledge that can be gained from the readings and other assignments.

Students are expected to contribute to learning and critical thinking in their classes through class participation. Graduate level classes (with a few exceptions, such as statistics classes) are meant to be discussion-based as opposed to lecture based (an undergraduate model). The quality of graduate classes depends on the quality of student participation. To maximize everyone's experiences in class, it is important that students come to class prepared and that students are actively involved in class discussions. Being able to communicate and constructively debate and discuss complex ideas is an important part of graduate training and is essential for developing relevant skills in any field of psychology. Students who do not actively participate in courses are denying themselves and their peers an important aspect of graduate-level training. In addition, class participation enables faculty to learn about a student's perspective, knowledge, and level of thinking. Information instructors acquire during in-class discussions is valuable in monitoring students' progress and performance in the course and in our graduate program.

Students are responsible for deriving meaning from their graduate classes. It is the instructor's responsibility to convey knowledge about classic as well as current theory, research, and methodologies in a particular discipline; to challenge students to think critically about the material; and to relate information in a clear and understandable way. Students are responsible for fully engaging in every class, learning the material to the best of their abilities, helping each other learn, and thinking about the material in critical and creative ways so that they are able to see connections with their own fields of inquiry.

The content of material presented in academic classes or other settings may not appear to be of immediate interest to students or directly relevant to their professional goals. Even with this perception, and not withstanding APA requirements, there is still value in gaining broad knowledge about the field of psychology. It is also essential for instructors to clarify the importance of learning certain materials, the value of participating in seminars or research teams, and the reasons for fulfilling assistantship assignments. A scientific community is not necessarily

asking questions about relevance or concentrating on the direct application of knowledge. There is also value in simply learning how to explore and investigate any area of inquiry.

Internet and Electronic Communication

Your professional career will involve extensive use of electronic modes of communication (e.g., email, listservs) as well as establishing an "internet presence" (e.g., making a professional website, joining online professional organizations such as Researchgate.com and Linkdin.com). It is important to keep in mind that everything you post via email or on the internet will affect your professional reputation.

Email

Most of your personal and professional communications will likely take place over email. Email sent by faculty and graduate students concerning any matter related to DePaul is considered DePaul property. It is important that you maintain the highest level of professional decorum while writing and responding to email, even if you think you are having a private conversation. Emails can be subpoenaed (if they involve matters relevant to DePaul) and/or distributed in a manner that can make what appears to be a very private conversation very public.

Internet Presence

Chances are that most faculty and graduate students already have an internet presence associated with their personal lives (e.g., a Facebook or Twitter account). Most will eventually establish a professional internet presence as well. Regardless of whether or not your internet presence is personal or professional, always remember that *nothing on the internet is private*! Take steps to ensure that what you post on the internet (or what your friends and family post about you) only presents you in a respectable and professional light.

Resolving Conflict

Faculty and graduate students alike should strive to seriously consider each other's ideas and concerns. We have an ethical obligation to bring issues of concern to the attention of our colleagues (APA ethical principles), even though at times it may seem easier to avoid addressing grievances than to take steps to remedy situations. If anyone identifies behavior that they believe may be problematic, s/he should take steps to address these issues as soon as possible. As members of a professional community and a community of scholars, we have the obligation to provide constructive and developmental feedback to each other. If we strive to constructively manage and regulate our professional environment, then the interests of everyone can be served.

We recognize that graduate school can be challenging and that students will often turn to each other for social support. This is encouraged, but it should be done in a considerate and professional manner. If you hear about a conflict, try to withhold judgment. Remember, there are multiple sides to every conflict, and most conflicts involve complex backstories and details that are not, or for legal reasons *cannot*, be revealed. Being divisive (e.g., by taking sides or pre- judging others) almost always exacerbates conflict and can make the situation worse for the person you are trying to support. A better approach is to listen and encourage your colleague to resolve the issue

in the most constructive manner possible. We should all strive to manage interpersonal problems in a constructive way that promotes mutually beneficial resolutions.

Faculty, staff and students are expected to handle problems or complaints in a professional manner, and they are expected to treat others with the same degree of respect and consideration (and provide opportunities for improvement) as they would wish for themselves. When anyone in our department (a student, faculty or staff member) has a concern (referred to as "complainant"), he or she should make every effort to discuss the problem in a candid way with those involved in the situation. Constructive problem solving is an important part of graduate student training as future (and for many students, current) professionals, and an important part of the ongoing professional development of faculty and staff.

If the complainant is worried about possible repercussions for a complaint or conflict, he or she should discuss this in a professional manner with an advisor or faculty mentor, their Program Director, the Associate Chair or Chair where appropriate (see below). This meeting will be for the purpose of discussing appropriate ways for the person to handle the problem, and may involve mediation if deemed optimal by the concerned individual and the confidante. If the complainant believes that the conflict was not adequately addressed, s/he should consult with a person *of the next highest authority*, based on the nature of the conflict and based on who is involved (e.g., their advisor/mentor, Program Director, Associate Chair, Chair, or Dean). If a conflict involves a student, often consulting with a faculty advisor or mentor will be helpful. If the conflict involves a faculty member, consulting with the Program Director is often the appropriate thing to do. If the conflict involves the Program Director, the complainant should consult with the Associate Chair or Chair. If the conflict involves either the Associate Chair or Chair, the complainant should meet with the other of these two for guidance. If the problem cannot be resolved at the department level, and all recourse at the departmental level has been exhausted to no avail, it may be appropriate to consult with the college.

Important: If you or someone you know is in danger, fears that they may soon be in danger, or may be a danger to themselves or others, call 911 immediately. Never hesitate to alert the authorities if there is a problem that may result in physical harm. If there is no immediate danger, but there is a concern that an issue may escalate in a dangerous way, contact the Chair or Dean of Students as soon as possible to determine the appropriate course of action.

Students should provide honest, concrete, and constructive feedback on faculty evaluations, listing both positive and negative aspects of classes. If there are issues that a student is having with a particular class or instructor it is best to address the problem before the entire quarter is over. Early intervention and communication increases the likelihood that problems can be remedied, which could improve both the students' and instructor's experience with the class. It would be unproductive to fail to inform instructors of major problems in the classroom and then to write a negative review on faculty evaluations (part of their permanent record). Students should treat faculty the way that they would want to be treated when they become instructors. Faculty evaluations are very important to the faculty members and should be used as an opportunity for students to facilitate professional development.

Changing or Ending Professional or Collaborative Relationships

It is not uncommon for relationships with faculty, staff, on- or off-campus organizations, or fellow graduate students to change or end due to changes in students' personal lives, changes in students' or faculty interests, new opportunities, or conflict. Changing the nature of professional relationships, regardless of the type of relationship or with whom one has the relationship, is always a sensitive matter and should be approached with the utmost of care. Before doing anything to change or end a relationship, students should consider the following

Do you have a contractual obligation to the relationship?

Graduate students who receive payment for work (either within the department or as contractors outside of the department) are paid based on the terms of a contract. Changing the nature and terms of a contract is usually very difficult and can often require tremendous staff time within the department, the organization, and/or the university (e.g., changes in PeopleSoft, payroll, etc.). Changing contracts can also result in changes to compensation if contracts are broken or modified. *Always consult with the department, your advisor, and/or your Program Director before making any changes to a contractual relationship.* If you do decide to make changes, it is best to finish out the quarter (if DePaul related) or finish any unfinished projects (with a research lab or an outside organization) before leaving or scaling back. Always give at least 2 weeks' notice so that accommodations can be made as seamlessly and painlessly as possible.

Will changing or ending the relationship affect my funding, standing within the program or department in any way?

Making radical changes or severing professional relationships could have consequences even if particular contracts are not involved. For example, if a student was admitted to the program to work on a grant-funded project, and some or part of their funding is provided by the grant, severing or modifying the relationship to the project could affect the student's funding. It could also leave students without advisors if, for example, students end a relationship because they are no longer interested in their advisor's research. Other faculty might not be available to mentor the student, or may be unwilling if the student is seen as unreliable. Once again, handling this situation in a professional manner is important. Discuss changing interests or circumstances with advisors as early as possible. Often, arrangements can be made that enable a student to maintain their existing relationships while branching out or accommodating other life circumstances or opportunities.

Does this person/organization need you for the success of a project or task?

Students' ability to commit to projects and professional obligations is an important part of how they are evaluated as professionals. If a student wishes or needs to make changes to (or sever) a professional relationship, the student should make every effort to ensure that any unfinished work is finished in a competent manner. Often, this will entail continuing the relationship for some time until a project is complete and a smooth transition can be made. If a sudden transition is required, a student should work closely with his/her supervisor or mentor to find and/or train a replacement and ensure that lost productivity is minimized. Keep in mind that severing any relationship (even if done in a delicate manner) could affect a student's ability to get strong letters of recommendation (from the supervisor as well as their colleagues) if it is perceived that a student is unreliable.

Will it affect my ability to remain an author on the project (or change the order of authorship)?

Changing the nature of a working relationship that involves research can affect the student's intellectual ownership of the project. If the project is in an early stage, modifying or severing a relationship could result in lost authorship. If the project is farther along, shifts in one's contributions could affect order of authorship or removal from authorship (depending on the specific situation). Given how important publications are for professional opportunities, and given how difficult it is to get publications, changes to these types of relationships should be handled with care. Often times it is worth it for the student to maintain some connection to the project, even if it means scaling back and re-organizing the order of authorship. This should be explicitly discussed with the first author and faculty mentor as early as possible so that students can maintain their connection to the project in a way that is mutually agreeable by all collaborators.

Will it make my advisor, the department, or me look bad or unprofessional?

Universities are extremely complex organizations, and people within it are interconnected in many ways. When a student works for an organization outside of the department (e.g., an on-campus or off-campus organization), they not only represent themselves, but also the department and/or graduate program (if they used their standing as graduate students to gain the job), but they also represent anyone who gave them a recommendation. Severing or modifying these professional relationships could have very serious consequences for the reputations of those other parties involved. Organizations may be reluctant to hire future students from our department if a prior student was deemed unreliable. Faculty and staff who provided recommendations may no longer be trusted. Students should consider the ramifications of any decision for not only themselves, but for others who may have been involved directly or indirectly. Once again, careful consultation with the department, advisors, and/or their Program Director could be very helpful for understanding and weighing unseen consequences.

Despite how sensitive modifying or severing relationships can be, there are ways to make the process easier and less consequential. First, as soon as students begin a professional relationship, it is important for them to understand their supervisors' and colleagues' expectations. Ask how mentors feel about students working on multiple projects with multiple people. Know exactly how long a contracted position is for and the number of hours of work expected on the project. If you are concerned about a protracted timeline, try to negotiate a shorter contract before signing or accepting a position so that you are not in a position to break an obligation down the line. If there are any unforeseen changes in personal or professional circumstances that may make you want or need to change the nature of a relationship, discuss the matter with those involved in a candid and professional way as soon as possible. Feel free to get advice on how to approach the matter from trusted mentors or department or program leaders.

By creating an ongoing dialogue, we can keep our entire community fully informed. Grading and course evaluations are just formal mechanisms and are not intended to be substitutes for ongoing interactions about our common purpose. It is our goal to create a department culture in which we are freely sharing information so that we can accomplish our common goals.

Procedures are specified in University handbooks for faculty and students if issues need to be addressed in a formal manner. Departmental program manuals also provide guidelines for resolving disputes.

If graduate students have any questions regarding professional conduct, or believe that other students, faculty, or staff are not behaving in a professional manner, and that the behavior is interfering with one's ability to get the best possible education and training here at DePaul, please inform your advisor or Program Director immediately.

Disabilities and Special Circumstances

DePaul University is committed to helping students achieve their academic and individual potential. DePaul has a variety of services designed to help students who may need special accommodations or adjustments. This document is divided into two sections: Students with Disabilities and Special Circumstance Requests.

Students with Disabilities

Students are not obligated to disclose any disability if they do not feel comfortable doing so. However, if a student wishes to receive accommodations, they will need to follow an interactive process that will involve disclosing their disability.

DePaul has strong policies prohibiting discrimination and harassment on the basis of several protected characteristics, including disability. DePaul also has anti-retaliation policies that prohibit retaliation and the threat of retaliation against any person exercising his or her rights with respect to discrimination or harassment. More information about these policies can be found at http://offices.depaul.edu/diversity/Pages/default.aspx or http://policies.depaul.edu/policy/browse.aspx.

The Center for Students with Disabilities (CSD) coordinates DePaul University's provision of accommodations and other services to students with disabilities pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. CSD regularly works with students diagnosed with a range of disabilities, such as learning disabilities, ADHD, medical conditions, chronic illness, mental health disorders, and physical/visual disabilities. In some circumstances, CSD also works with students who have temporary disabilities and other medical conditions. Student success is at the core of the CSD's mission and fits integrally with DePaul University as a diverse learning community.

Students are encouraged to enroll with CSD to receive accommodations and additional support services. CSD students are enrolled in all Colleges and Schools at DePaul, and may be full-time, part-time, undergraduate, or graduate level students, including graduate assistants. Some accommodations and services may include, but are not limited to, extended time on exams, assistance with note-taking, adaptive equipment, real-time captioning, classroom accommodations, leaves of absence, advocacy, and assistive technologies.

CSD enrollment procedures require appropriate documentation of a student's disability and other identified information, as well as a personal meeting with CSD staff. CSD has two full-service office locations:

- Lincoln Park Campus, Student Center 370, 773/325-1677

- Loop Campus, Lewis Center 1420, 312/362-8002

For more information, please contact the Center for Students with Disabilities at csd@depaul.edu or http://studentaffairs.depaul.edu/csd/.

Graduate Assistants and Graduate Student Employees with Disabilities

Graduate assistants are first and foremost students. As such, graduate assistants should contact the Center for Students with Disabilities (CSD) to begin the conversation regarding reasonable accommodations for a disability. However, given the nature of the graduate assistant role, and the classification of some graduate assistants as part-time instructors, the reasonable accommodation evaluation for graduate assistants may be similar to the accommodation evaluation for employees.

CSD will partner with Human Resources, in consultation with faculty, Program Directors, and the Associate Chair, to ensure that all graduate assistants receive appropriate reasonable accommodations.

Students who are serving in a student employee role (e.g., as an employee for the Egan Urban Center or Center for Community Research) should contact Human Resources, 312/362-8506, regarding reasonable accommodations in the context of their employment. More information about HR process for addressing reasonable accommodations can be found at http://hr.depaul.edu/Employee%20Relations/Reasonable_Accomodations/index.html.

In general, graduate assistants are not eligible for DePaul's health and welfare benefit plans. Questions about graduate assistant eligibility for DePaul's health and welfare benefit plans can be addressed to Human Resources, 312/362-8232.

Special Circumstance Requests

Students may experience a variety of temporary circumstances that could impact their academic progress. These circumstances may include, but are not limited to, temporary illness or injury, family emergencies, pregnancy, and other personal situations (e.g., presenting at conferences or going on job interviews).

The Psychology Department is committed to working with students to find mutually agreeable solutions for addressing such circumstances. Such solutions will depend on the individual circumstances presented in any situation, including the student's needs and academic requirements.

Students are encouraged to speak with the individual faculty with whom they are taking classes or working to try to make special arrangements. To the extent that these special arrangements involve adjustments beyond the purview of a single faculty member, students should also consult with the Psychology Department. In any situation, students may request that the Psychology Department Associate Chair or the CSH Associate Dean for Graduate Studies act as a liaison on their behalf.

Recognizing that these circumstances can sometimes arise unexpectedly or suddenly, it is very important that students communicate any special circumstances that may impact their academic progress in as timely a manner as possible to those who might be affected (including, but not limited to course instructors, assistantship supervisors, and/or graduate mentors). Students should also consult with their Program Director if any departmental or program-level adjustments might be needed. In some circumstances, the Department or College may also request documentation regarding the situation to determine appropriate adjustments.

Faculty members are encouraged to make special adjustments for students who are experiencing temporary issues or setbacks, or have important professional development opportunities that may occur in the middle of the school year, such as job interviews (based on the faculty member's course policy and pending any required confirmation). Timely communication and any available documentation are important to enable faculty to make special adjustments in a manner that is reasonable to both the student and the faculty member (e.g., is consistent with course policies, does not unduly burden the instructor or delay class progress). It is incumbent on the student to ensure that any missed work is completed as soon as possible according to the requirements set forth by the instructor.

If a student with special circumstance finds the adjustments suggested insufficient to address their need or unreasonably burdensome, they are encouraged to consult with the Associate Chair, who will work closely with all affected parties to attempt to develop a more effective solution. If at any time a student, instructor, mentor and/or advisor/supervisor have questions about how to address a request for adjustment, they should consult with the Associate Chair. If the Associate Chair is unavailable, the Chair should be consulted.

Students should note that requests for adjustments cannot be unduly burdensome on those affected by the request (instructors, supervisors). Students are still expected to fulfill duties and requirements set forth by the course and/or their jobs as Graduate Assistants. Requests for special adjustments should be made with the goal of successfully completing these requirements in mind.

Important Information for Graduate Assistants

Like all students, graduate assistants may also experience a variety of temporary circumstances that could impact their academic progress, including their ability to serve a graduate assistant for a period of time.

If such circumstances arise, it is important that students speak with their supervisors and mentors as soon as possible, especially if they anticipate missing work hours or delaying the completion of work related tasks. Often, with early communication, students and supervisors can make arrangements so that there is minimal impact for both the student and the supervisor (e.g., moving work hours around with other assistants to enable one to attend a family funeral).

Students should not make arrangements without the knowledge or approval of their supervisor. Assistantship-related tasks often require special knowledge or training (research skills, knowledge of grading styles or policies), so students should make sure that any adjustments made to assistantship schedules or tasks are done in collaboration with the supervisor to ensure continuity of quality.

Graduate assistants with special circumstance requests that could involve adjustments beyond the purview of a single faculty member should speak with the Associate Chair to discuss these requests. In any situation, students may request that the Psychology Department Associate Chair or the CSH Associate Dean for Graduate Studies act as a liaison on their behalf.

Students are encouraged to begin the conversation regarding special circumstances as early as is reasonably possible. Many special circumstances can be predicated and planned for well in advance of the needed adjustment. With enough prior notification, the department can often arrange the students' assistantship schedule to accommodate these anticipated events. The student should work with their Program Director regarding their course schedule.

Note: Inability to fulfill the requirements of the graduate assistantship will not affect enrollment in the graduate program. However, inability to fulfill the requirements of the graduate assistantship may result in a decrease or elimination of any student funding associated with the assistantship. Following the suggestions above will better enable students and the department to find mutually agreeable solutions for special requests and adjustments.