

Southern Illinois University at Carbondale
School of Psychological and Behavioral Sciences

Applied Psychology Program Handbook

The Pink Book for doctoral Students

Fall 2020

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Applied Psychology Program Handbook

1. Purpose of Program

The Applied Psychology program is designed for students interested in research careers dealing with applied problems in non-academic and academic settings. It is based on the premise that empirical research methods and psychological theory can be of great assistance in solving problems of society, organizations, and technology. The program provides students with training in research and data analysis methods that can be applied to a variety of problems in public and private sector. The core of the Applied Psychology major consists of a series of courses on program evaluation, measurement, data analysis, research design, psychology theory and content courses, as well as concurrent applied research consulting experience and independent research. In addition, in order to deal intelligently with applied problems, students develop an area of specialization, acquiring in depth knowledge of the psychological theory and research. With the approval of the faculty, students may define their own specialty areas. Throughout the program there is an emphasis on integrating research techniques with psychological theory and data.

2. Faculty and Their Interests

Eric A. Jacobs: The Experimental Analysis of Behavior, Choice and Self-Control, Behavioral Economics, Behavioral Ecology, Behavioral Pharmacology, and Contingency Management of Addictive Disorders.

Tamara Kang: Barriers to Reducing Crime, Implementation Barriers, Translation of Research into Policy and Practice in Criminal Justice Contexts, Stigma, Mental Health, Rehabilitation and Assessment.

Meera Komarraju: Industrial/Organizational Psychology, Individual and Cross-Cultural differences in Academic Motivation, and Leadership and Diversity in the Workplace.

Yueh-Ting Lee: Applied Social and Cultural Psychology, Psychology of Work, Organizational Behavior, Groups and Categorical Perceptions, Evolutionary Psychology; Human Relations (e.g., Harmony and Conflict, Prejudice, Discrimination, Social Justice), Human Beliefs and Meaning Systems, Personality and Individual Differences, and Human Health.

Kathleen Schmidt: Implicit Social Cognition, Racial Attitudes, Self-knowledge, Social Perception, and Reproducibility in Psychology

Affiliated Faculty

Randall S. Davis (Public Administration) : Public Sector Management and Administration; Voluntary Workplace Behaviors; Goal-Setting; Organizational Structure; Emotional Responses to Work; Environmental Determinants of Organizational Performance (e.g, Turbulence, Uncertainty, Resource Dependence/Munificence, Politics).

Steve Karau (Management): Group Dynamics and Social Influence Processes in Interpersonal and Organizational Settings, Organizational Change Initiatives, and Consumer Attitudes toward E-commerce.

Jennifer Koran (Educational Measurement and Statistics) Latent Growth Modeling, Structural Equation Modeling, Hierarchical Linear Modeling

Rhonda K. Kowalchuk (Educational Measurement and Statistics) Applied Statistics, Experimental Design, Monte Carlo Methods, Survey Research

Jack McKillip (Applied Emeritus) Professional Certification, Program Evaluation, Needs Assessment, Secondary Data Analysis

Nerella Ramanaiah, (Applied Emeritus) Personality Assessment, Test Theory, Quantitative Methods

3. Applied Psychology and Psych Unit's Curriculum Requirements

AREA	COURSE	CREDITS	PRELIMS
a. General Unit's Required courses	PSYC 509 (History & Systems) ¹	3	
	PSYC 599 (Thesis)	4-6	
	PSYC 597 (training assignment)	1 (each semester on campus)	
	PSYC 600 (Dissertation)	24	
b. Statistics and Measurement Required courses	PSYC 522 (GLM I-Univariate)* (Cross listed with QUAN508)	4	X
	PSYC 524 (GLM II-Multivariate) or QUAN 507* or comparable class approved by Applied faculty	3	X
	QUAN 531, PSYC 525, PSY 421 (Psychological Measurement, or equivalent course)*	3	X
	At least one of the following: (note: this course satisfies one of the four specialization courses – see below)	One course from QUAN 580 Sequence or Other statistics, measurement, research methods, qualitative research courses as approved by faculty (<u>Does not include Program Evaluation course, see below</u>)	3
Optional	QUAN 506 (on advice of faculty) ²	4	
c. Research Methods and Program Evaluation Required courses	Psy 523 (Research Design for Applied and Professional Psychology) or	3	X

¹509 can be waived if the student has passed a similar course as an undergraduate, as approved by the Psyc 509 instructor, or achieved a score of 650 or better on the GRE-Advanced (Psychology) exam.

²Students who do not have a strong undergraduate statistics background are advised to take EPSY 506, Inferential Statistics, before enrolling in PSYC 522 or EPSY 507.

AREA	COURSE	CREDITS	PRELIMS
	equivalent course approved by faculty*		
	QUAN 580E (Evaluation Methods)* or equivalent Program Evaluation course approved by faculty	3	X
Optional	QUAN 533 (Survey Research Methods) or equivalent course approved by faculty		
Optional	Other research methods seminars or courses as approved by the faculty		
d. Applied Psychology			
Required	571 (Prosem) ³ 569 (ARC) ⁴	2 3 (x 2 summers and 4 semesters)	
e. Psychology Content			
These courses will be covered on prelims. Content courses are designed to provide greater breadth to students' curriculum, providing information about an interesting topic that may not be specific to specialization.	Two courses within the Psychology Unit. At least one must be taught by an Applied Psychology faculty member.	6 (2X3)	X
f. Specialization Courses:			
Four courses related to the student's area of specialization. <u>These courses include at least one advanced statistics or research methods course.</u>	Course from QUAN 580 Sequence or other statistics, measurement, research methods, qualitative research courses approved by faculty	3	
Up to three additional courses in the student's area of specialization <i>Four specialization courses are required but only three of these are covered on prelims.</i>	*These three courses will be covered on the major preliminary exam.	9	X
*Covered on Major Preliminary Exam			
†400-level courses must be taught by faculty to qualify for graduate credit.			

³Fall Semester, first year.

⁴Two summers and four semesters consecutively beginning the summer of the first year (for students entering with a bachelor's degree or non-empirical Master's degree), or beginning the spring of the first year (for students entering with an empirical Master's degree).

4. Program of Study and Specialization

a. Program of Study

The program of study is the student's plan for the courses and other requirements they must meet in order to complete their MA (if applicable) and PhD degrees and to sit for prelims. The purpose of the plan is to help students think about their graduate career and to plan accordingly. The first version of the plan will be developed in the student's first semester in the program in their Proseminar in Applied Psychology class (Psyc 571). This initial plan is to be approved by two-member committee (program of study committee): the instructor of the Proseminar class and the student's research advisor. In cases where these might be the same individual, the Applied Program Director will serve as the second committee member. The plan should include a list of the courses (and the semester they will be taken) to meet the prelim requirements, including the specialization courses. The plan also includes a narrative statement about the scope of the student's specialization (formerly called the Specialization Plan). The narrative statement includes:

1. Title and description of the specialization, including its scope. Also discuss how the specialization will support the student's career goals.
2. List of courses that support dissertation/specialization area
3. A bibliography of relevant readings that support the specialization (note: the initial plan approved in the student's first semester does not need to have a complete bibliography.)

A copy of the Program of Study Form can be found in Appendix A. The remainder of this section describes the purpose and structure of the specialization requirement. With approval of the student's advisor and the Applied Program Director, the plan may be revised as circumstances arise.

b. General purpose of the specialization

The specialization allows students to develop expertise in a psychology-related area. The specialization will reflect both their career and dissertation interests. It is expected that knowledge in the specialization will be developed through coursework, readings, and independent study. Specializations require 4 courses, one of which must be an advanced methodological/statistical course that is relevant to the research area for the specialization. Examples include a course on qualitative methods, or an advanced statistics/methods course, or a course on meta-analysis. Note: courses counted toward Applied Psychology content requirements (3e.) cannot be counted toward a specialization.

c. Specialization courses and prelims

Three specialization courses will be covered on the preliminary exam (prelims). These typically include the three non-statistics or methodological courses. If the specialization contains two or three statistics/methods course, one of these courses will not be covered on prelims and the others will. The advisor and program director will decide which courses are covered on prelims.

d. Types of Specializations

The following are common specializations and supporting courses for the program of study/specialization requirements. Students may develop specializations that fit their interests as long as there are faculty members and courses that can serve as relevant resources:

1. Organizational Psychology: Organizations & Leadership
 - a. BA 546: Leadership & Managerial Behavior;
 - b. BA 545: Advances in Organizational Behavior/Theory;
 - c. SOC 539: Seminar in Complex Organizations;
 - d. EPSE 580 course
2. Industrial/Organizational Psychology: Gender and Diversity in Organizations
 - a. BA 545: Advances in Organizational Behavior/Theory;
 - b. PSYC550: Psychology of Gender;
 - c. PSYC 553: Cross-cultural Psychology; or LAW 620: Employment Discrimination;
 - d. EPSE 580 course
3. Health Psychology
 - a. PSYC 507: Graduate Social Psychology;
 - b. HED 401: Epidemiological Approaches to Disease Prevention and Control;
 - c. HED 525: Health Behavior and Health Education; or HED 526: Evaluative Processes in Health Education;
 - d. SOC 460-3: Sociology of Medicine;
 - e. EPSE 580 course
4. Cross-cultural Psychology
 - a. PSYC 553: Cross Cultural Psychology;
 - b. SOC 552: Seminar in Race and Ethnic Relations;
 - c. SPCM 543: Identity, Culture, and Communication;
 - d. EPSE 580 course
5. Legal and Forensic Psychology
 - a. PSYC 505: Psychology and Law;
 - b. PSYC 470: Psychology of Race and Racism;
 - c. CCJ 500: Foundations of Criminal Justice;
 - d. CCJ 505: Nature of Crime;
 - e. CCJ 462: Victims of Crime;
 - f. POLS 435: Judicial Process and Behavior;
 - g. SOC 461: Women, Crime and Justice
6. Applied Social Psychology
 - a. PSYC 507: Graduate Social Psychology;
 - b. PSYC 420-3: Industrial/Organizational Psychology;
 - c. PSYC 574-3: The Psychology of Groups and Teams;
 - d. POLS 576-3: Religion and Politics; or SOC 476-3: Religion and Politics;
 - e. SOC 534-3: Seminar in Globalization and Social Change;
 - f. SOC 550-3: Seminar in Social Problems;
 - g. SOC 555-3: Social Movements and Collective Action

7. Other Applied Area (subject to approval of the program director)

Examples: (1) Behavioral Analysis (PSYC 520: Application of the Psychology of Learning and Memory, PSYC 511: Learning and Memory, EPSE 580 course); (2) Psychometrics; (3) Program Evaluation; (4) Data Analytics and (5) Social Networking/Social Media, etc.

e. Non-psychology courses for specializations

The following list of non-psychology courses is intended to give students suggestions for courses outside the Psychology School that students may wish to consider for their specialization. All specializations, including the list of courses, must be approved by the student's program of study committee. Courses listed below may not necessarily be approved by the committee. Other courses not listed below may be approved by the committee.

CCJ 500: Foundations in Criminal Justice – An exploration of the nature and scope of the criminal justice process. Criminal justice operations and behavior are assessed in context of the major theoretical, historical, normative and organizational influences found in the field.

BA 540: Managerial/Organizational Behavior – Case analyses of human problems in the business organization. Application of findings of behavioral science research to organization problems. Development of direction and leadership skills. Prerequisite: BA 440 or equivalent. Restricted to enrollment in College of Business and Administration graduate program or consent of department/school. Offered Summer, Fall (and maybe Spring).

BA 503: Management of Change – The methods and processes of planned change are examined. Special emphasis is placed on the design and implementation of continuous improvement systems and related issues of managing constant change. Change models are viewed in the context of international competitiveness and a dynamic global environment. Restricted to enrollment in College of Business and Administration graduate program or consent of department/school.

BA 545B: Seminar in Advances in Organizational Behavior – A series of advanced seminars in organizational studies.

BA 558: Promotional Strategy and Management – The study of the elements of the promotional mix including advertising, personal selling, sales promotion and publicity and how they apply in the profit and not-for-profit sectors of the market place. Offered every fall semester.

BA 575: Seminar in Multivariate Statistics – gives doctoral students in business a theoretical and practical knowledge of multivariate methods such as cluster analysis, multiple regression, discriminant analysis, canonical analysis, etc., for the purpose of equipping them for dissertation work, and subsequent research for publication in the top academic business journals.

EAHE 544-3: Education and Culture – A study of the concept of culture and its relation to the process of education.

EAHE 557: Program Development & Evaluation – This course is designed to enable an administrator to develop, implement, and evaluate a school or agency program from inception through final assessment. An emphasis will be placed upon formal and informal means of formative and summative processes utilizing evaluation diagnostics and instrumentation. Formalized accreditation standards and guidelines will also be examined.

EAHE 564-3: Seminar in Ethics and Social Justice in Education – The goals of this course are to provide educational leaders with a framework for understanding the dynamics of oppression, to offer tools for ethical decision making, and to increase awareness and responsibility toward social justice issues in education.

EAHE 587: Introduction to Qualitative Research – This course introduces students to qualitative research in education. The course examines the foundations, design, methods and analysis of qualitative research. Course readings include both philosophical texts about the foundations and purposes of qualitative inquiry, and methodological readings about the hands-on application of research techniques

HED 401: Epidemiological Approaches to Disease Prevention and Control - principles and practices in the cause, prevention and control of diseases in various community settings.

HED 525: Health Behavior and Health Education – examines health-related motivation and behavior through the study of relevant psychological, sociological, and educational theory and research. Emphasis is on application of behavioral and behavior-change. Offered every Fall semester.

HED 526: Evaluative Processes in Health Education. Description – survey and analyses of health testing and evaluation procedures, uses and limitations of knowledge and attitude tests, behavioral inventories, check lists, questionnaires, interviews, and other techniques. Offered every Spring semester

KIN 514: Applied Sport Psychology – examines current research and practice in applied sport psychology. Emphasis will be placed on moving from theory into practice on sport-specific individual differences, motivational approaches, and interventions.

KIN504: Psychological Aspects of Sport – presents the theoretical and empirical foundations of sport psychology. Operating from a conceptual rather than an applied framework, this class develops an understanding of social psychological phenomena and process related to participation in sport and physical activity (e.g., personality, anxiety, arousal, achievement, motivation, social facilitation, aggression, pro-social behavior, and group dynamics).

KIN 560: Gender and Sport: Sociological and Psychological Perspectives – explores psychological and sociological dimensions underlying the concept of gender and critically examines how gender relates to sport and physical activity. Students will be introduced to non-traditional as well as traditional research that addresses the issue of gender in various physical activity contexts.

LAW 620: Employment Discrimination Law – covers Title VII, ADA, ADEA, Pregnancy Discrimination Act, FMLA and Fair Labor Standards.

POLS 502: Topical Seminar in Research Methods – Advanced seminar in empirical research methods. Topics will vary by instructor. Example topic: Structural Equation Modeling.

POLS543: Human Resource Management – studies the processes and procedures used in contemporary public personnel systems. Emphasis is placed on examination of competing models of personnel administration, application of personnel management strategies to specific case problems and public sector labor relations.

SOC 514: Qualitative Methods – examines research strategies involving the systematic exploration, documentation and analytic description of social settings, interactions, meanings, lifeworlds and texts. Includes discussion of field observation, depth interviewing, oral histories/narratives, case studies, biographies and life histories, focus group interviewing, content analysis of written and visual data, historical/archival investigations, among other approaches.

SOC 551: Sociology of Religion – theoretical and empirical study of the origin, location and function of religious ideas and institutions in society.

WED 552: Recruitment, Selection, and Compensation: Impact of HRD – overview of the theoretical frameworks and practice related to recruitment, selection and compensation. Examines the impact of these HR theories and practice on human resource development in organizations.

WMST 492: Women and Religion – heightens and strengthens students' awareness of the roles and responsibilities of women as outlined in the sacred writings and scriptures of various world religions and as carried out in various cultures around the world.

5. Additional Program Components

a. Advisement.

The student's instructor for PSYC 571 (Proseminar in Applied Psychology) will serve as the student's initial advisor. At the end of the first semester, students will be assigned to an advisor from among faculty associated with the program. As much as possible, the interests of students are matched with those of their faculty advisors. As student's progress and their interests mature, changes in assignment of faculty advisors can be made. The Prosem instructor, advisor, and student will develop a plan of study that will meet the interests and career objectives of the student and satisfy program requirements. Regular meetings of the faculty are held to monitor each student's progress through the program.

b. Training Assignments.

Students are required to register for one hour of PSYC 597 (Pre-professional Training) each semester, including summers in the School Director's section of Psyc 597. As an integral and important part of the program, students participate as research assistants in ongoing faculty research programs, grants, and contracts, or as teaching assistants. Each student is expected eventually to gain both teaching and research experience. The training assignment requires 20 hours per week. Specific training assignments vary according to the needs of the School, and the interests and competencies of the student. Training assignments outside the School of Psychological and Behavioral Sciences may be appropriate, especially for advanced students. The outside the School office in which the training assignment is done would generally be expected to provide stipend support for the student. Students have taken outside School training assignments doing applied research and statistical analyses for units such as Institutional Research, Human Resources, different college offices, Recreational Sports and Services, Department of Housing, Center for Rural Health and Social Service Development, Office of Assessment and Program Review, and Student Health Programs.

c. Electives.

Students take elective courses to broaden their education in Psychology or a related area, to develop additional skills, or to develop in greater depth their areas of specialization. As full-time students, Psychology graduate students are expected to register for approximately 12 graduate credit hours per semester, which provides ample opportunity for elective courses.

6. Applied Psychology Training Experience**a. Proseminar (Brown Bags)**

PSYC 571, Proseminar in Applied Psychology, is required of all students for their first semester in the program. The seminar consists of presentations and discussions of the field of Applied Psychology, introduction to the range of research topics that are of interest to the faculty in the program, of research ethics, and of university resources for library and computer-based research. Other topics are added at the discretion of the instructor and with the interests of the students.

Differential Co-requirements:

For the first semester of the first year students, there are 2 credit hours (i.e., remain unchanged). For other students, it is a one-credit course every semester until they are finished with their preliminary exams. After preliminary exam, it is up to the approval of their specific academic advisors.

b. Applied Research Consultants (ARC)

A unique and nationally acclaimed component of the program in Applied Psychology is PSYC 569, Applied Research Consultants (ARC). ARC is an academic course modeled as a research consulting organization with educational and service missions. The major purpose of ARC is to provide applied research experience and to promote students' professional development as applied research psychologists. ARC does this by performing contract research for the university and outside agencies and businesses. The course instructor serves as ARC's Director. The primary activity of ARC is organized around research projects contracted with a specific agency. Projects are conducted by teams whose composition and leadership is based on the competence and interest of the students involved in ARC and assigned by the ARC Director. During their tenure in ARC, students should have an opportunity to work on a variety of projects, in a variety of roles, and to gain experience in areas of special interest.

All Applied students are required to enroll in ARC for two summers and four semesters⁵ (in consecutive order) and to complete all ARC requirements (as set forth in the ARC syllabus). At the end of this term, the student must petition to leave ARC or to remain in ARC. The petition will be reviewed by the ARC director, program director and student's advisor.

Petitions to leave ARC will normally be granted when:

- a. The student has met all ARC requirements (e.g., led a major project, participated regularly on other projects, participated regularly on internal committees, and held a satisfactory Professional Development Seminar); and
- b. The student has completed their MA thesis and passed prelims; OR the student has not completed their MA thesis or has not passed prelims and leaving ARC will facilitate timely completion of these requirements;
- c. The ARC Director has determined that ARC activities will not suffer if the student is leaving (e.g., the student is not leading a project that will suffer if the student leaves).

Students who leave ARC may petition to re-enroll in ARC in a subsequent semester. Petitions to remain or to re-enroll in ARC will normally be granted when:

- a. The student has not met all ARC requirements (e.g., led a major project, participated regularly on other projects, participated regularly on internal committees, and the student has held a satisfactory Professional Development Seminar); or
- b. The student is involved in a project that would suffer if the student left; or
- c. It is within the best interest of the student to remain or re-enroll in ARC.

Students must be active in ARC for the entire semester in which they are enrolled. Students who have satisfied the ARC requirements may continue in ARC as senior advisors, but will not be expected to be as active as ARC students who have not completed their requirements.

⁵ Exceptions may be granted for unusual circumstances, approved by the Applied faculty.

All students without approved masters' degree typically "sit in" on ARC the semester (usually for two semester or one year) before they officially begin in order to become accustomed to ARC practices and procedures. When sitting in, the student does not enroll in ARC for credits. They are not expected to work on projects, except to shadow a team or perform minor tasks.

c. Practica/Internships

Practica and Internships outside ARC are not required but are encouraged by the program. For more information, see the Applied Psychology director or your advisor.

7. Major Preliminary Examination (Prelims)

A major preliminary examination must be taken and passed by the student. The exam is based on material covered in the required and elective Applied core curriculum courses (see starred courses). **Exams are scheduled during the week prior to the first week of classes for the Spring semester, and during the week prior to the Fall session.** Students are expected to take the Major Prelim by the beginning of the Spring term of their third year. Students must submit a written notice (see next paragraph) of intention to take the exam to the Applied Psychology Area Head director at **least four weeks before the end of the term that precedes the scheduled exam.** The end of the term is the last day of regularly scheduled classes, not exam week. Thus, for students planning to take their prelin in January, they must inform the program director four weeks before the end of regularly scheduled classes in December. For exams scheduled for the week prior to Fall semester, the program director should be informed four weeks prior to the end of summer session.

The prelin notice should include (1) a copy of the student's **program of study** form, which includes a more complete description of the student's specialization and their expanded bibliography; (2) a **list of the courses** (and their instructors) the student took to satisfy the major prelin requirements.

The preliminary exam assesses the students' ability to respond appropriately to typical research problems, theoretical issues, or practical problems in the areas of statistical analysis, research design, measurement, and psychological theory and research related to their content courses and areas of specialization. The exam is written and evaluated by the Applied Faculty who teach the required and core courses in the program. The prelin includes a one-day closed book exam, covering specific questions related to the courses they have taken to satisfy the prelin requirement, and a 10-day take home exam which will involve an integrative question that draws on the student's broad experiences in the program including their course work, specialization, thesis and other research and applied experiences.

Answers to the one-day closed book exam should demonstrate that the student understands how and when various statistical, measurement, and methodological procedures can and should be used, knows how to adapt procedures to the specifics of a given problem, and understands the problems, limitations, and theoretical issues that are associated with each procedure. Exam questions primarily based on content or non-statistical theoretical questions may cover any content covered in the respective courses. For the take-home integrative exam, students should be able to answer substantive, integrative questions drawing from psychology content courses as well as from the program evaluation and statistics/measurement sequences. The preliminary exam, as a whole, is evaluated on a pass/fail basis. Faculty have the option of

allowing a student who fails the prelim to make up the prelim or a portion of it at the next regularly scheduled prelim opportunity.

Previously administered prelim exam questions are available for students to inspect in the graduate secretary's office.

8. Thesis and Dissertation

All future applied graduate students must register as master-level students in their first semester regardless of whether they have completed their theses elsewhere or not, until all applied faculty members approve their theses from other institutions.

The student's Master's Thesis and Doctoral Dissertation will be undertaken in areas of interest to the student. Typically, dissertation research will be in the student's specialization area or with some problem of an applied nature related to that area. Prior to initiating thesis or dissertation research, a faculty committee must approve a written prospectus of the proposed research. The Master's Thesis committee normally consists of three faculty members, and the Doctoral Dissertation committee of five faculty members. In each case, the committee must include a faculty member outside the Applied Psychology area, and the dissertation committee must also include a member outside the School. Students must also pass an oral exam and defense of their thesis and dissertation research, conducted by their thesis and dissertation committees. Additional information about theses and dissertations is contained in the "Blue Book", Rules and Regulations of the Psychology Unit Governing the Psychology Graduate Program (while they are subject to updating).

9. Student Evaluations

The School's faculty regularly evaluates student performance and progress. All first year students are evaluated at the end of their first semester, and all but first year students are evaluated in October of each year. The evaluations are based on an assessment of the student's performance in course work, performance of the training assignment, rate of progress toward the degree, and evidence of professional attitudes and ethical behavior. Students not in good standing are also evaluated during the summer term.

Formal evaluation is done by the entire faculty of the School, based on the recommendation of the faculty of the program in which the student is enrolled. Much of the information on which the evaluation is based comes from the student's advisor, the supervisor of the training assignment, and the program director. Hence it is important that there be free communication between the student and these faculty members so that the student not be taken by surprise when evaluations are reported. It is important for students to make sure that they understand how their work is being received.

The evaluation process will lead to one of three categories of student status: good standing, warning, or probation. Most students progress through the program in good standing, with the faculty happy with their progress. Warning is intended to convey that the student's performance is deficient in some respect and the deficiency must be rectified in order

to return to good standing. Probation is intended to inform the student of a more serious deficiency, one that may lead to a recommendation that the student be dropped from the program if the deficiency is not rectified, or if further problems occur. Students placed on Warning or Probation will be informed of the reasons for that action and what they must do to return to good standing.

Note that neither warning nor probation carries any penalty in and of themselves - there is no intent to make the student's life more uncomfortable by placing him or her on warning or probation. It is a formal way in which the faculty informs students that they are not meeting faculty expectations and what they must do to return to good standing.

Warning is not a prerequisite step to probation. In certain extraordinary circumstances (e.g., a serious ethical violation) a student may be dropped from the program without having first been placed on probation. When a student is on probationary status, the Applied faculty will prepare a recommendation to be considered at each student evaluation meeting of the whole faculty. That recommendation will be to return the student to good standing, maintain the probation, or drop the student from the program. The student will be provided an opportunity for a hearing with the program faculty prior to the formulation of any recommendation to drop the student from the program.

The following describes the faculty's expectations for student performance and progress, and the deficiencies that may lead to warning or probationary status. Table 2 provides a timeline for student progress.

a. Progress toward the degree.⁶

(1) Master's Thesis.

Students who enter the program with no prior graduate degree are expected to complete their Master's Thesis by August of their second year. The same schedule applies to students who are required to complete a thesis equivalency. There are three steps in the thesis process, the forming of a committee, the approval of a prospectus, and the approval of the final thesis. Note that students who have not finished their thesis by the end of year 3 will have a low priority for stipend support.

Warning status will be recommended if a thesis prospectus has not been approved by the end of the Fall term in December of year 2, or if the final thesis has not been approved by the end of the summer term year 2. Probation will be recommended if a prospectus has not been approved by the end of the summer term of year 2, or if the final thesis has not been approved by the end of the Fall term in December of year 3.

(2) Program of Study.

⁶Students entering with an approved master degree or who are on an approved accelerated track are expected to progress more quickly through the program. Such students shall meet with their advisor and the director of the Applied program to develop an acceptable schedule for making regular progress toward the degree.

Students are expected to submit an approved program of study by the end of their first year.

Warning status will be recommended if a program of study has not been approved by the end of the summer term of year 1. Probation will be recommended if a program of study has not been approved by the end of the Fall term of year 2.

(3) Preliminary Examination.

Students are expected to complete their major prelim by January 31 of year 3. If the student enters with a Master's degree, the prelims would normally be expected to be completed somewhat earlier.

Warning status will be recommended if the major prelim has not been completed during the week in which major exams are given in January of year 3. Probation will be recommended if the major prelim has not been completed by the week in which major exams are given in August of year 3. If the student fails the prelim exam, the faculty will either recommend dropping the student from the program or putting the student on probation and allowing the student to retake all or part of the exam at the next opportunity. A student who fails the prelim twice will be dropped from the program, except for unusual circumstances.

(4) Dissertation.

Students are expected to hold a prospectus meeting for their dissertation by the end of the spring semester for year 3. It is expected that students will defend their dissertation by the end of the summer term of year 4. Once students have completed the major prelim and all coursework and requirements except the dissertation, they are no longer subjected to student evaluations. Students are typically not funded by the Psychology School after their fourth year.

b. Course Work

Students are expected to enroll for 12-13 credit hours in the Fall and Spring semesters while in residence, and 1-6 hours in summers, to complete all courses with a grade of B or better, and to maintain a grade-point-average (GPA) of at least 3.25.

Warning status will be recommended if a student receives a grade of C or worse in a graduate course, has a GPA of less than 3.25, or has two or more INC grades. Probation will be recommended if the student's GPA is less than 3.0, or if there is a continuing pattern of INC grades.

c. Training Assignment

Students are expected to receive training assignment evaluations that are at least "Satisfactory".

Warning or probation may be recommended for a "Marginal" training assignment evaluation, depending on the nature of the less-than-satisfactory evaluation. Probation will be recommended if the student receives an "Unsatisfactory" training assignment evaluation.

d. Professional and Ethical Behavior

Students are expected to behave professionally and ethically as students, researchers, and professional psychologists. Depending on the nature of the unprofessional or unethical

conduct, students may be placed on warning, probation, or may be dropped from the program. University and APA standards and principles will be used in making such decisions.

10. Admission to the doctoral program

Although all Psychology graduate students are expected to progress to the Ph.D. program, the faculty makes a formal decision to admit each student to the doctoral program after they have completed their M.A. degree. Students who enter the program with a Master's degree or approved thesis equivalence are accepted to the doctoral program concomitantly with their acceptance to the graduate program, unless otherwise noted.

In the Spring semester of the student's 2nd year, the faculty first make a preliminary decision that they will admit the student to the doctoral program contingent on completing the MA requirements, and performing at a satisfactory level in all other respects. Students who have held a successful thesis prospectus meeting by this date and who are performing at a satisfactory level otherwise will normally receive a positive evaluation with regard to entry to the doctoral programs. Otherwise this decision will be postponed until the Fall of the student's 3rd year.

To be formally accepted to the doctoral program, students must successfully complete their M.A. degree and perform at a satisfactory level in all other respects. Students become doctoral candidates once they successfully complete their major prelim exam and complete the graduate school requirements for admission to candidacy (e.g., satisfy the residency requirement).

11. Illustrative Schedule

Because the schedule of courses will vary from year to year, and the courses students take to fulfill requirements will vary, this illustrative schedule does not list a sequence of specific courses. Students who have previously fulfilled the History and Systems may substitute content, specialization, or elective courses for those courses. Students and advisors should take special note of the fact that many graduate courses in the Psychology School are offered in alternate years, and they should devise their schedules accordingly. Students should plan to complete their Master's Thesis by the end of their second year, the major prelim by the beginning of the Spring semester of their third year, and the dissertation prospectus by the end of their third year.

Table 1: Illustrative schedule

Year	Fall	Spring	Summer
1	523 (3) 571 (2) 2 Content/Specialization (6) 597 (1) <i>12 credits</i>	522 (4) 2 Content/Specialization (6) 599 (1) 597 (1) PSY 569 (3) <i>12 credits</i> *replace	569 (3) 597 (1) 599 (1) <i>5 credits</i> PROGRAM OF STUDY
2	524 (3) Content/specialization or program eval (3) EPSE 531 or 2 nd content/specialization(3) 569 (3) 599 (1-2) 597 (1)	569 (3) Content/Specialization (3) EPSE 533 or 2 nd content/specialization(3) 599 (1-2) 597 (1) <i>11-12 credits</i> THESIS DEFENSE	569 (3) 597 (1) 599 (1) <i>5 credits</i>
3	1-2 Content/Specialization (6) EPSE 531 or 2 nd content/specialization(3) 509 (3) 569 (3) 597 (1) <i>10-13 credits</i>	Elective (3) (optional) EPSE 533 597 (1) 600 (6) <i>10-13 credits</i> PRELIMS (JANUARY) DISSERTATION PROSPECTUS (MAY)	600 (3) 597 (1) <i>4 credits</i>
4	Elective (3) (optional) 600 (6-12) 597 (1) <i>7-13 credits</i>	600 (6-12) 597 (1) <i>7-13 credits</i> DISSERTATION DEFENSE	(Complete Dissertation if necessary) 597 <i>1-3 credits</i>

12. Four-Year Time Line (Entering without a Masters or Equivalency)

Table 2: Timeline for students entering with a Bachelor's degree

Year	Major Activity to Be Completed	Warning/Probation Status ^{7**}
1 (1st day of Fall session to last day of the summer session)	Program of Study by end of summer term	Warning if no program of study by end of summer term
2	Thesis Prospectus by end of Fall term ⁸ Thesis Defense by end of Summer term Preliminary admission to the doctoral program if in good standing by Fall of second year	Warning if no thesis prospectus by end of Fall term Probation if no program of study by end of Fall term Probation if no thesis prospectus by end of Summer term Warning if no thesis defense by end of Summer term
3	Major Prelim during week before classes begin in January. Dissertation prospectus by end of Spring term Petition to stay in or to leave ARC	Probation if no thesis defense by end of Fall term Warning if no major prelim by January. Probation if no major prelim by end of summer. Warning if no dissertation prospectus by end of spring term. Probation or Dismissal if failed prelim.
4	Dissertation defense by end of Spring term.	Probation if no dissertation prospectus by fall term

7 Warnings and Probations may also occur for (1) receiving a grade of C or lower in a graduate course, (2) a cumulative GPA of less than 3.25, (probation if less than 3.0), (3) two or more INC grades (probation if a pattern of INC grades continues); (4) marginal training assignment evaluations (probation if unsatisfactory evaluation); (5) unethical or unprofessional conduct (serious breaches may result in immediate dismissal).

8 "End of Term" is defined as the last day of regularly scheduled classes, not final exam week.

13. Students Entering with a Master's Degree

Below are special guidelines for students entering with a Master's degree or equivalency.

a. Entrance to the doctoral program

Upon acceptance to graduate study in the School of Psychological and Behavioral Sciences at SIUC, the student must present a copy of their Master's thesis to the Director of Admissions (DA). The DA will determine if the thesis qualifies as an empirical project. If approved, the student will be directly admitted to the doctoral program.

If an empirical Master's thesis was not completed, the student will be accepted in the Master's program but may receive accelerated entry to the doctoral program once a Master's equivalency project has been completed. This project should be of the same scope and magnitude as a thesis. The student will work with their advisor to determine the nature of the project, and the student shall adhere to their advisor's recommendations for completing various stages of the project. A defense of the project may be requested.

b. Course waivers

Course waivers are decided by the faculty teaching equivalent courses at SIUC or the Applied Psychology Program Director if no faculty member is available to make such a determination. Typically, the authoritative faculty should be given a course syllabus, textbook or other materials, and any other supporting materials (e.g., class papers) in order to make his or her determination. **Students are responsible for material from courses taught at SIUC for the prelim exam regardless of whether the course was waived.** Course waiver forms are available from the Psychology School, graduate office. A copy of the signed form should be given to the Applied Program director and the original is kept in the student's file.

c. ARC

Students are expected to "sit in" ARC their first semester in the program and to enroll in ARC as a full member beginning their second semester. They are required to be enrolled in ARC at least four semesters and two summers and to complete all ARC requirements satisfactorily. Students must pass their prelims before being dismissed from ARC

d. Timeline

Students who enter with an approved Master's thesis and directly admitted to the doctoral program should complete the Ph.D. in 3 years (although funding may be available for 4 years). Students who are required to complete a Master's equivalency are expected to complete the Ph.D. in 4 years. The following time line outlines the sequence of "hurdles," warnings, and probations for progress toward the degree.

Table 3: Timeline for students entering with a Master's Degree

Year	Entering with Empirical Masters	Requiring Masters Equivalency project
1 (Beginning of Fall term to End of Summer Term)	<p>Program of Study filed by end of fall term.</p> <p>Warning if no program of study by end of fall term.</p> <p>Probation if no program of study by end of summer term.</p>	<p>Program of Study by end of summer term</p> <p>Warning if no program of study by end of summer term.</p>
2	<p>Major prelim by end of summer term.</p> <p>Petition to stay in or to leave ARC by end of summer term.</p> <p>Dissertation Prospectus by end of summer.</p>	<p>Draft of Equivalency project proposal to advisor, or completion of advisor's request regarding a prospectus by end of Fall term.</p> <p>Completed equivalency project (with defense, if required) end of summer Term.</p> <p>Warning if no equivalency proposal to advisor by end of Fall term.</p> <p>Probation if no program of study by end of Fall term.</p> <p>Probation if no equivalency proposal by end of Summer term.</p> <p>Warning if equivalency project not completed by end of Summer term.</p>
3 (Sept. to August)	<p>Dissertation defense by end of Summer Term.</p> <p>Warning if no dissertation prospectus by beginning of fall semester.</p> <p>Warning if no prelim by beginning of fall semester.</p> <p>Probation if no prelim by end of fall semester.</p> <p>Probation or Dismissal if failed prelim.</p> <p>Probation if no dissertation prospectus by end of fall semester.</p>	<p>Major Prelim during week before classes begin in January.</p> <p>Dissertation Prospectus by end of Spring term.</p> <p>Petition to stay in or to leave ARC.</p> <p>Probation if equivalency project not completed by Fall term.</p> <p>Warning if no major prelim by beginning of Spring term.</p> <p>Probation or Dismissal if failed prelim.</p>
4 (Sept. to August)		<p>Dissertation prospectus and defense by end of Summer Term</p> <p>Probation if no dissertation prospectus by fall term.</p>

14. Miscellaneous

First, with regard to Credit Hours for a Master's Degree and a Doctoral Degree, please see the Psychology's Blue book for psychology graduate students (<https://cola.siu.edu/psychology/common/documents/links-grad/bluebook.pdf>) which is subject to updating. Second, for the general policies for all SIU graduate students, please refer to the Graduate School's catalogue online (<https://gradschool.siu.edu/about-us/grad-catalog/>). Third, for those accelerated masters students in applied psychology, please see Program Director of Applied Psychology for specific advice.

Appendix A

Applied Psychology Graduate Student
 Program of Study and Advisement Schedule
 (Categories B, C, E & F below with * are covered by prelim exams)

Student's Name _____

Year of Admission _____

Advisor's Name _____

A. **SCHOOL** (Required)

PSYC 599 Thesis (4-6)		Prospectus Date: _____	Defense Date: _____
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PSYC 597 Training Assignment (1/sem)	1 st Fall/Spring _____
	1 st Summer _____
	2 nd Fall/Spring _____
	2 nd Summer _____
	3 rd Fall/Spring _____
	3 rd Summer _____
	4 th Fall/Spring _____
	4 th Summer _____

PSYC 600 Dissertation (24)		Prospectus Date: _____	Defense Date: _____
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PSYC 509 History and Systems	Projected Semester Sem: _____	(Waived - Initials) _____	Met GRE Standard ○
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B. **STATISTICS AND MEASUREMENT*** Grade

PSYC 522 Univariate GLM (4)	Sem: _____	_____	_____
PSYC 524 Multivariate GLM or QUAN 507 (3)	Sem: _____	_____	_____
Psych Measurement (3)	Sem: _____	_____	_____
Advanced Quantitative/ Qualitative Course	Sem: _____	_____	_____

Optional		(Waived - Initials)	Grade
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EPHY 506 Inferential Statistics (3)	Sem: _____	_____	_____	_____
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C. RESEARCH METHODS AND EVALUATION*

PSYC 523 Research Methods (3)	Sem: _____	_____	_____	_____
Program Evaluation Course (3)	Sem: _____	_____	_____	_____
Optional				
QUAN 533: Survey Methods (3)	Sem: _____	_____	_____	_____
Additional Method Course:	Sem: _____	_____	_____	_____

D. APPLIED PSYCHOLOGY

PSY 571 Professional Seminar	Sem: _____	_____	_____	_____
PSY 569 ARC (3)	Sem 1: _____			
	Sem 2: _____			
	Sem 3: _____			
	Sem 4: _____			
	Sum 1: _____			
	Sum 2: _____			

E. PSYCHOLOGY CONTENT (2 total)*:

		(Waived - Initials)	Grade
Group A (take at least 2)			
1 st Content Course (3)	Sem: _____	_____	_____
2 nd Content Course (3)	Sem: _____	_____	_____

F. PSYCHOLOGY SPECIALIZATION* (take three) + Advanced Quantitative Course

Course 1: _____	Sem: _____	_____	_____	_____
Course 2: _____	Sem: _____	_____	_____	_____
Course 3: _____	Sem: _____	_____	_____	_____

Specialization Description
Title:

Description (content, scope and fit with career goals): (Use extra pages if necessary)

This program of study must be approved by two faculty members, to include the student's advisor, the student's instructor of PSYC 571 (Proseminar) or the Applied Psychology Program Director (if the first two are the same person):

X

Prosem Instructor

Date

X

Advisor

Date

X

Program Director

Date

(Endnote: Categories B, C, E & F above with * are covered by prelim exams)

Student's Schedule:

Term	Courses (CR)/Grade	Training Assignment	Evaluation/Standing	Major Goal
Year 1 – Fall				
Year 1 – Spring				
Year 1 – Summer				Program of Study
Year 2 – Fall				Thesis Prospectus
Year 2 – Spring				Admit to Ph.D. Prog.
Year 2 – Summer				Thesis Defense
Year 3 – Fall				
Year 3 – Spring				Prelims (January) Complete ARC Diss Prospectus (May)
Year 3 – Summer				
Year 4 – Fall				
Year 4 – Spring				
Year 4 - Summer				Diss Defense