ILLINOIS TECH

Clinical Psychology PhD Program

Program Handbook

2026-2027

Helpful Resources

Academic Calendar: https://www.iit.edu/registrar/academic-calendar

Center for Disability Resources: https://www.iit.edu/cdr

Clinical Psychology Program: https://www.iit.edu/academics/programs/phd-clinicalhttps://www.iit.edu/academics/programs/phd-clinical-psychologypsychology

Code of Academic Honesty: https://web.iit.edu/student-affairs/handbook/fine-print/codehttps://web.iit.edu/student-affairs/handbook/fine-print/code-academic-honestyacademic-honesty

Eating on campus: https://www.dineoncampus.com/iit

Graduate Academic Affairs (dates, deadlines, forms, thesis examiner, etc.): http://web.iit.edu/gaa/students

HawkCard: https://www.iit.edu/cbsc/campus-access/hawkcard

Illinois Tech Commitment to Diversity and Inclusion: https://www.iit.edu/president/commitment-diversity-and-inclusion

Illinois Tech Portal: https://portal.iit.edu/

Illinois Tech Student Handbook: https://web.iit.edu/student-affairs/handbook

Library: https://library.iit.edu/

Office of Global Services: https://www.iit.edu/global-services

Office of Student Affairs: https://www.iit.edu/student-affairs

Office of Technology Services: https://ots.iit.edu/getting-started/current-students

Ombudsperson and Student Resources: https://www.iit.edu/student-affairs/resources

Parking Permits: https://web.iit.edu/acaps/parking/parking-permits/student-permits

Public Safety: https://www.iit.edu/public-safety

Student Health and Wellness Center: https://www.iit.edu/shwc

U-Pass Program for discounted public transportation: https://web.iit.edu/studenthttps://web.iit.edu/student-affairs/u-pass-programaffairs/u-pass-program)

Introduction to Clinical Psychology PhD Program

Illinois Institute of Technology's Clinical Psychology PhD Program has been continuously accredited by the American Psychological Association since 1982 and offers intensive training based on the Boulder Scientist/Practitioner model and cognitive behavioral theoretical foundations. The program emphasizes a balance of health service psychology and the understanding and conduct of clinical psychological research. Clinical practice training includes extensive experience with diverse populations. A student's training in practice and research begins in the first year and continues throughout their graduate career. Several students each year complete a Specialization in Rehabilitation, which is described in detail below. The focus of the training program for all students reflects current trends in the field and the interests of the clinical faculty. The current Core clinical faculty (per APA accreditation) and their research interests are as follows (in alphabetical order):

Arryn A. Guy (she/they), Licensed Clinical Psychologist, Assistant Professor (PhD, Illinois Institute of Technology, 2020). Transgender mental health, HIV stigma, addiction recovery, peer support, community-engaged research, mixed-methods, evidence-based behavioral health interventions.

Anthony Hitch (he/him) Program Director & Director of Clinical Training, License-eligible Clinical Psychologist, Assistant Teaching Professor (PhD, University of Cincinnati, 2023). HIV and sexual health, substance use disorders, health equity, interpersonal trauma, intersectional LGBTQ+ and racial/ethnic minority stress, mixed-methods, culturally tailored/adapted evidence-based interventions, translational research.

Ashley Petersen (she/her), Licensed Clinical Psychologist, Assistant Teaching Professor (PsyD, California School of Professional Psychology, 2010). Child and Family Psychology.

The Clinical Psychology PhD Program can be completed in six years of full-time study, including a one-year APA-accredited predoctoral internship. The complete program consists of 96 credit hours. The program includes three years of external practica (~15-20 hours per week) in the 2nd, 3rd, and 4th years at sites in the Chicagoland area, with an optional additional practicum after the 4th year. Students are required to conduct research, including completion of a Master's thesis and a dissertation. There is also a comprehensive exam which consists of an oral presentation during which the student is required to demonstrate competence in integrating practice and research by presenting a case formulation based on the current literature relevant to the case.

Accreditation

Illinois Institute of Technology's Clinical Psychology PhD Program has been fully accredited by the American Psychological Association (APA) since 1982 and was most recently re-accredited in 2021 for a full 10-year period. The next re-accreditation site visit will be in 2031. For more information on APA accreditation, please visit the APA's accreditation website (http://www.apa.org/ed/accreditation) or write to the address below:

APA OFFICE OF PROGRAM CONSULTATION AND ACCREDITATION
750 First Street, NE Washington, DC, 20002-4242
Phone: 202.336.5979
TDD/TTY: 202.336.6123
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Email: apaaccred@apa.org

The Clinical Psychology PhD Program is housed in the College of Tech Futures' School of Engineering, Applied Science, and Health (SEASH) at
Illinois Institute of Technology (Illinois Tech), an institution of higher education accredited by the Higher Learning Commission. Illinois Tech was formed by the merger of Armour Institute and Lewis Institute in 1940 and first received accreditation in 1941. Illinois Tech's most recent affirmation of accreditation occurred in 2021.

Admission

The minimum requirements for admission are 18 credits of undergraduate psychology with course work in research methods or statistics. Applicants are evaluated by program faculty based on grades, research and clinical experiences, fit of research interests with potential mentors, letters of recommendation, and a statement of professional goals. The requirement for general GRE scores has been removed as an admissions criterion.

Applicants to the Clinical Psychology PhD Program are evaluated annually during the spring semester for admission to the program with a start date at the beginning of the subsequent fall semester. The application deadline is January 1. Following review of applications by faculty, virtual interviews take place around early-March and acceptance decisions are announced in mid-late March and may continue through mid-April.

Students already taking courses at Illinois Tech but not admitted to the Clinical Psychology PhD Program must apply formally by submitting a complete application and will be evaluated competitively with other applicants.

Diversity Focus

The Clinical Program aims to create a professional training environment that respects and celebrates cultural and individual differences in all aspects of the program. Preparing students to navigate cultural and individual differences in research and practice is a priority for the Clinical Program at Illinois Tech. Examples of this philosophy and action include the following (in no particular order):

1. The Clinical Program, College of Tech Futures, and Illinois Tech actively promote information that reflects our values of inclusiveness and diversity, such as Illinois Tech's statement on Community, Inclusion, and Diversity (https://www.iit.edu/diversity and in the appendix). As an example, the Clinical Program created a formal response to racism, police brutality, and systemic oppression against Black people in the US in 2020 (see appendix).

2. We prioritize individual and cultural diversity in our curriculum. For example, all Clinical Program students must successfully complete PSYC 504: Individual and Cultural Differences before advancing to PhD candidacy. This course specifically addresses diversity and difference, by discussing race and ethnicity, socioeconomic status and wealth inequality, education, housing and the built environment, healthcare access, sex and gender, and ability. Additionally, such topics are integrated throughout the curriculum in other courses, which helps solidify the message that exploring potential biases related to differences and diversity is a lifelong task.

3. The Clinical Program strives to expand and reinforce the current list of practicum opportunities in Chicagoland, particularly emphasizing sites that place a high value on diversity training and also serve a highly diverse patient population. Chicago is one of the most diverse cities in the United States, and within this training arena, there are many highly rich opportunities for our trainees to work with diverse populations. Recent but non-exhaustive examples of student placements include The Circle (El Circulo), Cook County Juvenile Court Clinic, Pillars Community Health, Jesse Brown and Hines VAs—all of these serve a high percentage of racial/ethnic minorities and other minoritized groups.

4. A number of Core and Affiliate Psychology faculty conduct research that emphasizes or includes constructs related to diversity, inclusion, equity, accessibility, and/or racial and social justice. Accordingly, many Clinical Program students conduct this research, either in collaboration with their research advisors, and/or on independent research projects.

5. Students are required to consider issues related to cultural diversity as they complete program milestones. For example, when students complete their comprehensive exam, in which they contextualize their clinical work with a client in the broader, related empirical literature and theoretical frameworks, they must discuss in-depth emergent issues related to the client's cultural identifications. This integration of diversity is a critical component of the comprehensive exam evaluation process.

6. The Clinical Program participates in an annual event called *Chicagoland Diversifying Clinical Psychology*. This event includes providing information about PhD programs in clinical psychology, discussing tips and strategies for getting into PhD programs, and conducting panels of questions and answers with faculty and current graduate students representing underrepresented groups in academia.

7. The Clinical Program has prioritized awarding scholarships to students who identify as coming from an underrepresented group. Awards include the Mary Vermillion Scholarship, the Sidney Rubin and Robert Schleser Award, and the IIT Clinical Psychology Program Social Justice Award.

Commented [AH1]: I need to see if this is still applicable given the current circumstances.

8. Part of our ongoing plan to enhance recruitment of a diverse student body includes the continuation of our holistic review of applicants to the Clinical Program. That is, in admissions procedures, we take a holistic approach, which utilizes broad criteria and emphasizes the Clinical Program's aims and minimizes dependency on test scores. General GRE scores and GPAs provide information on the abilities and prior achievements of applicants, but we also recognize that they do not provide the whole picture, particularly for students who come from backgrounds of varying privilege. In fact, the program has removed the GRE as an admissions requirement.

9. Students are evaluated twice yearly by their Illinois Tech academic advisors and practica supervisors regarding their ability to understand and practice cultural humility. Students who receive below average ratings receive additional support for the development of these skills and, in some cases, formal remediation.

10. The Clinical Program joined the BRIDGE Psychology Network, which has the following description on the website, "Clinical psychology graduate programs have been working in parallel to develop initiatives that promote diversity and inclusion. The BRIDGE Psychology network aims to connect students to these programs, foster collaboration between graduate programs, and improve initiatives that nurture inclusivity and diversity in psychology graduate programs (and beyond!)." Please see http://www.bridgepsychology.org/ for more details.

11. Clinical Program faculty and students often seek out leadership opportunities on campus to champion efforts related to diversity. The Coalition on Inclusion is one major movement at the university level that has been largely spearheaded by psychology faculty. It has provided a place for faculty to meet and discuss ways of making the campus safer for diverse students, faculty, and staff. They have facilitated the development of "safe spaces" for campus community members, and sponsored important events pertinent to diversity.

Full-Time Status and Leaves of Absence

Graduate students are considered full-time if they are registered for at least nine credits each semester (fall and spring). Continuing graduate students taking one or more credits of PSYC 591, PSYC 600, PSYC 691, PSYC 599, or GCS 600 (for finalizing the written dissertation after formally defending; see Dissertation section for more details) are automatically forced to special full-time status due to thesis research or PhD candidacy continuation. Maintaining full-time status is critical for eligibility of maximum financial aid amounts and may require planning for when to take PSYC 591 and PSYC 691 credits (e.g., taking them in semesters in which one would not otherwise have nine credits). This is especially true for students transferring previous graduate work. Note that the number of PSYC 591 and PSYC 691 credits taken in a semester does not need to correspond to the amount of work done. Graduate students are eligible for federal aid and continued deferment of existing loans if they are registered for half-time (4.5 hours) or greater. Graduate students taking less than half-time hours can file for a forbearance to extend their deferment.

CTA U-Pass eligibility requires enrollment in six or more credit hours, which differs from the definition of full-time status noted above.

Students need to be registered every fall and spring semester until they graduate. There is no requirement to register in the summer. A student also must be registered for at least one credit (of anything) in the semester (fall, spring *or summer*) that they defend the thesis or dissertation, take the comprehensive exam, and receive degree conferral (graduate with M.S. or Ph.D.). Receiving financial aid during the summer also requires being registered in that semester. If a student does not register in a fall or spring semester, they need to apply and receive approval for a university and program Leave of Absence. If a student does not register or obtain a Leave of Absence during a semester, the student will be placed on probationary status with the expectation that they will resume continuous registration the next semester, excluding summer. A student can only be placed on probationary status for non-continuous enrollment one time while in the program. If it occurs a second time, the student's status in the program will be reviewed by Clinical Program faculty, with student program status outcomes including, but not limited to, program dismissal.

A Leave of Absence will be granted only for qualifying circumstances and, for the duration of the leave, will automatically *pause* the training program and milestone deadlines (see below for more on milestone deadlines and pausing the timeline). A Leave of Absence is defined in semester units (e.g., a student can be on leave for fall semester but not for two specific weeks in the fall semester). Qualifying circumstances will be evaluated by program faculty on a case-by-case basis. A non-exhaustive list of examples may include parental leave, major medical or mental health problems, personal or family loss/crises, and immigration disruptions. Students may be asked to provide verification related to the circumstances of their Leave of Absence.

Course Requirements

Students complete 96 credit hours for the PhD in Clinical Psychology. The required courses include 12 credit hours in affective and cognitive, biological, and social bases of behavior and individual and cultural differences (PSYC 501, 502, 503, 504). These four courses form a core sequence taken by PhD students across SEASH and represent the university's Qualifying Examination. These courses should be completed by the end of the second year. Students also are required to complete 4 credit hours of practicum (PSYC 533), 30 hours of research credits (6 thesis credits of PSYC 591 and 24 dissertation credits of PSYC 691), and 9 hours of electives. The PhD degree course requirements and how they fulfill APA requirements are listed below followed by a sample program.

Title (Course number)	*Credit hours*
I. DISCIPLINE-SPECIFIC KNOWLEDGE	
Category I: History and Systems	
History and Systems of Psychology (505)	3
Category II: Basic Content Areas	
Biological Bases of Behavior (501)	3
Social Bases of Behavior (502)	3
Cognitive and Affective Bases of Behavior (503)	3

Note. The basic content area of "Developmental Bases of Behavior" is covered in PSYC 525 Developmental Psychopathology, listed below.

Category III: Advanced Integrative	
This requirement is satisfied with PSYC 503 above	
Category IV: Research, Statistics, and Psychometrics	
Research Methods (540)	3
Graduate Statistics I (545)	3
Graduate Statistics II (546)	3
Multivariate Statistics (554)	3
Psychometric Theory (511)	3
II. PROFESSION-WIDE COMPETENCIES	
Diversity	
Individual and Cultural Differences (504)	3
Ethics	
Ethics and Professional Issues I (508)	2
Ethics and Professional Issues II (509)	1

Assessment and Psychopathology Courses	
Assessment I: Cognitive Assessment (510)	3
Assessment II: Psychodiagnostic and Personality Assessment (512)	3
Psychopathology (526)	3
Developmental Psychopathology (525)	3
Intervention Courses	
Therapy I (506)	3
Therapy II (507)	3
Practicum and Internship Courses	
Clinical Practicum (533)	4
(1 credit per fall & spring semesters, years 2-3; practicum is required in year 4 but does not require a course registration)	
Internship (599)	2
(1 credit fall or spring semester and 1 credit in the summer ending internship)	
Independent Research Courses	
Master's thesis (591)[1]	6
Dissertation (691)[2]	24

[1]Students entering the program with a prior earned Master's degree in psychology with a research-based thesis (quantitative or qualitative) may qualify for a waiver of the PSYC 591 thesis requirement (six credit hours).

[2]Up to three PSYC 600 (continuing education) credits can be substituted for PSYC 691 credits, but only after the Qualifying Exam has been completed (see below for more about the Qualifying Exam, which is not the same as the Comprehensive Exam).

III.	ELECTIVE COURSES	
	3 3-credit seminars of the student's choosing	9
	(See "Rehab Specialization" for specific elective requirements)	

Examples of Electives from recent years:

Social Determinants of Health	Eating and Weight Disorders
Neuropsychological Assessment	Grant Writing
Sexual, Gender, and Relationship Diversity	LGBTQ+ Health
Structural Equation Modeling	Fear and Anxiety Disorders
Assessment/Treatment of Young Children	Business of Clinical Psychology

Total Credit Hours Needed for Degree Program = 96

Sample Course Sequence

Most courses are taken in the sequence shown, but course offerings each semester may change depending on faculty availability. PSYC 591, 691 and electives are taken at various times, and the list below is just an example. Each student should develop a specific plan with their advisor. Electives are sometimes offered in the summer semester, and there are typically practica and research responsibilities in the summer.

Start on an odd Fall Sample

FIRST YEAR

Fall	**Spring**
504 Individual & Cultural Differences (odd Falls)	540 Research Methods (3)
526 Psychopathology	506 Therapy I
545 Graduate Statistics I	546 Graduate Statistics II
510 Assessment I (cognitive assessment)	512 Assessment II (psychodiagnostics and personality assessment

Summer (between first and second years)
508 Ethics and Professional Issues I

Commented [AG2]: Is there still interest in combining Ethics I and II into one class?

SECOND YEAR

Fall	**Spring**
503 Cognitive and Affective Bases (even Falls)	502 Social Bases of Behavior (odd Springs)
507 Therapy II	509 Ethics and Professional Issues II
	Elective (odd Springs)
511 Psychometric Theory (even Falls)	Elective
533 Practicum (1)	533 Practicum (1)

Summer
591 Master's Thesis (3)

THIRD YEAR

Fall	**Spring**
554 Multivariate Statistics (odd Falls)	501 Biological Bases of Behavior (even Springs)
	525 Developmental Psychopathology (even Springs)
Elective	Elective
591 Master's Thesis (2)	591 Master's Thesis (1)
533 Practicum (1)	533 Practicum (1)

Summer
691 Dissertation (3)

FOURTH YEAR

Fall	**Spring**
691 Dissertation (6)	505 History and Systems (odd Springs)
	691 Dissertation (3)

Summer
691 Dissertation (3)

SUBSEQUENT YEARS
Electives if still needed, 691 Dissertation (24 total), 599 Internship (2; fall or spring, and summer)
For a more comprehensive sample curriculum and milestone completion plan to complete all degree requirements in six years, see the sample in the appendix.

Start on an even Fall Sample

FIRST YEAR

Fall	**Spring**
503 Cognitive and Affective Bases (even Falls)	540 Research Methods
526 Psychopathology	506 Therapy I
545 Graduate Statistics I	546 Graduate Statistics II
510 Assessment I (cognitive assessment)	512 Assessment II (psychodiagnostics and personality assessment

Summer (between first and second years)
508 Ethics and Professional Issues I

Commented [AG3]: Same as above - interest in combining Ethics I and II?

SECOND YEAR

Fall	**Spring**
504 Individual & Cultural Differences (odd Falls)	501 Biological Bases of Behavior (even Springs)
507 Therapy II	525 Developmental Psychopathology (even Springs)
554 Multivariate Statistics (odd Falls)	Elective
533 Practicum (1)	533 Practicum (1)

Summer
591 Master's Thesis (3)

THIRD YEAR

Fall	**Spring**
511 Psychometric Theory (even Falls)	502 Social Bases of Behavior (odd Springs)
	509 Ethics and Professional Issues II
	Elective (odd Springs)
Elective	505 History and Systems (odd Springs)
591 Master's Thesis (2)	591 Master's Thesis (1)
533 Practicum (1)	533 Practicum (1)

Summer
691 Dissertation (3)

FOURTH YEAR

Fall	**Spring**
691 Dissertation (3)	Elective
	691 Dissertation (3)

Summer
691 Dissertation (3)

SUBSEQUENT YEARS
Electives if still needed, 691 Dissertation (24 total), 599 Internship (2; fall or spring, and summer)
For a more comprehensive sample curriculum and milestone completion plan to complete all degree requirements in six years, see the sample in the appendix.

The Specialization in Rehabilitation

This specialization focuses on clinical applications in rehabilitation settings. Applicants should indicate their desire to complete this specialization in their initial application and are admitted to the specialization when accepted into the Clinical Program. Students fulfill all requirements for the PhD in Clinical Psychology, enroll in specific required electives relevant to Rehabilitation Psychology, and complete clinical practica in relevant settings. Research is conducted in the lab of a Rehabilitation Program faculty member, who is their research advisor and mentor. The dissertation committee for Rehabilitation Specialization students includes four faculty members, two from each of the Clinical and Rehabilitation faculties. The required electives for the Rehabilitation Specialization are:

1) 573 Psychosocial Bases of Disability
2) 575 Adult Career Development and Vocational Behavior
3) 581 Neuropsychological Assessment OR 588 Grant Writing

Transferring Graduate Courses Already Completed and Waiving the Master's Thesis

Some courses can be transferred from graduate coursework at other universities to meet the Clinical Program requirements. The maximum number of credits that can be transferred is 32. To be transferred, a course is evaluated on its overall level and quality and on its educational appropriateness as part of the Illinois Tech Clinical Psychology Program. To the extent possible, approval of course transfers should be completed prior to the student's first semester. To arrange for credit transfers, a student presents the syllabus of the course previously taken to the Director of Clinical Training (DCT) who will facilitate review by the Illinois Tech faculty member who teaches that course (or whose area is closest if the course is not given at Illinois Tech). The student also must document that they received a grade of A or B in the course. These courses must be consistent with the Illinois Tech training program. For educational reasons, an advisor may require that a particular course be taken at Illinois Tech. If the course transfer is approved, the faculty member and the DCT will put documentation of the course transfer approval in the student's file (e.g., email and/or paper form). In addition, the student must initiate a course transfer process in eForms through the myIIT portal. Although the processes are duplicative, the paper documentation is needed for the Clinical Program's student file, whereas the eForms process is necessary for changing requirements in Illinois Tech's system for tracking your program of study requirements. The student also will be required to submit a transcript to the registrar's office documenting the grade.

All courses may be transferred ***except*** for the following: Ethics and Professional Issues I and II (508, 509), Therapy I, II (506,507), Psychopathology (526), and Practicum (533).

Graduate Statistics I & II (545, 546) and Multivariate Statistics (554) can be transferred, but a written exam may be required. Two of the three required elective courses may be transferred.

Occasionally a student has taken graduate psychology courses at Illinois Tech prior to admission to the Illinois Tech Clinical Psychology PhD Program. A maximum of nine such credits can be counted toward an Illinois Tech graduate degree.

A Master's thesis may be accepted from another university if: (a) the Illinois Tech faculty advisor and the DCT determine it to be satisfactory based on Clinical Program standards and (b) the thesis is accepted in the original Master's program by December 31st of the student's first year in the clinical program at Illinois Tech. The Master's degree itself is not transferred. Instead, the 6 Illinois Tech credits of PSYC 591 are waived and not included in the student's requirements to graduate. If the prior Master's thesis is not approved, the usual Illinois Tech Master's thesis requirements apply. It may be possible to continue research that began prior to the program at Illinois Tech to serve as the Illinois Tech Master's thesis, but this needs to be negotiated between the student and their Illinois Tech advisor. From the Clinical Program's perspective, this becomes strictly an Illinois Tech thesis. (If this work began in collaboration with others, the student may need to reach an understanding with them regarding data access, publication, etc.)

Advisors

Students are accepted into the research lab of a particular faculty member at the time of admission to the Clinical Program. This research advisor may be from outside the core clinical faculty (i.e., Rehab or Undergraduate Program faculty). This faculty member serves as the student's primary advisor and research mentor. The advisor should be a faculty member with research interests aligned with those of the student, as both the advisor and the student will work closely together on research including the advisor's lab projects and the student's thesis and dissertation. Students whose research advisors are from outside the core clinical faculty are also assigned a clinical advisor who provides oversight on the other aspects of the clinical program (see below).

In addition to the research requirements of the students in their labs, core clinical faculty are responsible for overseeing all aspects of the training of their students, including providing general advising about the clinical program curriculum, overseeing and chairing the comprehensive exam, and assisting with internship application preparation. Students who have a research advisor who is not a core clinical faculty also will be assigned an academic advisor from the Clinical Program (referred to as the *clinical advisor*) who will be responsible for the aspects of the program not directly related to the research requirements described above (i.e., advising about the clinical program curriculum, chairing the comprehensive exam, and assisting with internship application preparation). For students with a research advisor who is a core clinical faculty member, the clinical advisor and research advisor are the same. The Illinois Tech Clinical Program requires mentors and mentees to follow principles outlined in the appendix.

A student's research interests can change over the course of their graduate career. In this case, the student can change to an advisor whose research area more closely fits the student's newly developed interests. This should be discussed with the existing advisor first, the potential new advisor, and the DCT. Such a change will not affect the

student's program requirements. A change of advisor form must be completed if the student changes advisors.

Practicum Training

Each student spends ~15-20 hours per week during their second, third and fourth years at practicum sites in community settings. In the first practicum (2nd year), students typically work in a range of sites in the Chicagoland area doing psychotherapy with diverse adult populations. In the second practica (3rd year), students typically complete an assessment-based practicum in which students complete integrated assessment reports that describe and synthesize findings from, e.g., cognitive, emotional, personality, and mental health assessments. In the third pracita (4th year), which is called an *advanced* practicum, students obtain more specialized experience based on their specific interests and training goals. The Associate DCT serves as the Practicum Coordinator and is the primary person to contact with questions related to practicum applications, sites, and the procedures for applying to them. Please see the Practicum Handbook for additional information and policies related to practicum training and evaluation.

Non-Practicum Clinical Activities: Chicago Public Schools Assistantship

Pending continued availability of CPS funding for the testing program, incoming first-year clinical students have an opportunity to participate in a clinically-relevant experience: testing children applying to the Chicago Public School (CPS) Selective Enrollment Program. This is a voluntary assistantship opportunity with compensation. Students are trained in the ethics, professional roles, and administration and scoring of tests designed for screening children ages 4-12. Tests are administered both individually and in groups, depending upon the age of the child. Students are supervised throughout this experience by psychology faculty and staff and by advanced graduate students. More advanced students have opportunities to work on the CPS project, sometimes as examiners, and often, as supervisors of examiners.

Clinical Activities Outside of the Illinois Tech Program

Students must request approval from the Clinical Program for any clinical experiences that occur outside of formal practicum arrangements. This includes, but is not limited to, paid or volunteer work such as psychological and/or neuropsychological assessment in a clinical or research setting, intervention of any modality, consultation to staff members, acting as a group facilitator, and/or counseling services. The purpose of requiring program approval is to ensure that all clinical work – even experiences occurring outside of formal practicum experiences – is being conducted according to APA ethical guidelines (e.g., at the appropriate competency level, with appropriate supervision) while still in graduate training.

This policy is not designed to impede students from expanding their experience outside of Illinois Tech. Students planning these activities should complete the Outside Clinical

Experiences Form (see appendix), which includes detailed information about the planned clinical experience, type of supervision to be received and information about the supervisor, how the clinical services are commensurate with training level, and if there will be any training/didactic component of the experience. This Outside Clinical Experiences Form should be submitted to the Practicum Coordinator before beginning such activities.

An outside clinical experience can additionally be sanctioned by the Clinical Program as a formal practicum experience and counted as hours on internship applications IF it is formally approved as such by the Clinical Faculty (this process uses the same Outside Clinical Experience Form). Criteria for sanctioning a clinical experience as a practicum include: 1) the clinical activities correspond to those that would typically be part of existing and approved practica, 2) the student receives at least one hour of individual supervision each week from a licensed clinical psychologist, 3) the supervisor is willing to complete our practicum evaluation form, and 4) there is a didactic training component to the experience. Previously approved outside clinical experiences that are asked retroactively to be sanctioned as a practicum may only be considered if all usual practicum requirements are met, including completion of the practicum evaluation form.

The Clinical Program will only approve up to 40 hours per week of clinical experiences, inclusive of all practicum and outside experience activities (i.e., including all hours spent with a client, in supervision, scoring, report and note writing, and training activities). Please remember that *more hours* do not always equal *more competitive* when it comes to internships applications (e.g., sometimes it is better to invest time in research opportunities instead). If students have questions or concerns about the number of hours and competitiveness for internship applications, they should consult with their clinical advisor, the Practicum Coordinator, and/or the DCT.

Research Training

Research training is an integral aspect of the Clinical Psychology PhD Program at Illinois Tech. Research training begins in labs in the fall semester of the student's first year and continues throughout the student's graduate training, including during the summer months. The student's research activities normally are conducted with their advisor but also may involve work with other clinical and nonclinical faculty members. Although a mentorship model with a single faculty member is mutually beneficial, changes in primary research interests and advisors can occur. In addition to lab research, research training includes completion of Master's thesis and Dissertation research projects, which are discussed below. All research that students participate in must conform to APA ethical guidelines, and all Illinois Tech research must be approved by the Illinois Tech Institutional Review Board (IRB) prior to recruiting participants and collecting data. IRB approval includes obtaining certification from an online research ethics training course, which is also required by the Clinical Program.

Historically, the clinical program has required students to collect new data for at least one of the two major research projects (thesis and dissertation). The goal of this requirement was to ensure that students developed the necessary research skills to

conduct independent research that are expected of a Ph.D., and designing a study to collect new data can require a different skillset and competencies compared to using existing data (e.g., completing an IRB application in full, choosing appropriate measures and the best procedures to answer research questions, experience recruiting and running participants).

The clinical program continues to believe that there is great value in collecting your own data and in developing the skills and competencies you can achieve by doing so. However, we also recognize that there are multiple pathways to achieving the necessary research skills and competences for independent research. In addition, there are situations when students are able to conduct more rigorous and higher quality, potentially more impactful research by utilizing an existing dataset that involves a specific clinical population, a very large sample, or a unique methodology that would not be achievable by collecting new data. Finally, using existing data is consistent with several NIH initiatives that emphasize the value of large, public datasets for increased power and precision in research and the development of advanced statistical skills necessary to analyze these large datasets.

Thus, research training in the Clinical Psychology PhD Program focuses on competency development more than rigid rules around data collection. Research skills and competencies are assessed independent from the method of data access, which can mean conducting both thesis and dissertation research using existing data if that is the best way to address research questions. Of note, studies using existing data, especially dissertation studies, will be held to the same rigorous standards as studies that collect new data (e.g., students are expected to have a solid understanding of the methodology and choices that impact interpretation of findings, justification for the variables and assessments used even if the student did not choose them, and to conduct analyses that are meaningful and hypothesis-driven versus finding some "unused" variables or combinations of items and seeing what happens).

While the clinical program does not require new data collection for at least one research milestone, individual research labs and advisors may have their own expectations and requirements. Students should always consult with their advisor about research expectations in their lab and research area to make sure they are developing projects consistent with those expectations.

Master's Thesis and Master’s Degree

All students must complete a Master’s thesis and degree as part of the Clinical Psychology PhD Program. However, students entering the program with a Master’s degree with a thesis in psychology or a closely related field may request to waive the thesis requirement if the research advisor and the DCT determine that it is equivalent to an Illinois Tech Master’s thesis (see Transferring Graduate Courses Already Completed and Waiving the Master’s Thesis section above). Students entering the program with a non-thesis Master’s degree need to complete the usual thesis requirement. Students completing an Illinois Tech thesis will obtain a M.S. in Psychology as part of the PhD program (this is not specifically in clinical psychology, since there is no such degree at

Illinois Tech). We do not have a terminal Master's program, and all students are expected to complete a PhD.

The Master's degree must be completed prior to the comprehensive exam and prior to enrolling in PSYC 691 dissertation credits. To obtain a M.S. in Psychology, students must complete the following requirements (a total of 33 credits): PSYC 501-504 (also known as the Qualifying Exam), Ethics and Professional Issues I (508), Graduate Statistics I and II (545, 546), Psychopathology (526), Assessment II (512), and six thesis credits (PSYC 591). Coursework requirements are typically completed within the first two years of the program, while the master's thesis itself is typically completed during the third year of the program.

The Master's thesis is a formal manuscript of a research project carried out mainly by the student, in collaboration with their Master's thesis Chair. Most often the Master's thesis Chair is the student's research advisor, but it can be another tenure-track psychology faculty member with approval from the Clinical Faculty. The Master's thesis must be written in APA style and be of quality comparable to manuscripts published in peer-reviewed psychology journals.

The Master's thesis committee is comprised of three members, including: (i) the Master's thesis Chair, (ii) at least one core clinical faculty member (this could be the same person as the Master's thesis chair), and (iii) either (a) another core clinical faculty member, (b) a non-core clinical program affiliate faculty member in SEASH (i.e., Rehabilitation or Undergraduate Psychology faculty member), or (c) another professional with expertise relevant to the content or methodology of the project (e.g., a non-psychology Illinois Tech faculty member, a psychologist from outside Illinois Tech who has been involved in the project). The committee can be expanded to include other members, if it is deemed appropriate. Members of the committee should be selected, to the extent possible, based on their expertise on the topic of the thesis. Any deviations from the typical committee composition must receive prior approval from the DCT.

The completion of the Master's thesis requires the following steps:

1. Thesis proposal. The student works with their Master's thesis Chair to generate a research idea for the project and draft a thesis proposal. The proposal should provide the background and rationale for the study and details of the methodology, including the data analytic plan, similar in scope to a journal article in the research area. A thesis proposal typically requires several drafts based on the Chair's feedback and edits, before being approved by the Chair for distribution to the Master's thesis committee. Note that students enrolled in PSYC 540 Research Methods in the summer between first and second years focus on developing this proposal as part of course requirements.

2. Proposal meeting. After the Chair approves the proposal, the student schedules a one-hour meeting with the Master's thesis committee and distributes the proposal to the committee members at least two weeks prior to

the proposal meeting. The purpose of the proposal meeting is to discuss any questions the committee members have about the study background and methods to facilitate the development and approval of the research project. Thus, this is an informal meeting that does not require a formal presentation of the study. While the submitted proposal should be considered a polished form of the research project, often this meeting/discussion culminates in revisions to the final thesis proposal. The thesis proposal is evaluated on specific competencies (please see the appendix for a copy of the Master's Thesis and Dissertation Proposal Competency Form). There are no university forms required to schedule the proposal meeting. Outcomes of the proposal meeting include:

a. Approval of the thesis proposal (move on to step 3).
b. Approval, pending minor revisions to the proposal, which do not need to be further reviewed by the committee prior to approval (small changes that are specific and clear prior to their being made, e.g., increasing the sample size from 100 to 150, adding 2 specific citations, changing one measure to another identified measure). The list of these revisions should be agreed upon and documented on the proposal competency form (move on to step 3).
c. Requested revisions to the proposal, which will be further reviewed by the committee prior to approval (substantive changes, such as providing adequate rationales for hypotheses, additions or revisions to the literature review that affect conclusions about the literature or the hypotheses and their rationales, changing methodology that is not already determined and agreed upon, and improvements in writing style). Follow procedure for thesis/dissertation revisions.
c. Determination that the thesis proposal does not meet competency standards and is unlikely to meet those standards and recommendation to start over at step 1 (rare).

3. Study completion. After the thesis proposal is approved by the Master's thesis committee, the student must apply for IRB approval to conduct the study (if it involves data collection, human research participants) or confirm that the study is exempt from IRB approval (e.g., if it involves secondary analysis of completely deidentified data). Data are collected, analyzed, and interpreted under the supervision of the Master's thesis Chair.

4. Thesis. After the study is completed, the student drafts the complete thesis. The Introduction/background and methods of the thesis are edited from the proposal as needed, and new sections for the results and discussion are drafted. A thesis typically requires several drafts based on the Chair's feedback and edits, before being approved by the Chair for distribution to the Master's thesis committee. The thesis should adhere to formatting requirements of the Illinois Tech thesis examiner (see: https://bulletin.iit.edu/graduate-thesis-manual/).

5. Thesis oral defense. After the Chair approves the thesis, the student schedules a 90-minute meeting with the Master's thesis committee and distributes the thesis to the committee members at least two weeks prior to the oral defense. The purpose of the oral defense is to determine if the student has demonstrated necessary research competencies for a Master's thesis and degree (please see the appendix for the Master's Thesis and Dissertation Defense Competency Form). Thus, this meeting is typically more formal than the proposal meeting and involves a brief presentation of the project, answering committee member questions, and engaging in discussion about the research with the committee. When the date for the defense is set, the student should communicate the following information via the Clinical Program listserv: student's name, thesis title, committee members and chair, date, time, and place. Master's thesis defenses are open to all students and faculty, and students are encouraged to attend defenses as a learning experience and to support their colleagues. Please note the following Illinois Tech policies and procedures related to the thesis oral defense:
    a. The student must be registered for a credit (of anything) during the semester of the oral defense.
    b. The student needs to have taken or be enrolled in all six PSYC 591 thesis credits during the semester of the oral defense.
    c. The Master's thesis committee is appointed and the oral defense is scheduled by submitting form G300 to Academic Affairs. This form should be submitted as early in the semester as possible, but no later than two weeks prior to the scheduled oral defense meeting. After Academic Affairs approves scheduling of the defense, the Master's thesis Chair receives a G309 form to document the outcome of the oral defense. Each committee member makes a determination of if the student "passed" or "failed" the oral defense, and this is documented on the G309 form, which is submitted back to Academic Affairs by the Master's thesis Chair within 72 hours of the oral defense meeting.

6. Final written thesis approval and deposit. After the student passes the Master's thesis defense, they need to receive approval of the final written version of the thesis. Approval of the final written thesis is documented by each committee member on the G501 form and then submitted to Academic Affairs. Approval on G501 form indicates that committee members are satisfied with the content of the thesis and no additional changes need to be made before its final submission to the Thesis Examiner. This form may or may not be signed at the same time as the thesis defense. That is, even in situations where the student passes the *oral* defense, it is typically the case that the committee requires revisions to the *written* document prior to approving and signing the G501 form. See procedure for general thesis/dissertation revisions below.
    a. In some cases where only minor revisions are requested, the committee members may only want to review and approve the list of revisions to be made prior to documenting their approval of the final

written document on the G501 form. In this situation, the Chair will ensure completion of the revisions prior to adding their approval on the G501 form.

7. M.S. degree conferral. You must be registered for a credit (of anything) during the semester of degree conferral. In addition, it is important that you fulfill all degree requirements for the university by specific deadline dates (see: https://www.iit.edu/gaa/students/dates-and-deadlines). This includes deadlines for the Application for Graduation, several meetings with the Thesis Examiner to ensure the document adheres to Illinois Tech formatting and style guidelines, and deadlines for completion of the oral defense G309 form and final written document G501 form. Failure to comply with university deadlines may prevent graduation for the semester and defer degree conferral to a future semester. If you submit an Application for Graduation and do not complete the degree in that semester, a new application is not required if graduation is deferred (but registration in the new semester is still required).

General Thesis/Dissertation Revision Procedure

When the committee requests written revisions prior to approval, the following procedure should be used (this is the same for theses and dissertations, proposals and final documents): 1) a list of revisions to be made should be distributed to the committee as soon as possible after the meeting and reviewed for completeness; 2) the student should complete the agreed upon list of revisions using track changes (or highlighting changes) in the document; and 3) after the Chair reviews and approves the revisions, the student should re-distribute the list of revisions made (noting where and briefly how each revision was made), the tracked-changes (or highlighted) version of the document, and a version of the document with all changes accepted.

Qualifying Examination

The university requires that all students who transition from a non-terminal Master's student to a PhD student pass a "PhD Qualifying Exam." This is not the same as the comprehensive exam or a thesis or dissertation. For the Clinical Psychology PhD Program, this qualifying exam consists of completing PSYC 501-504 and meeting the minimum level of achievement grade of a "B" or higher in each course (of note, Illinois Tech requires a GPA of 3.0 or higher and no more than one "C" for the qualifying exam; however, the Clinical Psychology PhD Program requires a "B" or higher in all coursework for accreditation standards). These courses are typically completed in the first two years of the program, after which the DCT reviews student records and submits the G303 form for each student who has met this requirement. Documentation of completion of the qualifying exam on the G303 form is required prior to completion of the comprehensive examination.

In circumstances where the core sequence of qualifying exam- courses (PSYC 501–504) has not been offered within a student's first two years in the program, and this delay would impede the student's timely progress toward defending the master's thesis and conferral of the non-terminal master's degree, the clinical faculty *may* approve

substitutions of alternative coursework to fulfill the Qualifying Examination requirements.

Approved substitute coursework must (1) be graduate level, (2) be relevant to the competencies assessed within the standard qualifying courses, and (3) support continued progress in the student's training sequence. Substitutions will be determined on a case--by--case basis through faculty review and must be approved by the Director of Clinical Training. Once approved, substituted courses will carry the same minimum level of achievement requirements as the standard -qualifying exam- courses, including earning a grade of "B" or higher in each course.

As with the standard qualifying exam sequence, documentation of successful completion of the approved coursework will be recorded on the G303 form prior to a student's eligibility to proceed- with the comprehensive examination.

Comprehensive Examination

The comprehensive exam is taken after completion of the Master's thesis and must be passed prior to the dissertation proposal. Typically, this is during the fourth year of the program. It is unlikely to be taken before the spring semester of the third year because a student likely would not have accumulated enough clinical experience to complete the exam successfully. Unless there is a pressing reason, it should be scheduled during the fall or spring semesters. Students must be enrolled at Illinois Tech for at least one credit (of anything) during the semester that they take the comprehensive examination.

The purposes of the exam are to: (1) demonstrate competence in basic areas of clinical psychology sufficient to be passed to doctoral candidacy, (2) exhibit competence in integrating research and practice, and (3) satisfy College and University requirements for a PhD comprehensive exam. In addition to being evaluative, the comprehensive exam process should be an opportunity for learning and to demonstrate excellence.

The comprehensive exam consists of an oral presentation of a clinical case focusing on: (1) diagnosis and psychopathology, (2) intervention and/or assessment, (3) critical synthesis of relevant research literature, (4) application and integration of research with case conceptualization and treatment/assessment recommendations specific to understanding of the clinical case presented, (5) consideration of ethical issues, and (6) consideration of cultural issues. The student demonstrates competency in applying their knowledge and skills to understanding a clinical case through integrating case material with their clinical skills and a critical understanding of the relevant theoretical/research literature. This competency includes demonstrating independent thinking and expertise in the area defined by the chosen topic. The full scope of expected competencies is provided in the comprehensive exam evaluation form in the appendix. Students should review this evaluation form to determine the competencies that they are expected to demonstrate on the exam.

As an overview, competency during the comprehensive exam is demonstrated in the following ways:

1. The clinical case is presented in an organized and sufficiently detailed manner.

2. The student presents their own formulation/conceptualization of important aspects of the case. This will typically include at least some of the following: diagnosis, assessment, etiology, treatment, outcome assessment, treatment effectiveness and cultural issues.

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

4. Appropriate conclusions are drawn from the research/theoretical literature. This includes:
    a. An awareness of the literature relevant to the formulation.
    b. A critical understanding of the literature (i.e., an understanding of the consistencies/inconsistencies and of the methodological issues necessary to evaluate research validity and generalizability).
    c. An integrative and synthetic understanding of the literature (i.e., an understanding of the current state of knowledge in the relevant areas).
    d. An understanding of the cultural issues relevant to the case.
    e. An understanding of the ethical issues relevant to the case.
    f. Appropriate application of conclusions from literature to understanding the case and supporting the formulation.

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

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

The presentation is made to a faculty committee of four faculty members, composed of: (a) a minimum of 3 psychology faculty members, at least two of whom are Core clinical faculty members or faculty members who are licensed clinical psychologists (this includes the student’s clinical advisor who serves as the comprehensive exam Chair), and (b) one Illinois Tech faculty member from outside SEASH. The non-psychology faculty member should be contacted after formalizing a date with the psychology faculty members. Any deviations from the typical committee composition must receive prior approval from the DCT.

The length of the presentation is two hours, including questions, discussion, and time for the committee to confer. Following the presentation, the committee meets to evaluate the exam and formulate feedback. Students may be given a “pass with distinction” (obtained by a small minority of students), “pass,” or “fail.”

If a student does not pass the comprehensive examination, they have a second opportunity to take the exam. The exact components of the re-presentation will be decided by the committee and may include the entire presentation or only parts that were deficient. The requirements should be put in writing and shared among the committee and the student so that it is clear what needs to be done. That document should go in the student's file so that it is always available. It is understood that in working with a client, the student will have consulted with their supervisor(s) and perhaps other professionals and students. However, the comprehensive exam must represent the work of the individual student. Comps presentations may be based on cases presented at practicum only if: (a) the case presentation was based solely on the student's work without input from the supervisor; and (b) the students did not receive corrective feedback after the case presentation. In general, the student may consult with faculty about how to go about the task, but not in doing the task (except with the exam Chair regarding the outline; see below).

Comps presentations may not be practiced in lab.

Comprehensive exams are open to all clinical students and faculty, and students are strongly encouraged to attend comprehensive exams as a learning experience and to support their colleagues. Attending multiple exams is the best way to get a sense of what your comps presentation will need to include in terms of process and content.

The steps for the comprehensive exam are listed below:

1. Meeting with the comprehensive exam Chair (i.e., the student's clinical advisor) to discuss the comps process.

2. Selection by the student of a case.

3. Selection of an examination committee.

4. Generation of a detailed outline of the presentation in consultation with the comprehensive exam Chair. All content areas and a list of references must be included. The outline and references should be formatted according to APA guidelines.

5. At least 2 weeks prior to the examination, the following two steps must be carried out following approval of the comps outline by the comprehensive exam Chair:
    a. The Chair will email the outline and a fillable pdf "comprehensive exam approval form" to the other committee members for comments, suggestions, revisions, and approval (see Appendix). Committee members (within the psychology faculty) will then complete the form and email it back to the student and the comprehensive exam Chair. Revisions to the outline may be needed at this point, and the exam Chair again can be consulted by the student during this process.

b. Comprehensive exams need to be scheduled for two hours. The student will submit a form G301A to the Graduate Office of Academic Affairs for processing within 2 weeks of the comprehensive exam date. Committee signatures for form G301A are not required; only the SEASH School Director signature is required. After the Grad College receives the form G301A, a form G309 is sent to the Committee Chair from the Grad College. See below for more information on the G309.
c. When the date for the comps is set, the student should post the following information on the Clinical Program listserv: student's name, comps title, committee members and chair, date, time, and place.

6. The student creates a complete presentation based on the outline that was approved by the committee. This is an exam, so, the Chair cannot provide feedback on the content or the slides

7. The committee meets for the presentation. After the student presents for approximately one hour and 45 minutes, the committee evaluates the exam. The G309 form is used to record the outcome of the defense itself (i.e., pass or fail). For form G309, Committee signatures are required, as well as the signature of the SEASH School Director. This form G309 must be submitted to the Grad College by the Committee Chair (i.e., this form is not permitted to ever be in the student's possession) with all required signatures no later than 72 hours after the oral defense.

8. Following the comprehensive exam, the comprehensive exam Chair should place the final outline, all the signed outline approval forms, and a copy of the G309 form indicating the exam outcome in the student's file.

Dissertation

The dissertation is a research (quantitative or qualitative) project that is designed, executed, analyzed, and written by the student. The scope and quality of dissertation research should have the potential to make a contribution to the field and should meet the standards of peer-reviewed psychology journals. The dissertation Chair is usually the student's research advisor, but can be another tenure-track psychology faculty member with approval from the Clinical Faculty. Please see the Department of Psychology Dissertation Policy in the appendix at the end of this document.
The dissertation committee is comprised of at least four members selected by the student, in consultation with their dissertation Chair. University policies require that the committee include at least three psychology faculty (two of whom need to be tenure track psychology faculty members; the third can be an affiliate psychology faculty member (e.g., emeritus professors; departed faculty; teaching, research, affiliate, and practice faculty), and a tenure-faculty member at Illinois Tech outside SEASH. However, the outside faculty member does not usually get involved in the dissertation process until the oral defense. In addition, the Clinical Program requires at least two core clinical faculty members. The committee can be expanded to include other members, if it is

deemed appropriate. Members of the committee should be selected, to the extent possible, based on their expertise on the topic of the dissertation. Any deviations from the typical committee composition must receive prior approval from the DCT.

An approved dissertation proposal is required prior to applying for internship. To apply for internship in the fall of a given year, the dissertation proposal meeting must take place no later than September 15, any revisions following the proposal meeting must be distributed no later than September 30, and the dissertation proposal must be approved no later than October 15. If these deadlines are not met, the student will not be considered ready to apply for internship that fall. The best way to have a successful proposal process is to plan well ahead and to propose before August (i.e., August and September are exceptionally busy for faculty). This allows for enough time to complete revisions prior to approval, should they be required by your committee. You should discuss your timeline with your dissertation Chair and possibly with your other dissertation committee members. A good rule of thumb is to expect it to take 4-6 months after passing the comprehensive exam to develop your dissertation proposal.

Students may take PSYC 691 dissertation credits as soon as they complete both the qualifying exam and the master's thesis (including final approval of the written thesis and submission of the G501 form). This allows students to take PSYC 691 credits before the comprehensive exam in order to retain full-time student status. Please note that students may NOT propose or defend the dissertation before completing the comprehensive exam. Students can distribute the 24 PSYC 691 credits however they wish. The following university policies are important to consider when planning how and when to enroll in dissertation credits: 1) You must have taken or be enrolled in all 24 PSYC 691 dissertation credits (and have completed all other degree requirements EXCEPT for internship and the PSYC 599 internship credits) during the semester that you schedule the oral defense. The university does not allow students to defend the dissertation with remaining dissertation credits to take. 2) You must enroll in something each Fall and Spring semester, the semester of your comprehensive exam, the semester of your dissertation oral defense, and the semester of your graduation. Thus, you will need to plan how many PSYC 691 dissertation credits to take while making sure you have enough to cover remaining semesters.

There are several advantages to defending the dissertation before internship. In this situation, there are a few additional policies to be aware of. 1) There is a time limit of one year (3 continuous semesters including summer) to take PSYC 599 internship credits after passing the oral defense. If you defend your dissertation before applying for internship, but unfortunately do not match for internship, you and your advisor can petition Academic Affairs for an exception to this one-year time limit. 2) Students who defend prior to internship will not have any dissertation credits to take during their internship year. Because the internship year requires enrollment during the Fall, Spring, and Summer (due to graduation) and there are only 2 PSYC 599 internship credits required, this can create a semester with nothing left to enroll in to fulfill a degree requirement. In this situation (when the student has passed the dissertation oral defense), there is a special course *GCS 600 Graduate Continuation of Studies*. This is

NOT the same as the PSYC 600 we use in the Clinical Psychology program. This special 1-credit course is equivalent to full-time status and is only $150 (as of 2023-2024, but this $150 may increase in the future). The GCS 600 course can only be used one time during your degree program. To use it, your oral dissertation defense must have been passed before the 1st day of the semester in which you enroll in GCS 600. A G701 Graduate Student Petition is required from the student to request approval of the permit to register. This course is designed to allow students more time in situations in which they have defended the oral part of the dissertation but need an extra semester to complete the written portion of the project. For planning purposes, this should be taken immediately after the semester in which you have defended. That is, if you are trying to allot credits (especially ones that permit full-time status) strategically for financial aid and plan to defend prior to internship, a good and common sequence for spacing out credits to stay full-time and ensure you are enrolled in *something* during the semester you graduate might look like:

Defend dissertation in the spring or summer prior to internship
Take 1 credit of GSC 600 for $150 in the fall
Take 1 credit of PSYC 599 in the spring
Take 1 credit of PSYC 599 in the summer and graduate

The dissertation proceeds in the following steps:

1. Dissertation proposal. The student works with their dissertation Chair to generate a research idea for the dissertation and draft the dissertation proposal. The proposal includes the full Introduction and Methods sections. Therefore, the proposal must include a compelling rationale for the study, a comprehensive evaluation and review of the existing theoretical and empirical literature relevant to the study, and a complete description of the participants, procedures, measures, and data analytic plan that will be used. This includes evidence that the study is feasible (i.e., that the recruitment plan, sample size, data collection, and data analyses can be accomplished as proposed) - for studies using archival data, this usually includes examination of a sample of the dataset to indicate that the needed data are, in fact, in the dataset and/or a letter of support from the Principal Investigator of the data. The dissertation is expected to be completed with increasing independence relative to the master's thesis. However, a dissertation proposal typically still requires several drafts based on the Chair's feedback and edits, before being approved by the Chair for distribution to the dissertation committee.

2. Proposal meeting. After the Chair approves the dissertation proposal, the student schedules a two-hour meeting with the psychology members of the dissertation committee (the outside faculty member is not typically added until the dissertation oral defense) and distributes the proposal at least two weeks prior to the scheduled meeting. The purpose of the proposal meeting is to discuss any questions the committee members have about the study background and methods to facilitate the development and approval of a final dissertation proposal. While the submitted proposal should be considered a

polished form of the research project, often this meeting/discussion culminates in revisions to the proposal. The dissertation proposal is evaluated on specific competencies (please see the appendix for a copy of the Master's Thesis and Dissertation Proposal Competency Form, which is used to document the outcome of the proposal). There are no university forms required to schedule the proposal meeting. Outcomes of the proposal meeting include:

a. Approval of the dissertation proposal (move on to step 3).

b. Approval, pending requested minor revisions to the proposal, which do not need to be further reviewed by the committee prior to approval (small changes that are specific and clear prior to their being made, e.g., increasing the sample size from 100 to 150, adding 2 specific citations, changing one measure to another identified measure). The list of these revisions should be agreed upon and documented on the proposal competency form (move on to step 3).

c. Requested revisions to the proposal, which will be further reviewed by the committee prior to approval (substantive changes, such as providing adequate rationales for hypotheses, additions or revisions to the literature review that affect conclusions about the literature or the hypotheses and their rationales, changing methodology that is not already determined and agreed upon, and fixing generally poor writing). Follow procedure for thesis/dissertation revisions below.

d. Determination that the dissertation proposal does not meet competency standards and is unlikely to meet those standards and recommendation to start over at step 1 (rare).

3. Study completion. After the dissertation proposal is approved by the psychology faculty members of the committee, the student must apply for IRB approval to conduct the study (if it involves data collection, human research participants) or confirm that the study is exempt from IRB approval (e.g., if it involves secondary analysis of completely deidentified data). Data are collected, analyzed, and interpreted under the supervision of the dissertation Chair.

4. Dissertation. After the study is completed, the student drafts the complete dissertation. The Introduction and Methods of the dissertation are edited from the proposal as needed (e.g., to update the literature review, change tense from future to past) and new sections for the Results and Discussion are drafted. A dissertation typically requires several drafts based on the Chair's feedback and edits, before being approved by the Chair for distribution to the dissertation committee. The dissertation should adhere to formatting requirements of the Illinois Tech thesis examiner (see: https://bulletin.iit.edu/graduate-thesis-manual/).

5. Dissertation oral defense. After the Chair approves the dissertation, the student schedules a two-hour meeting with the full dissertation committee (including the outside psychology faculty member) and distributes the dissertation to the committee members at least two weeks prior to the oral defense. The purpose of the oral defense is to determine if the student has demonstrated necessary research competencies for the dissertation and doctoral degree (please see the appendix for the Master's Thesis and Dissertation Defense Competency Form). Thus, this meeting involves a brief presentation of the project, answering committee member questions, and engaging in discussion about the research with the committee. When the date for the defense is set, the student should communicate the following information via the Clinical Program listserv: student's name, dissertation title, committee members and chair, date, time, and place. Dissertation defenses are open to all students and faculty, and students are encouraged to attend defenses as a learning experience and to support their colleagues. Please note the following Illinois Tech policies and procedures related to the dissertation oral defense:
    a. The student must be registered for a credit (of anything) during the semester of the oral defense.
    b. The student needs to have taken or be enrolled in all 24 PSYC 691 dissertation credits during the semester of the oral defense and have completed all other degree requirements (except for the internship and PSYC 599 credits).
    c. The dissertation committee is appointed and the oral defense is scheduled by submitting form G301B to Academic Affairs. This form should be submitted as early in the semester as possible, but no later than two weeks prior to the scheduled oral defense meeting. After Academic Affairs approves scheduling of the defense, the dissertation Chair receives a G309 form to document the outcome of the oral defense. Each committee member makes a determination if the student "passed" or "failed" the oral defense, and this is documented on the G309 form, which is submitted back to Academic Affairs by the dissertation Chair within 72 hours of the oral defense meeting.

6. Final written dissertation approval and deposit. After the student passes the dissertation defense, they need to receive approval of the final written version of the dissertation. Approval of the final written dissertation is documented by each committee member on the G501 form and then submitted to Academic Affairs. Approval on the G501 form indicates that committee members are satisfied with the content of the dissertation and no additional changes are to be made before its final submission to the Thesis Examiner. This form may or may not be signed at the same time as the oral defense. That is, even in situations where the student passes the *oral* defense, it is typically the case that the committee requires revisions to the *written* document prior to approving and signing the G501 form. See procedure for general thesis/dissertation revisions below.

a. In some cases where only minor revisions are requested, the committee members may only want to review and approve the list of revisions to be made prior to documenting their approval of the final written document on the G501 form. In this situation, the Chair will ensure completion of the revisions prior to signing the G501 form.

It is important that you complete several dissertation requirements by specific deadline dates in order to graduate during a particular semester (see: https://www.iit.edu/gaa/students/dates-and-deadlines). This includes deadlines for several meetings with the Thesis Examiner to ensure the document adheres to Illinois Tech formatting and style guidelines, and deadlines for completion of the oral defense G309 form and final written document G501 form. Failure to comply with university deadlines may prevent graduation for the semester and defer degree conferral to a future semester.

The dissertation proposal represents an agreement between the student and the committee on what is required. If the student completes the project consistent with the approved proposal, the project will be accepted as meeting the dissertation requirement. This protects the student in that the committee cannot later change what project is considered acceptable. However, it also means that the student cannot change the project without prior approval of the committee. Students should set a very low threshold for requesting approval for changes that are deemed necessary. It is much easier to email your committee members asking for a change that might seem minor than it is to find out at your defense that the committee believes that you did not do the project that was approved.

Note that the process for a dissertation is very similar to process for a master's thesis. The main differences include the greater scope of the research project, the increasing independence of the student, the higher expectations for research competencies, and different committee member requirements for a dissertation.

General Thesis/Dissertation Revision Procedure

When the committee requests written revisions prior to approval, the following procedure should be used (this is the same for theses and dissertations, proposals and final documents): 1) a list of revisions to be made should be distributed to the committee as soon as possible after the meeting and reviewed for completeness; 2) the student should complete the agreed upon list of revisions using track changes (or highlighting changes) in the document; and 3) after the Chair reviews and approves the revisions, the student should re-distribute the list of revisions made (noting where and briefly how each revision was made), the tracked-changes (or highlighted) version of the document, and a version of the document with all changes accepted.

Internship

Each student must complete a one-year predoctoral internship, as early as the 5th year (for those enrolling in the program without prior transfer credits and experience), after completing all program requirements other than the dissertation. However, an internship

application is much stronger if the dissertation is completed prior to starting internship. To apply for internship in the fall of a given year, a student must meet the following schedule: 1) The proposal meeting must occur at the latest by September 15th; 2) Post meeting revisions must be submitted to the committee by September 30th. Note that these will need approval by the dissertation Chair before they are distributed; 3) Committee members will judge the revised proposal as approved or not by October 15th. If the proposal is not approved, the student will be considered not ready to apply for internship.
Internships applied to must be APA-accredited and offer full funding. There are rare exceptions to this rule, but a student cannot accept an unaccredited internship without receiving prior permission from the Clinical Program. This policy is designed to ensure that all internships meet Clinical Program standards.

There will be meetings with the DCT late in the spring semester and early in the fall semester to review procedures and strategies for internship applications and interviews. The internship application requires written endorsement from the Clinical Program in the form of approval from the DCT. To receive this approval, the student must be in good standing in the program, have completed all College and Clinical Program requirements (other than dissertation), have passed the comprehensive examination, have an approved dissertation proposal and be deemed by the Clinical Faculty as ready for internship. All Clinical Faculty members are available to discuss site choices and application materials. Application cover letters and essays must be reviewed by at least the student's clinical advisor. Problems with these documents are one of the main sources of not matching with an internship.

Students who wish to pursue internship training at a Veteran's Affairs (VA) facility may be required to complete an extra vetting process called *Trainee Qualifications and Credentials Verification Letter* (TQCVL). The TQCVL is a letter that DCTs are required to sign and submit to the VA on behalf of each trainee that will be working at the VA. The letter contains personal and medical information (e.g., vaccination status) to which the DCT is not customarily privy. In the appendix, please find (1) the program's policy and a set of guidelines for handling this VA requirement and (2) the form with sensitive questions that you will be required to complete. If you do not wish to complete the TQCVL, then you should not apply for internship at a VA facility.

Program Milestone Deadlines

Please see the appendix for a graphical depiction of the program timeline expectations. The graph shows the normative, expected timeline and specific semester deadline for completing program milestones. The timeline also includes warning periods, which are not inherently negative or problematic. They do not go into a student's record or automatically trigger any sort of remediation plan or probation status. Going into a warning period is simply an alert to the student that a milestone deadline is approaching at the end of that period. If the milestone in question is not completed by the end of the warning period, the student's status in the program will be discussed by clinical faculty,

with possible consequences including, but not limited to, recommendations for dismissal from the program.

Unanticipated problems sometimes arise in completing program requirements. At the discretion of the Clinical Faculty, students can be granted one of two exceptions for altering the training timeline to address such unanticipated problems:

1. *Extensions*: the milestone deadlines can be changed to a later date *without* pausing the program's training timeline.

2. *Pauses*: the training timeline can be put on hold temporarily because of qualifying circumstances. This requires a Leave of Absence from the program (see above for more information on program Leaves of Absence and qualifying circumstances).

Extensions and pauses can be requested using the Milestone Deadline Extension Request Form (MDERF). No MDERF is needed to avoid going into a Warning Period. MDERFs should only be used for extending deadlines that occur at the end of the Warning Period. Please see the appendix for a copy of the MDERF.

Please note that the program policy defaults to a strong expectation that milestones are met according to the training timeline illustrated in the appendix; exceptions to the timeline are rare, and the onus is on the student to articulate a strong case for the exception when making the request to the Clinical Faculty. When making the case for the exception, the student should submit a MDERF and select one the two exception choices (i.e., *extension* or *pause*) for the request.

The Clinical Psychology PhD Program is designed to be completed in six years of full-time study, including completion of a one-year APA-accredited predoctoral internship. If a student has not successfully matched to or secured an internship placement by the conclusion of Year 6, the student's status in the program will be reviewed and discussed by the Clinical Psychology faculty. Consistent with program policies regarding satisfactory progress toward degree completion, outcomes of this review may include a range of actions, including but not limited to the development of a remediation or professional development plan, extension requests when appropriate, or recommendations for dismissal from the program. The purpose of this policy is not punitive. Rather, it is intended to alert the clinical faculty to situations in which a student may be experiencing barriers to timely program completion so that faculty and the student can work collaboratively to identify, address, and overcome those barriers. Through this process, faculty can provide guidance, support, and individualized planning to facilitate successful completion of doctoral training requirements and progression to internship and degree completion. A full explanation of this policy, including milestone expectations, warning periods, potential consequences, extension and pause procedures, and student support mechanisms, is provided in the *Milestone Expectations, Deadlines, and Consequences* appendix.

Please note that the University has a separate expectation from the program for completing the doctoral degree. The University time limit for completion of the PhD degree is six years after approval of the PhD G401 form. In the unlikely event that the University time limit occurs before the program's milestone deadlines (e.g., the program has granted a student generous extensions for qualifying circumstances), with appropriate justification, the student may petition to have this period extended. An extension requires approval of SEASH and the Dean of Graduate Studies, and, if the completion time is very long, it may involve additional compensating academic requirements, such as retaking courses

Graduation and Commencement

Illinois Tech has three degree conferrals annually, in May, August, and December; however, only the May degree conferral involves a commencement ceremony. Students who officially graduated in December or plan to graduate in August are eligible to participate in the May commencement ceremony. Students must submit an Application for Graduation early in the semester that they plan to participate in a commencement ceremony or receive their degree. Conferral of the PhD is contingent upon successful completion of all Program, College, and University requirements, including Internship. Sometimes an internship ends a couple of weeks after the University summer graduation deadline. Students in this situation (who have already completed their dissertation oral defense and received approval for the final written version) will be allowed to graduate in August based on a letter from their internship training director that they are expected to successfully complete the internship.

Student Evaluation and Annual Review

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

Each clinical student will be reviewed formally two times during the academic year, once at the end of the fall semester and again at the end of spring semester. The evaluations are carried out by Clinical Program faculty as a group (including Rehabilitation Faculty and other research advisors where appropriate). The fall evaluation is a verbal check-in and is less comprehensive than the spring evaluation. The spring evaluation is called the *annual review* and includes a written annual review form. Students will meet with their advisor to receive feedback from the annual review. A copy of the annual review is placed in the student's file. Please see the appendix for a copy of the Annual Review Form.

For accreditation purposes, certain items on the Annual Review Form measure specific competencies for which students must demonstrate ratings that reflect a minimum level

of achievement (MLA; for more details on what MLA means, please see the section below called *Minimum Levels of Achievement*). Students therefore must not receive a rating of 2 or below on these items, which are marked with an asterisk. Failure to achieve a 3 or higher on these MLA items will automatically trigger requirements for extra informal support or a formal performance improvement plan.

Minimum Level of Achievement

Accreditation by the American Psychological Association requires our program to establish what is called a minimum level of achievement (MLA) for competencies and knowledge attainment. Concepts of MLA may apply to course grades (e.g., receive a grade of B or higher), specific course assignments, practice competencies, and program milestones. These MLAs will be made explicit in the syllabus, this handbook, and/or respective competency evaluation forms. For example, the Midterm Exam during Therapy I has a MLA of a grade of B or better. A lower grade would necessitate recompleting the Exam and passing it with a B or better. Failure to do so would result in the student being placed on probation with remediation or recommended for dismissal from the program

Grades and Status in the Program

For coursework, the MLA is a grade of B. That means any grade of C or below in any course is considered “not passing” and will therefore automatically trigger a need for the student to retake and pass the course with a grade of B or better. Students will be permitted only one required re-take of each course before being recommended for dismissal from the program. This is the case for all courses completed as a student enrolled in the Clinical Program. Although students are required to repeat courses in which they do not achieve a B or better, repeated poor academic performance (e.g., multiple C grades within or across semesters requiring course re-takes) also may be the basis for being put on probation with remediation or recommended for dismissal from the program.

Please note that this program policy for grades is stricter than what is required by the university. Per the university, from the Illinois Tech Student Handbook. “A student whose cumulative GPA falls below 3.0 (out of 4.0) is no longer in good standing and must petition the Graduate College, Office of Academic Affairs for permission for provisional enrollment by submitting form G702. Students for whom provisional enrollment is granted must not earn a semester GPA less than 3.0 while on Academic Probation. Probationary students who receive “C” or “E” grades will be required to repeat courses, subject to the limits specified within this bulletin, to improve the cumulative GPA. Dismissal will occur when a student fails to make the requisite academic progress during the probationary period.” The Department of Psychology Student Dismissal Policy can be found in the appendix.

Probation Status

A student is placed on Program Academic Probation when their performance in the Clinical Program is judged to be unsatisfactory (i.e., not meeting minimum levels of competence expected in one or more areas for a student at a particular level of training). It signifies that the Clinical Faculty have serious concerns about the student's ability to satisfactorily complete the training program by achieving competency in each of the areas specified by the Committee on Accreditation and/or to function satisfactorily as a clinical psychologist. The ideal outcome of probation is for the student to improve their performance and to successfully complete the program.

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

Two conditions that may trigger probation are the following (non-exhaustive):

1. Grades fail to meet the MLA of a grade B or higher

2. Behavior in research, clinical practice, or other professional activities that is inappropriate, unprofessional, or unethical.

Procedures for Grievances by Students

Resolution of disputes relating to grades, discrimination, sexual harassment, mistreatment by staff, etc. usually will begin by discussions among the parties involved.

Students also may want to discuss the issue with their advisor, the Program Director/ DCT, or other faculty, including the Director of SEASH. If this fails to resolve the situation satisfactorily, a complaint can be filed with the Director of SEASH, who will appoint a committee to assess the situation. If this does not result in a resolution satisfactory to the student, the student can file a complaint/grievance with the University. The exact procedures for this depend on the nature of the complaint and are specified in the University Student Handbook (web.iit.edu/student- affairs/handbook).

Records and Record Retention

The program maintains official files on each current and former student in password protected digital files managed by College of Tech Futures. These records are confidential and are not part of the student’s official University transcript. They are, however, subject to audit by authorized faculty, staff, and representatives of accrediting bodies (e.g., the American Psychological Association). Records will be maintained for at

least 10 years (unless incidents occur outside of our control (e.g., fire) to remain consistent with Illinois Tech's Record and Email Retention Policy (https://webmaster.iit.edu/files/generalcounsel/policies-and-procedures/procedure_q4_record_retention.pdf).

Student Academic Expectations

Academic Integrity

The faculty and administration at Illinois Tech support an environment free from cheating of any kind and plagiarism. Exams, papers, and other assignments are meant to demonstrate your abilities and understanding of the course material. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the Illinois Text code of academic honesty can be found in the student handbook: https://www.iit.edu/student-affairs/studenthandbook/fine-print/code-academic-honesty.

A few common examples of cheating and plagiarism that *will not be tolerated*:

- Using notes or other external materials on a quiz or exam, unless explicitly allowed by the instructor.
- Looking at another student's paper during a quiz or exam
- Having a phone or other electronic device out during a quiz or exam, regardless of the reason.
- Presenting another person's written work as your own
- Using another person's words to describe their work without quoting or providing a citation/reference
- Presenting another person's ideas without providing a citation/reference
- Self-plagiarism, including submitting work that you've previously completed for another course at Illinois Tech or elsewhere.
- Copying and pasting information from the Internet (e.g., Wikipedia) for use in papers or assignments, including the use of AI and/or LLMs to generate or edit writing, unless otherwise specified by the instructor of the course for a specific assignment.

The use of AI or LLMs is strictly prohibited for program milestones including the Master's Thesis, Comprehensive Exam, and Dissertation. If you have a question about what constitutes academic dishonesty, please do not hesitate to ask your advisor or instructor.

The consequences of cheating and/or plagiarism at minimum are as follows:

- Receiving a zero (0) on the assignment in question
- Reporting of the incident to appropriate officials, such as the DCT, the Director of SEASH, and the Designated Dean for Academic Discipline. Additional reporting may be required to the Graduate School, Dean of the College, and leadership of Student Affairs. Please note, if there is a suspected violation of academic integrity, and upon investigation, this violation is confirmed, or if the violation is admitted, the instructor ***MUST***

report the violation. This ensures tracking of multiple occurrences for the same student. Students can appeal reports to the Chair of the Academic Honesty Committee for the Department of Psychology.

At the instructor's discretion, all written assignments may be subject to review by the University's plagiarism detection software, which identifies content that appears in other sources. If this software identifies that you have copied content from another source, or generated content with the use of AI, without quoting and properly citing that content (i.e., plagiarism), the case will be referred to the Department of Psychology's Academic Honesty Committee and other parties for investigation.

Evidence of plagiarism, cheating, or other forms of dishonesty will be reviewed by the Clinical faculty and may result in probation with remediation, or in serious cases, recommendations for dismissal from the program. As noted above, a student has the right to appeal dismissal decisions at the Program, School, College, and University levels.

Disabilities

We support students at all levels of ability. If you have a documented disability, such as a learning disability, hearing loss, chronic pain, or mental health condition, we encourage you to register with the Center for Disability Resources (CDR) office. Information regarding the CDR office can be found at the following website: https://iit.edu/cdr.

The CDR will provide you with documentation outlining the accommodations to which you are entitled. You must provide a copy of this documentation to the instructor of each course at the beginning of the semester. Be aware that faculty are not permitted to make accommodations without the proper documentation from the CDR office. It is up to you to determine whether or not you want to take advantage of the accommodations available to you.

Readings

You may be required to purchase several textbooks for each class. You also may be assigned journal articles to read. In general, you should expect to be doing a lot of reading. Readings are assigned to foster knowledge as well as to inspire class discussion. In fact, many of your classes may be discussion based; if you have not read for class, you will not be able to participate.

Please note that you may be expected to read more material than may be discussed in class. Readings are carefully selected by professors to enhance your educational and professional development. Moreover, one goal of the program is to help you develop the ability to learn independently; by reading all assigned materials (and by taking responsibility for bringing up for discussion information that you found interesting or did not understand), you are learning this very important professional skill. Just because a reading is not discussed in class does not mean it is unimportant and therefore should be removed from course expectations. Rather, you should be aware that you will be

held responsible for information from all readings, whether discussed in class or not, on quizzes, exams, essays, etc.

Class Attendance
Graduate school should be your highest priority. As such, we expect that, except in qualifying circumstances, you will attend all scheduled classes and will arrive on time. If you expect to be late or must miss a class, be sure to inform the instructor as soon as possible via e-mail to the professor. More broadly, please treat attendance to class like you would attendance to a job; be on time, show up every day, and communicate clearly when you cannot. Consistently poor attendance within a class or across classes may be grounds for being placed on probation with remediation.

Class Participation
Unlike undergraduate courses, graduate courses often involve a great deal of discussion as well as in-class experiential exercises and role-plays. Some professors actually assign a grade for participation, which may be used in calculating your final grade. Thus, you must come to class prepared so that you may participate in class discussions and exercises.

We encourage students to express differing points of view regarding class material. However, these perspectives should be presented in a respectful and appropriate manner. Faculty reserve the right to end such discussions for any number of reasons (e.g., limited time; discussion is becoming too emotionally charged).

For some assignments/ in-class exercises/ or discussions, you may be asked to use yourself or your experiences as examples. In such situations, you should be careful to select an issue that you are willing to share with the professor or other class members. You may also choose an issue that someone close to you is dealing with if that is more comfortable. Your decision NOT to share overly personal information/ experiences is considered appropriate self- care and will in NO WAY affect your grade.

Writing
Like reading, writing is emphasized in this program and you will be expected to do a considerable amount of writing that will be evaluated. We believe that writing is a critical skill, for both research and practice. Excellent writing skills help you to present yourself in a favorable light with potential employers. Moreover, excellent writing skills are the foundation of professional success. Good writing often results from imperfect drafts being revised, not only from an excellent first draft.

For most courses, a portion of your grade for written assignments will be based on the quality of your writing. To the extent possible, faculty will provide constructive feedback that can be used to improve your writing skills. However, you may have issues with your writing that we do not have the skill or the time to address. If this is the case, we will refer you to the Writing Center on campus (https://www.iit.edu/humanities/studentresources/writing-center). We realize that this feedback may be difficult to hear; it may be the first time that anyone has told you that

you have something to improve in your writing. The faculty believe that becoming a better writer is a lifelong process that applies to students and faculty alike. In that spirit, please be aware that a referral to the Writing Center is not intended as criticism but rather as constructive feedback. We do expect you to follow through with this referral. It has been our experience that students who follow through with the referral to the writing center make substantive improvements in their writing, which are reflected in their grades.

Although grading criteria are determined by each instructor, in general, writing quality is often graded on the following dimensions:

- Grammar: Does the student use proper sentence structure and appropriate grammar?
- Clarity: Can I read a sentence/paragraph once and understand it? Is there excessive verbiage?
- Organization: Does your writing tell a story; does it follow a logical sequence?
    - Succinctness: Have you made your point using as few words as possible?
- Formality: Do you write the way you talk to a professional colleague? (Or do you write the way you talk to your friends? Do not confuse informality and simplicity)
- Adherence to directions (including APA style)

Oral Presentations

In addition to writing effectively, you need to be able to be able to communicate in oral forms as well. During the course of your graduate training as well as your career, you may present research at conferences, give lectures to students or presentations to colleagues, and be required to summarize clinical cases, treatment options, etc. Again, we will provide you with constructive feedback that is designed to help you become a more effective presenter.

Although grading criteria are determined by each instructor, in general, criteria for grading oral presentations include the following dimensions:

- Adherence to time limits: This is important; you often have a limited amount of time to make your case
- Pacing: Was the pace even throughout? Did you talk slowly and clearly?
- Key info/ Content: Did you impart the critical information? Did you cover the necessary material?
- Q&A: Could you answer reasonable questions? That is, did you have a thorough grasp of the topic area?
- Professionalism: Did you remain calm and non-defensive during the presentation, particularly as questions were asked or constructive comments were made?

Group Work

The requirement to work effectively as a member of a group is a critical skill. Many employers ask referees to comment not only on a student's ability to work independently but also on their ability to work cooperatively with others. During your time here, you

may be required to work in pairs, small groups, large groups, and as a cohort. Your ability to work with others will be observed and evaluated.

When assigning group work, we fully expect all members of the group to expend an equal amount of effort. Faculty reserve the right to reduce the grade, relative to the overall group grade, of anyone found to be “loafing” on a group project. If you are concerned that a student with whom you are working is not doing their share, please speak with the course instructor AS SOON AS POSSIBLE. DO NOT WAIT until the assignment is complete, or nearly, complete, as it will not be possible for the professor to remediate the problem at that point.

Your involvement and participation in class also reflects your ability to function effectively within a group. In general, we do not expect you to like every member of your cohort. However, we do expect you to make an effort to get along with everyone and to treat both faculty and other students with respect both in and outside of the classroom. Inappropriate behavior is defined at the discretion of the Clinical Faculty, other departmental or Illinois Tech faculty, and/or the code of conduct expressed in the university student handbook. This includes, but is not limited to, whispering, snide remarks, eye-rolling, or other disruptive behavior in class as well as spreading rumors, talking badly about other cohort members or faculty, and in person- or cyber-bullying. If you have an issue with a cohort or faculty member, we encourage you first to discuss it with them directly. If the issue is not resolved to your satisfaction, you should then consult with your advisor or the DCT.

Student Professionalism Expectations

In addition to developing your knowledge, the program also focuses on your professional development and growth. As you will be representing the Illinois Tech Clinical Psychology PhD Program in your employment, practica, and beyond, students should always present themselves in a professional manner.

We recognize the terms "professional/professionalism" can be used by those in power to reinforce dominant cultural norms and/or to exclude some individuals from our field or from broader structures. Simultaneously, part of the duty of Clinical Faculty is to determine if trainees have the capacity to develop into competent, ethical, and professional psychologists.
Recognizing this tension, we believe professionalism is critical for a human service career, and as such, we take this domain very seriously when endorsing trainees for internship applications and graduation. In particular, you should pay careful attention to the areas described below.

<u>Appearance</u>
You should dress professionally and appropriately at all times. When in doubt about how to dress, err on the side of being conservative; it is better to be over-dressed than to be under- dressed. You can always modify your choice of clothes at a later date. Specifically, while on practica, you should consult with your on-site supervisor and

observe how others at the site dress and use that information as your guide for appropriate attire.

Behavior

We ask that you are respectful of both faculty and other students. Please make every effort to arrive to class on time; if unable to do so, inform the faculty member as soon as possible. During class, we ask that you put your cell phones on silent and put them away (i.e., do not interact with your phones for texting or any other purpose). We realize that you may want to bring tablets or laptops to class for the purpose of taking notes, but it is critical that that you refrain from surfing the web, using any social networking site, answering e-mails, or engaging in any other non-course-related behavior since this will interfere with your attention and learning, and also may be distracting to faculty or other students. Note that some faculty do not allow laptops to be used in class at all, unless a student requests the instructor to do so.

You may wish to bring food to class because classes are often scheduled during normal meal times. You should check with each professor to determine their policy regarding eating in class. If the professor does not object, you should try to avoid eating overly noisy (e.g., crunchy) snacks and refrain from bringing food in crinkly bags. As some students may suffer from serious food-related allergies, it is best that you check with your fellow classmates before you bring food made with peanuts or tree nuts.

Another aspect of professional behavior involves learning how to advocate for yourself as well as how to handle conflict with colleagues and supervisors. There may be times when you believe that you or someone else in your cohort has been treated unfairly or you may vehemently disagree with a grade or evaluation you have received. In such instances, you should use the following guidelines to address the issue:

1. Begin by addressing the issue directly with the faculty member or student involved. Be respectful but state your concerns clearly and concisely. You should be prepared to listen to the other person's point of view; they may have a legitimate reason for their behavior. You should also be prepared to compromise – do not expect that you will get exactly what you want.

2. If, however, the issue is not resolved to your satisfaction through direct discussion with the person involved, you may then address the issue with your advisor. In discussing the issue with the advisor, please describe the concern in detail and what you have done to address the concern.

3. If the issue is with your advisor (and direct discussion with them has not resolved it to your satisfaction) or if you feel that your advisor has not adequately addressed the issue, you should address your concern to the Program Director/DCT. If the issue is with the Program Director/DCT, you should address the issue with the SEASH School Director.

E-Mail

Electronic mail is often the preferred method of contact. Even if you primarily use other email accounts (e.g., Gmail), students are expected to regularly check their Illinois Tech email (at least daily Monday-Friday is best). In the event that Illinois Tech email addresses are not primary, it is advisable that students set up your Illinois Tech email to forward to the primary email account or set up a technological solution to automatically receive correspondence to the Illinois Tech email address (e.g., POP3, IMAP).

Be aware that the impression you make electronically is just as important as the impression you make over the phone or in person. Use the following to guide your interactions with faculty and other professionals:

1. When contacting someone, do some research as to the appropriate form of address. If the individual has a PhD, PsyD, MD, etc. – refer to them as "Doctor" or "Dr." Please consider pronouns when beginning and composing emails. If you are unaware of the receiver's degree or pronouns, then begin the email generically "Dear _(insert first or full name)_."

2. Always be professional and deferential at first. An example is e-mailing someone to request a copy of a measure they used in a study. Do not e-mail and assume you can get a copy of it.

   Not Recommended:
   Dear Joe, I would really like to use the XXX in my thesis. Could you send me a copy? Thanks!

   Better:
   Dear Dr. Hernandez:

   I hope this email finds you well. I recently read your article on XXX in the Journal of Abnormal Psychology and was very interested in the measure you developed for this study. I am currently a graduate student at Illinois Tech and am working with Dr. Du Bois. I am planning my Master's thesis, which investigates XYZ. I would be very interested in using your measure in my study. I am now hoping that you might be able to direct me to where I could obtain this measure, or, if you would be willing to send me a copy of it. I will be happy to share my findings with you.

   Thank you very much for your consideration, and I look forward to hearing from you.

   Sincerely,

   XXX

3. Do not use overly informal or abbreviated text in an email (i.e., if you would text it to a friend, do not e-mail it to a professor).

4. Do not respond immediately to an e-mail that has upset you. Take a break, reread it and then draft a response.

5. When in doubt about the tone of an email you are about to send – ask someone else to read it first.

6. When you receive an e-mail from a professor or other professional, it is important to respond as promptly as possible (preferably within 1 business day). If you are unable to respond to an e-mail request within this time period (e.g., you are on vacation without access to e-mail), it would be advisable to create an out-of-office reply that indicates how long you will be unavailable and when the correspondent can expect a response. If you need more than 1 business day to formulate a response (e.g., you need to look up information), you should send a brief e-mail letting the person know when they can expect a more detailed response. If a detailed response is not required, it is still advisable to send a brief response letting the individual know that you have received their e-mail; something as brief as "I got it, thanks!" would be sufficient.

Social Media

Many of you use social media sites such as Instagram, Facebook, X, etc. It is important that you recognize that, depending on your security settings, information that you post on these accounts MAY NOT be private. We have all heard stories in the news about people who were either fired, or lost job offers, because of photos, videos, etc. that they posted on social media sites. You should also recognize that what you post on social media sites does not only reflect on you, but also reflect on the Illinois Tech Clinical Program. That is, because many of you list your academic institutions and degrees in your profiles, what you post may also reflect on the program and the university.

While we have no problem with your use of social media, we would like you to keep the following things in mind when posting to these sites: ● Use the strongest security settings that are appropriate more broadly. Generally, it is recommended that you limit access to your posts to your friends only. You definitely do not want your practica supervisor or clients to have access to everything you post online.

- Please also check security settings multiple times per year, especially after system-wide updates to social media programs, as security settings may be automatically reset to a less secure level.
- Remember that social media is not the only way that information is shared. A friend who has access to your posts may share it with others. Thus, information you post to a social media site can still be circulated to unintended recipients and therefore have unintended consequences.

- When posting to a social media site it is best to assume that anyone can see it. Thus, if you would not want your advisor, boss or grandmother to see it, you probably should not post it to a social media site.
- Consider using profile names for social media accounts that are not easily searchable by colleagues and clients/patients.

While some faculty may be open to connecting via social media with students, this may not be true for all faculty. Thus, it is best to ask faculty what their policy is about connecting with current and former students via social networking sites.

Attitude

We expect that generally, you to come to class with a positive attitude and an enthusiasm for learning. We expect you always to be respectful of other students' privacy and confidentiality. We also expect you always to adhere to APA standards, as well as local, state, and federal laws concerning confidentiality.

Throughout the course of your academic studies, we will be required to provide you with feedback around a variety of issues (e.g., class performance, interpersonal skills, etc.). We ask that you be open to this feedback; it is not intended as criticism but rather as a vehicle to foster personal and professional growth. You will be evaluated with regard to your ability to non- defensively accept and effectively utilize feedback. This is a critical skill that will be of interest to both potential employers as well as graduate school mentors.

Self-Help and Self-Care

Self-care is critical for facilitating work-life balance and protecting against burnout. A committee of graduate students has compiled a live document of resources for clinical program students that includes a wide range of helpful information. Please consult with the Student Wellness Committee for further information. The Clinical Program is demanding, so please take a moment to appreciate each milestone completion as a tremendous accomplishment. Don't forget to celebrate! This may be of even greater importance when accomplishing milestones virtually.

The following section on self-care was written by several Illinois Tech Clinical Psychology PhD students.

The clinical psychology program at Illinois Tech recognizes that self-care is essential for students and faculty alike in maintaining optimal health and wellbeing while engaging in the rigors of academia and balancing this work with one's personal life. The World Health Organization defines self-care as "what people do for themselves to establish and maintain health, prevent and deal with illness" (1998). More broadly, self-care can be thought of as the actions an individual takes to better prepare oneself or to enable oneself to cope with stressors in general, and to nourish one's own resilience. Self-care can take many forms, but, in general, encompasses aspects of self-awareness, self-regulation, and balance (Baker, 2003). Students in the Clinical Psychology doctoral program are actively encouraged to cultivate a practice of self-care that will serve them in their graduate training and professional careers.

Self-care is promoted through both formal and informal means in the program. As part of their mentorship with students, advisors and all faculty encourage students to engage in self-care. Part of this encouragement involves urging students to maintain an openness to potential learning experiences as a graduate student, but equally important to also realistically assess the demands on their time and to prioritize what they may reasonably accomplish.

The Clinical Psychology doctoral student body is another source of support and selfcare for students in the program.

We promote a proactive attitude towards mental health issues and encourage any student who feels they may need mental health services (psychotherapy) to seek out these services early. The IIT Student Health and Wellness Center recognizes the special needs of psychology graduate students and are available for no-cost help. We also are creating relationships with community therapists who are willing to accept our graduate students at reduced rates if students prefer a therapist outside of IIT. Importantly, your choice to seek mental health services will not be stigmatized in any way. However, you DO NOT in any way have to inform anyone of you using mental health services.

In sum, the clinical program faculty recognize that completing a graduate degree is a stressful process, and actively encourage students to engage with both informal and professional supports as needed.

APPENDIX

IIT's Commitment to Diversity: Building Community and Fostering Diversity
(April 25, 2013)

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

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

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

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

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

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

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

Face it. There are times when you need to pick up the phone or deliver the message in person.
- But if you decide to go electronic, at least think before you hit that send button.

Acknowledge your baggage.

• Some of it is worth carrying with us. Some of it should be checked. And sometimes we may not even realize we're taking it with us. So try not to leave your bags unattended—and be aware when it may be weighing on your perceptions, actions, and responses.

Consider when it's a good thing to act—and when it's better to watch from the sidelines.

• Don’t be content to look the other way when something unacceptable is happening.

Take advantage of "talking moments."

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

Perception is reality.

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

Put diversity into your daily routine.

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

It's time to move forward, stand up, and be counted. Let's build community, embrace diversity, and foster respect at IIT—one person and one day at a time.

Faculty response to racism, police brutality, and systemic oppression against Black people in the U.S.

IIT Clinical Psychology Core Faculty

June 2020

We affirm that Black Lives Matter. We actively and openly condemn the racist murders of Black individuals such as George Floyd, Ahmaud Arbury, Breonna Taylor, Philando Castile, Michelle Cusseaux, Eric Garner, Aura Rosser, Mike Brown, Tamir Rice, Tanisha Anderson, Freddie Grey, Trayvon Martin, Meagan Hockaday, and the countless others who were unnecessarily killed due to police brutality and/or racism. We demand justice for these murders and the passage of federal legislation requiring extensive police reforms.

We recognize that the problems underlying and leading to these tragic deaths - namely racism, police brutality against Black people, and more broadly the structural and systemic oppression of Black people in the U.S. - require a multi-tiered and ongoing response to be eradicated. Thus, as program faculty, we are developing a multi-tiered response to not only the recent murders of innocent Black people by police officers, but also the continued structural and systemic racial injustice in the U.S. This plan will include action items describing the faculty and program's immediate responses to the recent racial injustices, as well as action items for sustaining the faculty and program's commitment to achieving equity for Black people over the long term. We will distribute the plan in the coming weeks, once we are able to articulate a response that attempts to meet this moment. We also want all students to know we are here to support you, via email, phone, video, or when possible, in-person. To that end, each faculty member has listed their phone number below, and we welcome you to reach out to us anytime for additional support regarding these critical issues.

We recognize our own Whiteness and the privilege that comes with it. In doing so, we recognize that our understanding of anti-Black sentiments and actions is incomplete. We commit to supporting our Black allies by being active anti-racists. We will practice active anti-racism by educating ourselves continually, engaging in various mechanisms of activism, and further integrating active anti-racism into our lives and into the IIT Clinical Psychology curriculum.

Together, we will fight against racial injustice and dismantle the embedded structures that oppress Black people in the U.S.

In solidarity, and in support of all Black people,

The Clinical Program Core Faculty
Alissa, Greg, Joyce, Rachael, & Steff

Sample Curriculum and Milestone Timeline
6-Year Degree Completion Plan
Defend Dissertation Before Internship

YEAR 1		
Fall (9 credits)	**Spring** (12 credits)	**Summer** (3 credits)
504 Individual & Cultural Differences (3) 526 Psychopathology (3) 545 Graduate Statistics I (3) 510 Assessment I (3) Participate in faculty research lab	501 Biological Bases of Behavior (3) 506 Therapy I (3) 546 Graduate Statistics II (3) 512 Assessment II (3) Research responsibilities Apply for 2nd year beginner practicum	508 Ethics and Professional Issues I (2) 540 Research Methods (3) Research responsibilities Clinical practicum begins
YEAR 2		
Fall (11 credits)	**Spring** (9-10 credits)	**Summer** (2 credits)
503 Cognitive and Affective Bases of Behavior (3) 507 Therapy II (3) 511 Psychometric Theory (3) Continuation of research *Thesis proposal* 533 Practicum (1) Apply for 3rd year advanced practicum	502 Social Bases of Behavior (3) 509 Ethics and Professional Issues II (1) Elective (3) 591 Master's Thesis (1) Continuation of research 533 Practicum (1)	591 Master's Thesis (3) Continuation of research Clinical practicum
YEAR 3		
Fall (10 credits)	**Spring** (10 credits)	**Summer**
554 Multivariate Statistics (3) Elective (3) 591 Master's Thesis (2) *Thesis defense* *Final thesis submission* *Apply for MS degree in September* *MS degree conferral in December* (check relevant deadlines from Academic Affairs) 533 Practicum (1) Apply for 4th year advanced practicum	525 Developmental Psychopathology (3) Elective (3) 691 Dissertation (1) 533 Practicum (1) *Comprehensive Exam*	691 Dissertation (3) Continuation of research Begin preparing dissertation proposal Clinical practicum
YEAR 4		

Fall (9 credits)	**Spring** (9 credits)	**Summer**
691 Dissertation (6) Work with advisor on dissertation proposal Clinical practicum Apply for optional 5th year advanced practicum	505 History and Systems (3) 691 Dissertation (3) *Dissertation proposal* Clinical practicum	691 Dissertation (3) Carry out dissertation study Clinical practicum Internship prep meeting
YEAR 5		
Fall (3 credits)	**Spring** (2 credits)	**Summer**
691 Dissertation (3) Carry out dissertation study *Apply for internship* Optional clinical practicum	691 Dissertation (3) Begin preparing for dissertation defense Match for internship Optional clinical practicum	691 Dissertation (2) *Dissertation Defense* Internship begins
YEAR 6 (predoctoral internship)		
Fall (1 credit)	**Spring** (1 credit)	**Summer** (1 credit)
GSC 600 for $150 Finalize dissertation document Continuation of internship	599 Internship (1) Continuation of internship *Final dissertation submission* *Apply for PhD degree in January*	599 Internship (1) Completion of Internship *PhD degree conferral in August* (check relevant dates and deadlines from Academic Affairs)

Yellow = coursework; green = research training component; teal = clinical training component; *red* = milestone completion

Notes:

1) Total tuition credits = 96
2) This is an EXAMPLE of what a 6-year completion plan might look like; some courses and 591 and 691 credits are flexible and can be taken in various semesters and in various amounts depending on the student's preferences, budget, and workload
3) All 6 591 credits need to be taken or in progress during the thesis defense; all 24 691 credits need to be taken or in progress during the dissertation defense
4) To be eligible for U-PASS transit card: 6 credits per fall/spring semester, 3 credits per summer (this plan maintains eligibility through year 4)
5) To be eligible as full-time status for financial aid: 9 credits per semester OR at least 1 591, 691, or 599 credit (every year of this plan)
6) Summer registration is required for courses between 1st and 2nd year and during the last summer of graduation/degree conferral (year 6); other summer registration is optional and can be used to increase eligibility for financial aid, to complete a milestone (thesis/dissertation defense or comps), and/or take an elective if offered; even without registration, summers typically require practicum and research responsibilities

Sample Curriculum and Milestone Timeline
6-Year Degree Completion Plan
Defend Dissertation During Internship

YEAR 1		
Fall (9 credits)	**Spring** (12 credits)	**Summer** (3 credits)
504 Individual & Cultural Differences (3) 526 Psychopathology (3) 545 Graduate Statistics I (3) 510 Assessment I (3) Participate in faculty research lab	501 Biological Bases of Behavior (3) 506 Therapy I (3) 546 Graduate Statistics II (3) 512 Assessment II (3) Research responsibilities Apply for 2nd year beginner practicum	508 Ethics and Professional Issues I (2) 540 Research Methods (3) Research responsibilities Clinical practicum begins
YEAR 2		
Fall (11 credits)	**Spring** (9-10 credits)	**Summer** (2 credits)
503 Cognitive and Affective Bases of Behavior (3) 507 Therapy II (3) 511 Psychometric Theory (3) Continuation of research 533 Practicum (1) Apply for 3rd year advanced practicum	502 Social Bases of Behavior (3) 509 Ethics and Professional Issues II (1) Elective (3) 591 Master's Thesis (1) *Thesis proposal* 533 Practicum (1)	591 Master's Thesis (3) Carry out master's thesis study Clinical practicum
YEAR 3		
Fall (10 credits)	**Spring** (10 credits)	**Summer**
554 Multivariate Statistics (3) 591 Master's Thesis (2) Carry out master's thesis study 533 Practicum (1) Apply for 4th year advanced practicum	525 Developmental Psychopathology (3) Elective (3) Continuation of research *Thesis defense* *Final thesis submission* 533 Practicum (1) *Apply for MS degree in January* *MS degree conferral in May* (check relevant deadlines from Academic Affairs)	691 Dissertation (3) Continuation of research Clinical practicum

YEAR 4		
Fall (9 credits)	**Spring** (9 credits)	**Summer**
691 Dissertation (6) Clinical practicum Apply for optional 5th year advanced practicum *Comprehensive Exam*	505 History and Systems (3) Elective (3) 691 Dissertation (3) Prepare dissertation proposal Clinical practicum	691 Dissertation (3) Prepare dissertation proposal Clinical practicum Internship prep meeting
YEAR 5		
Fall (3 credits)	**Spring** (2 credits)	**Summer**
691 Dissertation (2) *Dissertation proposal by Sept. 15* *Apply for internship* Optional clinical practicum	691 Dissertation (2) Carry out dissertation study Match for internship Optional clinical practicum	691 Dissertation (2) Carry out dissertation study Internship begins
YEAR 6 (predoctoral internship)		
Fall (1 credit)	**Spring** (1 credit)	**Summer** (1 credit)
691 Dissertation (2) Write up dissertation 599 Internship (1)	691 Dissertation (1) *Dissertation Defense* *Final dissertation submission* Continuation of internship *Apply for PhD degree in January*	599 Internship (1) Completion of Internship *PhD degree conferral in August* (check relevant dates and deadlines from Academic Affairs)

Yellow = coursework; green = research training component; teal = clinical training component; *red* = milestone completion

Notes:

1) Total tuition credits = 96
2) This is an EXAMPLE of what a 6-year completion plan might look like; some courses and 591 and 691 credits are flexible and can be taken in various semesters and in various amounts depending on the student's preferences, budget, and workload
3) All 6 591 credits need to be taken or in progress during the thesis defense; all 24 691 credits need to be taken or in progress during the dissertation defense
4) To be eligible for U-PASS transit card: 6 credits per fall/spring semester, 3 credits per summer (this plan maintains eligibility through year 4)
5) To be eligible as full-time status for financial aid: 9 credits per semester OR at least 1 591, 691, or 599 credit (every year of this plan)
6) Summer registration is required for courses between 1st and 2nd year and during the last summer of graduation/degree conferral (year 6); other summer registration is optional and can be used to increase eligibility for financial aid, to complete a milestone (thesis/dissertation defense or comps), and/or take an elective if offered; even without registration, summers typically require practicum and research responsibilities

Faculty and Student Research Mentorship Expectations

The Clinical Psychology PhD program at Illinois Tech relies heavily on a mentoring relationship between the PhD student and faculty mentor. Both the mentor and student will have expectations of each other, and it is important to try to assure that there is a shared understanding of those expectations. Below are some commitments that the Clinical Psychology program expects faculty mentors and PhD students to make to each other. The program expects a discussion of this document and the specific items listed below to facilitate timely completion of the program and to maximize student success.

Responsibilities of the graduate student mentee:

- Identify a focus for research. Mentor(s) will provide guidance and help with clarity, but the research focus should be driven by the student's own passions and interests.
- Be an engaged and active participant in research lab throughout doctoral training. Be a good lab citizen.
- Take primary responsibility for the development of career and commitment to lifelong learning by reading the research literature, regular attendance at relevant seminars, and attendance at scientific meetings. Actively seek out opportunities to help meet training goals.
- Develop a timeline to achieve educational and research goals and review it with mentor at least annually. Set and strive to meet deadlines.
- Be honest and respect all ethical standards when conducting research and other scholarly activities. This includes compliance with all institutional and federal regulations for human subjects research as well as policies regarding copyright, permissions, and plagiarism.
- Strive to be increasingly independent in training activities including writing manuscripts for publication, designing and conducting research, mentoring undergraduate and less experienced doctoral students.
- Seek regular feedback on performance, including open and timely communication of any challenges.
- Meet with mentor regularly for updates on research plans and progress.
- Be responsive to advice and constructive criticism, and acknowledge that feedback is intended to improve scientific work
- Be knowledgeable of the policies, deadlines, and requirements of the Clinical Psychology PhD program and the graduate college of Illinois Tech
- Maintain a relationship with the mentor that is based on trust and mutual respect.
- Completion of the degree, including course, practicum, and research requirements.

Responsibilities of the faculty mentor:

- Facilitate the training and professional development of the student. Work with the student to develop a program plan that best prepares the student to achieve his/her training and career goals.
- Use personal expertise, other faculty expertise, and lab/departmental resources to provide opportunities for the student to become an expert in his/her area of research interest.
- Encourage the student to interact with other experts in the research field, including attendance at professional meetings to network and present research findings. Facilitate current and future research collaborations through introductions to other researchers in the field.
- Maintain a relationship with the student that is based on trust and mutual respect. Acknowledge that open communication and formal competency reviews will help ensure that expectations are being met.
- Encourage a progressive level of independence and increased responsibility as the student progresses through the program; facilitate the student's transition to an independent researcher.
- Promote and model all ethical standards for conducting research and engaging in scholarly activity. This includes compliance with all institutional and federal regulations for human subjects research as well as responsibility for copyright, permissions, and plagiarism. Be available to discuss ethical concerns as they arise.
- Be supportive, fair, accessible, encouraging, and respectful.
- Commit to being a supportive colleague as the student transitions to the next stage in his/her career and throughout their professional life.

The faculty mentor and PhD student should discuss the items below and any other individual concerns in order to reach a shared understanding.

- How often will we meet? When and where will meetings take place? Who will be responsible for establishing the agenda?
- What is our preferred method of communication? Within what time frame can a response be expected?
- How much lead time does the mentor need to review materials prior to discussion/feedback?
- What are the policies for manuscript and presentation authorship? Ownership of data?
- What additional expectations does the mentor have of the student?
- What additional expectations does the student have of the mentor?

TQCVL Verification Process for the Clinical Psychology Doctoral Program in the College of Tech Futures at Illinois Institute of Technology

The *Trainee Qualifications and Credentials Verification Letter* (TQCVL) is a letter that DCTs are required to sign and submit to the VA on behalf of each trainee that will be working at the VA. The letter contains personal and medical information (e.g., vaccination status) to which the DCT is customarily not privy.

The following is a set of guidelines for handling this VA requirement to protect the privacy and respect the self-determination of clinical psychology students as they decide if they wish to pursue VA training opportunities. This process is also in place to ensure that the DCT feels comfortable signing a document that attests to information not appropriate for a DCT to review or evaluate (e.g., vaccination records). For this documented policy, the term *DCT* refers to the current Program Director of the Clinical Psychology PhD Program at Illinois Tech or an acting DCT who has been appointed the role of acting Program Director in the absence or unavailability of the current DCT.

1. The TQCVL VA requirement will be made transparent to all program students, including the option not to pursue VA training if students wish not to disclose information required by the TQCVL letter; this information, including this written policy, will be included in detail in the
    a. clinical psychology program's student handbook
    b. practicum training orientation and materials
    c. clinical internship training orientation and materials.

2. Students pursuing VA training and for whom the VA has requested a DCT-endorsed TQCVL must, per the VA, completed the following steps:
    a. obtain a tuberculosis screening no more than 90-days before the initial start date of the clinical training
    b. Self-certify, or provide evidence of, being up-to-date with the following vaccinations: Hepatitis B; Seasonal Influenza, before November 30 of influenza season; Measles, Mumps, and Rubella, Varicella; Tetanus, Diphtheria, and Pertussis; Meningococcal; and Covid-19
    c. self-certify having, or provide evidence of, a satisfactory physical condition based on a physical examination in the past 12-months
    d. sign a program-specific statement that
        i. permits the DCT to screen your name against the Health and Human Services' list of Excluded Individuals
        ii. acknowledges that should your name show up on the Health and Human Services' list of Excluded Individuals, the DCT will be unable to endorse your TQCVL
        iii. sign a program-specific statement that, if assigned to male[1] at birth, a US citizen or immigrant, and between 18 and 25 years old (inclusive of 18 and 25), you have registered with Selective Service or will provided a Status Information Letter.
    e. For non-US citizen trainees,
        i. provide the DCT with documented proof of current immigrant or nonimmigrant status. This may include a permanent resident card,

employment authorization document Form I-766, visas: J-1, J-2, H-1B, H4, E-3, DS-2019, or evidence of having been issued a US social security number; and I permit the DCT to provide this documented proof of my current immigrant or non-immigrant status along with the TQCVL to the VA

ii. sign a statement that permits the DCT to provide this documented proof of current immigrant or non-immigrant status along with the TQCVL to the VA.

The foregoing are mandatory requirements set by the VA. The DCT has no ability to waive or modify them. Of course, the decision to pursue training at the VA is at the sole option of the student, and a student who does not wish to comply with these requirements may seek training at a non-VA facility.

3. To protect the privacy and security of the information required to be collected for the TQCVL, the following protocols will be followed:
    a. Any information collected by the DCT for the purposes of completing your TQCVL will be reviewed only by the DCT for purposes of completing the TQCVL or verifying information on the TQCVL. No other faculty will have access to this information.
    b. The information for completing the TQCVL will be stored in a locked filing cabinet in the office of the DCT. Other than the DCT, no other faculty, staff, or students will have access to the TQCVL information at IIT.
    c. Information for the TQCVL will be stored for 1 year passed the date of earning the PhD or otherwise discontinuing from the program. At this time, the TQCVL will be destroyed by the DCT.

[1]Federal law requires that most males living in the US between the ages of 18 and 25 (inclusive of 18 and 25) register with the Selective Service System. This includes individuals who are US citizens, non-US citizens and dual nationals, regardless of their immigration status. Male for this purpose is defined as those individuals born male on their birth certificate regardless of current gender. Only male, non-US citizens on a student or visitor visa are exempt from registration. Males required to register, but who fail to do so by their 26th birthday, are barred from any position in any Executive Agency.

TQCVL Attestation for the Clinical Psychology Doctoral Program in the College of Tech Futures at Illinois Institute of Technology

I, _____ ("I," "me," or "my"), am enrolled in the Clinical Psychology Doctoral Program of the College of Tech Futures at Illinois Institute of Technology (the "Academic Program"). I have freely sought, and knowingly made the decision, to participate in a practical training program at (the "Training Program"), a facility operated by the Department of Veteran Affairs (the "VA"). In connection therewith, I acknowledge the VA mandates, as a condition of my participation in the Training Program, that I satisfy certain health requirements and confirm certain personal information. I further acknowledge that I have received information regarding these requirements and that I have read and understand them. I am aware that the VA mandates that my program director (hereinafter referred to as the "DCT") endorse and submit a *Trainee Qualifications and Credentials Verification Letter* regarding these matters (the "TQCVL"), and I understand that the information needed for the DCT to do so is not information that the DCT or my Academic Program possesses or would otherwise request of me. Accordingly, in order to enable the DCT to endorse and submit the TQCVL, I knowingly and freely am providing the information below. I represent and warrant that all of the information below is true and accurate, and I acknowledge and agree that it may be relied upon by the DCT in connection with the endorsement and submission of the TQCVL.

Physical

_____ (initial) I agree to provide evidence of, or self-certify having, a satisfactory physical condition based on a physical examination in the past 12-months

Tuberculosis Screening

_____ (initial) I agree to supply a copy of tuberculosis screening results or a formal physician note explaining the results to the DCT for verification and storage to comply with the TQCVL process. The screening results must be no more than 90-days before the initial start date of the clinical training.

Vaccinations

I agree to provide evidence of, or self-certify having, an up-to-date vaccination for the following:

_____ (initial) Hepatitis B
_____ (initial) Seasonal Influenza, before November 30 of influenza season
_____(initial) Measles, Mumps, & Rubella
_____(initial) Varicella
_____(initial) Tetanus, Diphtheria, Pertussis
_____(initial) Meningococcal
_____(initial) Covid-19

HHS List of Excluded Individuals

_____ (initial)I permit the DCT to screen my name against the Health and Human Services' list of Excluded Individuals and acknowledge that should my name show up on the Health and Human Services' list of Excluded Individuals, the DCT will be unable to endorse my TQCVL.

Selective Service

Federal law requires that most males living in the US between the ages of 18 and 25 (inclusive of 18 and 25) register with the Selective Service System. This includes individuals who are US citizens, non-US citizens and dual nationals, regardless of their immigration status. *Male* for this purpose is defined as those individuals born male on their birth certificate regardless of current gender. Only male, non-US citizens on a student or visitor visa are exempt from registration. Males required to register, but who fail to do so by their 26th birthday, are barred from any position in any Executive Agency.

I state that I (initial one only):

_____ Am not a male assigned at birth, am not a US citizen or immigrant, or am not between 18 and 25 years old (inclusive of 18 and 25);

_____ Have registered with the Selective Service;

_____ Have not registered with the Selective Service despite being a US citizen or immigrant, assigned as a male at birth, and between the ages of 18 and 25 years old (inclusive of 18 and 25); however, I can provide the DCT with a Status Information Letter; or

_____ Have not registered with the Selective Service despite being a US citizen or immigrant, assigned as a male at birth, and between the ages of 18 and 25 years old (inclusive of 18 and 25); I cannot show proof of a Status Information Letter. Citizenship and Immigrant Status I state that I (initial one only):

_____ Am a US Citizen

_____ Am not a US Citizen but can provide the DCT with documented proof of current immigrant or non-immigrant status that may include a permanent resident card, employment authorization document Form I-766, visas: J-1, J-2, H-1B, H-4, E-3, DS-2019, or evidence of havng been issued a US social security number; and I permit the DCT to provide this documented proof of my current immigrant or non-immigrant status along with the TQCVL to the VA.

TQCVL Process for the Academic Program

I acknowledge that the TQCVL and the subject matters thereof are mandatory requirements set by the VA. Neither the Academic Program nor DCT has the ability to waive or modify these requirements. I also acknowledge that the decision to pursue training at the VA is my option, and if I do not wish to comply with these requirements, I may seek training at a non-VA facility. With respect to my Academic Program, whatever decision I make will have no consequential impact. I understand that this information provided herein and to be provided pursuant hereto will be used, stored, safeguarded and destroyed consistent with the College of Tech Futures' *TCQVL Verification Process for the Clinical Psychology Doctoral Program*. Finally, I acknowledge and agree that the DCT will not, and cannot, endorse and submit a TQCVL for me so that I may participate in the Training Program until I have provided all information required herein.

I confirm that I am knowingly and freely agreeing to assume and take on all of the risks and responsibilities in any way associated with my participation in the Training Program, including, without limitation, providing the information necessary for the DCT to endorse and submit the TCQVL. In consideration of and return for the Academic Program permitting the DCT to do so, I, as and to the full extent allowed by

law, hereby release Illinois Institute of Technology, its academic units, and/or its governing boards, employees and agents from any and all liability, claims and actions, excluding those arising from willful and wanton misconduct, that may arise from any injury or harm to me or from damage to property in connection with my participation in the Training Program, including, without limitation, providing the information necessary for the DCT to endorse and submit the TCQVL. I understand that this release covers liability, claims and actions caused entirely or in part by any acts or failure to act of Illinois Institute of Technology, its academic units, and/or its governing boards, employees or agents, including, but not limited to, negligence, mistake or failure to supervise, but excludes willful and wanton conduct.

I understand and agree that should any of the information that I provide or submit pursuant hereto be untrue, false, forged or inaccurate that my Academic Program will promptly inform the Training Program and that the Academic Program will pursue disciplinary action against me under applicable policies and procedures, which could ultimately result in my dismissal or expulsion from the Academic Program.

I HAVE CAREFULLY READ THIS AGREEMENT AND FULLY UNDERSTAND ITS CONTENTS. I AM AWARE THAT, AMONG OTHER THINGS, THIS IS A RELEASE OF LIABILITY. I HEREBY SIGN THIS AGREEMENT OF MY OWN FREE WILL, ACKNOWLEDGING THAT, PRIOR TO DOING SO, I HAD THE RIGHT TO CONSULT WITH AN ADVISOR, COUNSELOR OR ATTORNEY OF MY CHOOSING.

By my signature below, I represent and warrant that any and all of the information provided or submitted pursuant hereto is or will be true, complete and accurate, and I am freely and knowingly agreeing to the terms and provisions hereof.

_____ _____

Signature Date

Brent Stephens, Ph.D.
School Director

Clinical Psychology Program: Outside Clinical Experiences Form

Students must request approval from the Clinical Program for any clinical experiences that occur outside of formal practicum arrangements. This includes, but is not limited to, paid or volunteer work such as: psychological and/or neuropsychological assessment in a clinical or research setting, intervention of any modality, consultation to staff members, acting as a group facilitator, and/or counseling services. The purpose of requiring program approval is to ensure that all clinical work — even experiences occurring outside of formal practicum experiences — is being conducted according to APA ethical guidelines (e.g., at the appropriate competency level, with appropriate supervision) while still in graduate training.

Completion of this form and approval must be obtained prior to beginning any outside clinical experiences.

Student name: _____

Year in program: _____

Date of request: _____

Site name: _____

Supervisor(s) names(s), degree(s), and contact information:

_____

_____

Expected start date and duration: _____

Expected number of hours per week (inclusive of all clinical services, supervision, report/note writing, and training activities): _____

Please describe your planned clinical experience in more detail below, including:

- What clinical services will you be providing (include anticipated number of clinical hours per week)?

- What type of supervision will you be receiving (i.e., the number of hours per week, individual or group supervision, the licensure level of the supervisor)?

- How are these clinical services commensurate with your level of training?

- Will you be engaged in any type of training during this experience (e.g., didactic seminars or other learning opportunities)? If so, please describe the frequency and nature of these training activities.

☐ I am requesting that the Clinical Program sanction this outside clinical experience as a formal clinical practicum (i.e., to be able to count these hours on my AAPI when applying to internship). I understand that this will require a practicum agreement form and practicum competency evaluation forms to be completed by my supervisor(s) at this site. *Please note: previously approved outside clinical experiences that are asked retroactively to be sanctioned as a practicum may only be considered if all usual practicum requirements are met, including completion of the competency evaluation form.*

Clinical Program Review and Determination

☐ Approved and program-sanctioned as a practicum experience
☐ Approved as an outside clinical experience (not program-sanctioned as practicum) ☐
Not Approved

Rationale for Program Decision:

_____ _____

Practicum Coordinator Signature Date

IIT Clinical Psychology
Master's Thesis and Dissertation Proposal Competency Evaluation Form

Student Name: _____ Date: _____

Faculty Name: _____

Thesis or Dissertation

Rate the written and oral thesis/dissertation proposal on each competency below, using the following scale:

1 = Does not meet competency; 2 = Meets competency; 3 = Exceeds competency

Introduction (including literature review)

1. Identifies relevant theories that provide study framework	1 2 3
2. Articulates degree of research support for relevant theories	1 2 3
3. Integrates relevant theory and empirical findings to generate testable predictions or research hypotheses (or with largely exploratory studies, justified study aims)	1 2 3
4. Includes appropriate balance of depth and breadth regarding key study variables, constructs, theories, etc.	1 2 3
5. Introduces potential real-world implications of the study (e.g., for research, clinical practice, public health).	1 2 3
6. Balanced and without bias (e.g., including findings that both strengthen and weaken hypotheses)	1 2 3
7. Has a logical flow	1 2 3
8. Overall, study has a reasonable rationale	1 2 3

Methods

9. Describes potential study participants, and rationale for selecting these participants	1 2 3
10. Describes study procedures, e.g. recruitment and data collection methods	1 2 3
11. Proposed study methods are feasible	1 2 3
12. Describes and justifies all proposed measures and instruments used in the study	1 2 3
13. Proposed data analytic approach is clear, appropriate to the collected data, and is best for addressing the hypotheses or answering the research questions	1 2 3
14. Has a logical flow	1 2 3

Ethics & Individual/Cultural Diversity

15. Identifies and addresses any relevant ethical, legal, and/or professional standards or guidelines	1 2 3
16. Considers issues of individual and cultural diversity relevant to project; demonstrates awareness, knowledge, and skill with these issues	1 2 3

Professionalism, Communication, and Readiness

17. Demonstrates appropriate and effective communication skills during proposal meeting (e.g., clear and articulate verbal and non-verbal conveyance of information; effective and non-defensive responses to questions/ criticisms/concerns)	1 2 3
18. Writes clearly, concisely, grammatically correctly, scientifically, and overall at an appropriate level for the Thesis/Dissertation	1 2 3
19. Attributes ideas to appropriate sources; uses references effectively to make points or arguments	1 2 3
20. Establishes self as an expert in their area	1 2 3
21. Proposes project that has potential to contribute to his or her respective field	1 2 3

Overall rating of Thesis/Dissertation Proposal:

☐ Approved

☐ Approved, pending revisions

☐ Not approved Comments:

Committee Member Signature: _____

IIT Clinical Psychology Master's Thesis and Dissertation Oral Defense Competency Evaluation Form

Student Name: _____ Date: _____

Faculty Name: _____

Thesis or Dissertation

Rate the thesis/dissertation and oral defense on each competency below, using the following scale:

1 = Does not meet competency; 2 = Meets competency; 3 = Exceeds competency

Introduction (including literature review)	
1. Identifies relevant theories that provide study rationale and/or framework	1 2 3
2. Articulates degree of research support for relevant theories	1 2 3
3. Integrates relevant theory and empirical findings to generate testable predictions or research hypotheses (or with largely exploratory studies, justified study aims)	1 2 3
4. Includes appropriate balance of depth and breadth regarding key study variables, constructs, theories, etc.	1 2 3
5. Introduces potential real-world implications of the study (e.g., for research, clinical practice, public health).	1 2 3
6. Balanced and without bias (e.g., including findings that both strengthen and weaken hypotheses)	1 2 3
7. Has a logical flow	1 2 3
Methods	
8. Describes study participants, e.g. demographics, descriptive statistics of key study variables	1 2 3
9. Describes study procedures, e.g., study recruitment and data collection methods	1 2 3
10. Describes and defends all measures and instruments used in the study	1 2 3
11. Data analytic approach is clear, appropriate to the collected data, and is best for addressing the hypotheses or answering the research questions	1 2 3
12. Study methods reflect those agreed upon by the Committee	1 2 3
13. Has a logical flow	1 2 3
Results	
14. Uses measurable evidence to test specific hypotheses, or to explore logical or adequately reasoned research questions	1 2 3
15. Conducts data analyses correctly	1 2 3
16. Presents only and all relevant analyses, in correct format	1 2 3

17. When appropriate, integrates well-designed, non-redundant tables and figures to complement the text	1 2 3
18. Analyses reflect analytic plan agreed upon by the Committee	1 2 3
19. Has a logical flow	1 2 3

Discussion Section

20. Summarizes study findings accurately and succinctly.	1 2 3
21. Combines and integrates theories and/or empirical findings with current results to generate new integrative ideas and directions	1 2 3
22. Provides integrative summary of results and their implications that goes beyond restating the results, but without going too far by making claims not supported by the study	1 2 3
23. Provides accurate acknowledgement of study limitations, and when possible, comments attempting to mitigate those limitations	1 2 3
24. Articulates the real-world implications of the study results (e.g., for research, clinical practice, public health)	1 2 3
25. Has a logical flow	1 2 3

Ethics & Individual/Cultural Diversity

26. Identifies and addresses all relevant ethical, legal, and/or professional standards or guidelines	1 2 3
27. Considers issues of individual and cultural diversity relevant to project; demonstrates awareness, knowledge, and skill with these issues	1 2 3

Professionalism, Communication, and Readiness

28. Demonstrates appropriate and effective communication skills during oral defense (e.g., clear and articulate verbal and non-verbal conveyance of information; effective and non-defensive responses to questions/ criticisms/concerns)	1 2 3
29. Writes clearly, concisely, and scientifically	1 2 3
30. Attributes ideas to appropriate sources; uses references effectively to make points or arguments	1 2 3
31. Establishes self as a leading expert in their area	1 2 3
32. Completes project that has potential to contribute to his or her respective field	1 2 3

Overall rating of Thesis/Dissertation Oral Defense: Pass ☐ Fail ☐ Comments:

Committee Member Signature: _____

IIT Clinical Psychology Comprehensive Examination Evaluation Form

Name: Faculty name: Date:

This form indicates the competencies that the student is expected to demonstrate. It does not constitute an outline for the presentation itself.	
1 = *poor* (inadequate); 2 = *fair* (weak, somewhat deficient); 3 = *satisfactory* (competent); 4 = *very good* (above average); 5 = *outstanding* (exceptional)	
1. Case is presented in sufficient detail (i.e., communicates a sense of the person, his/her "difficulties," and his/her context)	1 2 3 4 5

The student presents his/her own formulation/conceptualization of important aspects of the case and ends/justifies it based on theory and research from the literature and on clinical data.

2. Includes aspects of the following: diagnosis, assessment, etiology, treatment, and evaluation of treatment effectiveness	1 2 3 4 5
3. Formulation is appropriate to and is consistent with the case data	1 2 3 4 5
4. Demonstrates broad knowledge of the theoretical and empirical literature relevant to the formulation	1 2 3 4 5
5. Demonstrates an integrative and critical understanding of the theoretical and empirical literature (i.e., formulates the current state of the relevant knowledge and attends to issues of validity and generalizability based on methodology)	1 2 3 4 5
6. Appropriately applies conclusions to understanding the case and to support the formulation	1 2 3 4 5
7. Appropriately qualifies conclusions	1 2 3 4 5

Engaging in a dialogue with faculty committee.

8. Understands questions posed	1 2 3 4 5
9. Responds to questions using a conceptual framework and empirical evidence	1 2 3 4 5
10. Takes a position, gives professional opinion	1 2 3 4 5
11. Demonstrates independent thinking	1 2 3 4 5
12. Considers alternatives	1 2 3 4 5
13. *Discusses* the actual or potential ethical issues of the case	1 2 3 4 5
14. *Discusses* the actual or potential cultural factors in the case	1 2 3 4 5
15. Considers the strengths and weaknesses in how he/she handled the case	1 2 3 4 5

Presents in a professional manner.

16. Presentation organized and easy to follow (regardless of complexity of case)
17. Visual aids support oral presentation
18. Does not read *verbatim* from slides or notes
19. Absence of factually inaccurate information
20. Balances details and the "big picture"
21. Manages time and the flow of the presentation, including flexibility in transitions between presentation and discussion

Miscellaneous.

22. Goes above and beyond the comprehensive exam task	Yes No
23. Other	1 2 3 4 5

Comprehensive Oral Examination Outline Feedback Form

Pass with distinction	Pass	Fail (may repeat)	Second Fail (may not repeat)
Pass conditional on			
Comments on back			

*The committee chair will complete this form upon approval of the student's comprehensive oral examination outline. The committee chair will then submit this form and the student's outline to the psychology faculty committee members for further review. Each psychology faculty committee member will complete and return this form to **both** the Committee Chair and the student.*



Committee Chair

Student's Name

Committee Member's Name

Date Completed

Feedback regarding the student's outline:

- (●) Approved
- ( ) Approved with comments
- ( ) Revise and resubmit for further review

Comments:

Ph.D. in Clinical Psychology Dissertation Policy (revised September 2026)

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

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

Students' responsibilities include the following:

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

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

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

possible dissertation document changes, assistance with employment efforts, and dissertation publication reminders

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

ELEVEN STEPS TO A DISSERTATION

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

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

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

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

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

6. Conduct the study. If there are any major "in-process" changes in design or analyses due to unforeseen circumstances, the student must put these changes in writing and submit them as an addendum to the revised proposal. The proposed changes should be discussed, approved, and signed by each committee member, either individually or at a committee meeting called by the student and his or her advisor. Students

will not be required to make significant additions or changes in design from that which was agreed upon in the proposals and addenda.

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

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

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

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

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

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

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

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

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

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

Adherence to the philosophy and the procedures outlined above is the responsibility of the entire Ph.D. in Clinical Psychology program community.

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

Milestone Expectations, Deadlines, and Consequences

MILESTONE	DEADLINE	CONSEQUENCE IF MISSED
Thesis Proposal Approved	End of Year 2 Spring semester	**Warning period** Student will receive a letter that documents that they did not meet the expected deadline and is now in a warning period to complete this milestone. Student will submit a reflection statement that reflects on the barriers to timely progress so far and identifies actionable steps to get back on track. This statement should be reviewed by and signed by the student's advisor.
	End of Year 3 Fall semester	**Fails to meet expectations and professional development plan** Student will receive a letter that documents that they failed to meet research expectations, which will be documented on their annual review form. A written professional development plan will be developed in collaboration with the student, their advisor, and the DCT.
	End of Year 3 Spring semester	**Further remediation or dismissal review** Depending on the circumstances, the Clinical Program will a) develop a remediation plan, or b) dismiss the student from the program.
Thesis Defense and Final Document Approved	End of Year 3 Spring semester *(or one year following approval of thesis proposal if delayed)*	**Warning period** Student will receive a letter that documents that they did not meet the expected deadline and is now in a warning period to complete this milestone. Student will submit a reflection statement that reflects on the barriers to timely progress so far and identifies actionable steps to get back on track. This statement should be reviewed by and signed by the student's advisor.
	End of Year 4 Fall semester	**Fails to meet expectations and professional development plan** Student will receive a letter that documents that they failed to meet research expectations, which will be documented on their annual review form. A written professional development plan will be developed in collaboration with the student, their advisor, and the DCT.
	End of Year 4 Spring semester	**Further remediation or dismissal review** Depending on the circumstances, the Clinical Program will a) develop a remediation plan, or b) dismiss the student from the program.

Comprehensive Exam Passed	End of Year 4 Fall semester *(or one semester following approval of final thesis document if delayed)*	**Warning period** Student will receive a letter that documents that they did not meet the expected deadline and is now in a warning period to complete this milestone. Student will submit a reflection statement that reflects on the barriers to timely progress so far and identifies actionable steps to get back on track. This statement should be reviewed by and signed by the student's advisor.
	End of Year 4 Spring semester	**Fails to meet expectations and professional development plan** Student will receive a letter that documents that they failed to meet research expectations, which will be documented on their annual review form. A written professional development plan will be developed in collaboration with the student, their advisor, and the DCT.
	End of Year 5 Fall semester	**Further remediation or dismissal review** Depending on the circumstances, the Clinical Program will a) develop a remediation plan, or b) dismiss the student from the program.
Dissertation Proposal Approval	October 15 of Year 5 *(or one year following passing the comprehensive exam if delayed)*	**Warning period** Student will receive a letter that documents that they did not meet the expected deadline and is now in a warning period to complete this milestone. Student will submit a reflection statement that reflects on the barriers to timely progress so far and identifies actionable steps to get back on track. This statement should be reviewed by and signed by the student's advisor. **Note that the student must have a dissertation proposal meeting by September 15 and have the proposal fully approved by October 15 to be eligible to apply for internship that year.*
	End of Year 5 Spring semester	**Fails to meet expectations and professional development plan** Student will receive a letter that documents that they failed to meet research expectations, which will be documented on their annual review form. A written professional development plan will be developed in collaboration with the student, their advisor, and the DCT.
	October 15 of Year 6	**Further remediation or dismissal review** Depending on the circumstances, the Clinical Program will a) develop a remediation plan, or b) dismiss the student from the program.

Dissertation Defense and Final Document Approval	End of Summer semester of internship year	**Warning period** Student will receive a letter that documents that they did not meet the expected deadline and is now in a warning period to complete this milestone. Student will submit a reflection statement that reflects on the barriers to timely progress so far and identifies actionable steps to get back on track. This statement should be reviewed by and signed by the student's advisor. **Note that the student must meet university Summer deadlines for the defense and final document approval to receive their degree conferral in August following completion of internship.*
	One year post-internship	**Fails to meet expectations and professional development plan** Student will receive a letter that documents that they failed to meet research expectations, which will be documented on their annual review form. A written professional development plan will be developed in collaboration with the student, their advisor, and the DCT.
	Two years post-internship	**Further remediation or dismissal review** Depending on the circumstances, the Clinical Program will a) develop a remediation plan, or b) dismiss the student from the program.
APA-Accredited Internship Match	End of Year 6 Spring semester	**Further remediation or dismissal review** Students will receive a letter that documents that they failed to meet program completion expectations, which will be documented on their annual review form. Depending on the circumstances, the Clinical Program will a) develop a remediation plan, or b) dismiss the student from the program. **Please note that this change in status will automatically occur after failure to meet the expected deadline irrespective of previously approved milestone deadline extensions.*

*If the student and advisor indicate that there is a special justification for a delay and that the student is making good progress, the student can complete a Milestone Deadline Extension Request Form to be reviewed by the Clinical Program. If approved, these deadlines may be pushed back while the student remains in good standing.

Illinois Tech Clinical Psychology
Milestone Deadline Exception Request Form

Student name: _____ Today's date: _____

Research advisor name: _____

Milestone for which you are seeking an exception (e.g., thesis defense)_____

The current deadline/date for above milestone_____

What type of exception are you seeking? *Pause* or *Extension* (circle one)

> *Extensions: the milestone deadlines can be changed to a later date without pausing the program's training timeline.*
>
> *Pauses: the training timeline can be put on hold temporarily because of qualifying circumstances. This requires a Leave of Absence from the program*

Please describe your progress to date for meeting the established milestone deadline (75 words max)

Please describe the reason for your requested exception to the milestone deadline (250 word max)

Anticipated milestone completion date if exception were approved_____

Student Signature: _____

Research Advisor Signature: _____

ILLINOIS INSTITUTE of TECHNOLOGY CLINICAL PROGRAM ANNUAL REVIEW FORM

Student Name:	**Year in program:**
Research Adviser:	**Current academic year:**
Milestones Completed (check all that apply):	
____Masters proposal (Date _____) ____Masters defense (Date_____) ____Comprehensive exam (Date_____) ____Dissertation proposal (Date_____) ____Dissertation defense (Date_____)	
Next program milestone and deadline:	

Please rate the student on the following competencies using this scale:

1 = Development significantly lags expectations; address with remediation and/or probation
2 = Development lags expectations; address with professional development plan
3 = Developing as expected towards basic competency
4 = Achieved basic competency
5 = Achieved advanced competency
NA = Not Applicable or Unable to Judge

Research						
Demonstrates independence in formulating research	1	2	3	4	5	NA
Research is rigorous and of high quality	1	2	3	4	5	NA
Research has the potential to contribute to the scientific, psychological, or professional knowledge base	1	2	3	4	5	NA
Conducts research or other scholarly activities	1	2	3	4	5	NA
Critically evaluates and disseminates research via publication and presentation at the local, regional, or national level	1	2	3	4	5	NA
Aware of need for evidence to support assertions	1	2	3	4	5	NA
Formulates appropriate research questions and hypotheses	1	2	3	4	5	NA
Exhibits knowledge of research designs in planning research	1	2	3	4	5	NA
Ability to implement statistical strategies appropriate for research area	1	2	3	4	5	NA
Writing is clear and organized	1	2	3	4	5	NA

Ethical and Legal Standards						
Knowledge and application of the APA Ethical Principles of Psychologists and Code of Conduct, organizational/local statutes regulating professional practice of health service psychology, and other professional standards and guidelines in:						
• Research	1	2	3	4	5	NA
• Clinical practice	1	2	3	4	5	NA
• Academic work	1	2	3	4	5	NA
Recognition of ethical dilemmas as they arise	1	2	3	4	5	NA
Appropriate consultation and decision-making to resolve ethical dilemmas	1	2	3	4	5	NA
Conducts self in an ethical manner in all professional activities	1	2	3	4	5	NA
Individual and Cultural Diversity						
Understands how personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves	1	2	3	4	5	NA
Knowledge of current knowledge base as it relates to addressing diversity in all professional activities (including research, training, supervision/consultation, and service)	1	2	3	4	5	NA
Demonstrates awareness of individual and cultural differences in:						
• Research	1	2	3	4	5	NA
• Clinical Practice	1	2	3	4	5	NA
• Academic work	1	2	3	4	5	NA
Ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own in order to provide culturally sensitive services	1	2	3	4	5	NA
Ability to articulate an approach to working effectively with diverse individuals and groups	1	2	3	4	5	NA
Ability to apply this approach effectively in professional work	1	2	3	4	5	NA
Professional Attitudes, Values, and Behaviors						
Appropriate manifestation of professional identity, including integrity, deportment, and accountability	1	2	3	4	5	NA
Concern for the welfare of others	1	2	3	4	5	NA
Engages in self-reflection of personal and professional functioning	1	2	3	4	5	NA
Engages in activities to maintain and improve performance, well-being, and effectiveness (e.g., relevant readings, colloquia, didactic seminars)	1	2	3	4	5	NA
Demonstrates openness and responsiveness to feedback, advising, and supervision	1	2	3	4	5	NA
Responds professionally in increasingly complex situations with a greater degree of independence throughout levels of training	1	2	3	4	5	NA
Completes assignments/projects promptly; meets deadlines	1	2	3	4	5	NA
Demonstrates good citizenship in the lab, clinical program, or other university activities	1	2	3	4	5	NA

Communication and Interpersonal Skills						
Able to develop appropriate and effective relationships with a range of individuals (including colleagues, communities, organizations, supervisors, clients, supervisees, and other health professionals)	1	2	3	4	5	NA
Communicates clearly in written, oral, and nonverbal forms in multiple settings and roles	1	2	3	4	5	NA
Understands written, oral, and nonverbal forms of communication	1	2	3	4	5	NA
Communications are informative and well-integrated	1	2	3	4	5	NA
Demonstrates a thorough grasp of professional language and concepts	1	2	3	4	5	NA
Demonstrates effective interpersonal skills and the ability to manage difficult communication well	1	2	3	4	5	NA
Assessment						
Demonstrate current knowledge of diagnostic classification systems and functional and dysfunctional behaviors	1	2	3	4	5	NA
Considers client strengths in addition to psychopathology	1	2	3	4	5	NA
Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)	1	2	3	4	5	NA
Knowledge and application of evidence-based assessment methods (selects and applies assessment methods that draw from the best available literature and reflect the science of measurement and psychometrics)	1	2	3	4	5	NA
Collects relevant data (using multiple sources and methods) appropriate to the identified goals and questions of the assessment as well as the diversity characteristics of the client	1	2	3	4	5	NA
Ability to interpret assessment results according to current research and professional standards	1	2	3	4	5	NA
Integrates relevant data into meaningful/coherent case conceptualization, classification, and recommendation while guarding against biases and distinguishes subjective versus objective aspects of assessment	1	2	3	4	5	NA
Communicates the findings and implications of assessment in an accurate and effective manner sensitive to a range of recipients	1	2	3	4	5	NA
Intervention						
Able to establish and maintain effective relationships with clients	1	2	3	4	5	NA
Develops evidence-based intervention plans	1	2	3	4	5	NA
Implements interventions informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables	1	2	3	4	5	NA
Demonstrates the ability to apply the relevant research literature to clinical decision making	1	2	3	4	5	NA
Able to modify and adapt evidence-based approaches when a clear evidence-base is lacking	1	2	3	4	5	NA
Evaluates intervention effectiveness	1	2	3	4	5	NA
Adapts intervention goals and methods consistent with ongoing evaluation	1	2	3	4	5	NA

Supervision						
Demonstrates knowledge of supervision models and practices	1	2	3	4	5	NA
Consultation and Interprofessional/Interdisciplinary Skills						
Demonstrates knowledge and respect for the roles and perspectives of other professions	1	2	3	4	5	NA
Demonstrates knowledge of consultation models and practices	1	2	3	4	5	NA

***All items are considered measures of Minimum Levels of Achievement and must receive a score of 3 or higher. Scores of less than 3 require program action. See the Program Handbook for more details.

Provide additional comments for any competency rated 1 or 2, including a plan for professional development or remediation:

COURSEWORK

***Course grades are considered evidence of Minimum Levels of Achievement and students must earn a grade of B or higher. Grades of less than B require program action. See the Program Handbook for more details.

Minimal level of achievement obtained in each course completed as evidenced by grades of A or B:

YES NO

If no, list course and grade and comment on competencies that were not achieved, including a plan for professional development or remediation:

PRACTICUM

***Items on the practicum evaluation form are considered measures of Minimum Levels of Achievement and must receive a score of 3 or higher. Scores of less than 3 require program action. See the Program Handbook for more details.

Minimal levels of achievement obtained on practicum evaluations as evidenced by a rating of 3 ("Developing as expected towards basic competency") or above on all applicable items on the Practicum Evaluations this academic year (i.e., excluding items rated as *NA*)?

YES NO

If no, list items on Practicum Evaluation with ratings below a 3 and comment on competencies that were not achieved, including a plan for professional development or remediation:

Faculty review meeting date: _____

SUMMARY OF STUDENT STRENGTHS:

SUMMARY OF STUDENT GROWTH AREAS:

Verification of Review

By signing this form, you confirm that you have discussed this review in detail with your advisor. Signing this form does not necessarily indicate that you agree with this evaluation.

Advisor Signature		Date	

Student Signature		Date	

Ph.D. in Clinical Psychology Program

Policy and Process for the Evaluation and/or Dismissal of Students

Policy adopted 9/29/2009, revised 2014 to be consistent with status as a department
Process added 12/4/2018

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

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

(1) Failure to make adequate academic progress in course work.

This domain is relevant for graduate students. Undergraduate academic status provides for more flexibility. Graduate students must recognize that in graduate courses, a grade of "C" is technically passing but is considered to reflect poor performance. Thus, the presence of "C" or lower grades signals a problem in graduate level academic performance. Additionally, each program has articulated a sequence of courses that must be completed in a timely fashion as determined by the program of study (401). Grades of "C" or lower would not constitute the sole

basis for a decision to terminate a student unless there is overall academic failure but would be weighed in the overall assessment of performance. Dismissal solely on the basis of poor academic performance is defined in the graduate bulletin.

(2) Failure to make adequate progress in the acquisition of independent research skills.

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

(3) Failure to demonstrate development of, or participate in, an appropriate level of group based research activities.

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

(4) Failure to make adequate progress in the acquisition of professional applied skills.

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

(5) Failure to follow the terms of an academic probation requirement.

Probation for undergraduates is defined by the Office of Undergraduate Academic Affairs as set forth in the student handbook. Graduate students may be placed on probation for cause based on the criteria set forth herein by

 recommendation of the Department of Psychology Academic Standing committee and faculty of the degree program in which the student is enrolled.

Any student placed on probation will receive a written statement of needed actions. If the terms of probation are not completed in the time specified, a student may be terminated from the degree program with a right to appeal to the Graduate College.

(6) Professional unsuitability.

This area is relevant primarily to graduate students. Psychology is a profession that requires a high level of professional comportment and conduct. Interpersonal conduct that represents a significant impediment to working effectively and ethically with current or future clients, students, faculty, other colleagues, or other possible consumers may be the basis for termination on the grounds of professional unsuitability. If an issue arises under this domain that is of sufficient seriousness, this could be the grounds for dismissal, in and of itself.

(7) Violation of policy on academic honesty or ethics.

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

(8) Felony conviction.

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

Graduate Student Dismissal Process

1. The faculty of the degree program in which the student is enrolled meets to discuss if plausible grounds exist for believing that dismissal based on the Department Policy on the Evaluation and/or Dismissal of Students.
2. If the program faculty so determine, the Program Director shall draft a letter to the student that includes the following:
    - A statement that the program faculty has found plausible grounds for dismissal based on the Department Policy on the Evaluation and/or Dismissal of Students.
    - A summary of the reasons for this determination in accordance with the Department's Policy on Evaluation and/or Dismissal of Students.
    - A summary of prior communication, if any, regarding the basis for dismissal. If appropriate, the letter will describe specific remedial steps requested and not achieved.

- A statement that the student has the right to present his/her case before a departmental Academic Review Committee at a specified time and date. The Academic Review Committee will consider evidence from both the student and the program before reaching a final determination. The student will have an opportunity to present relevant evidence and witnesses related to the material facts at issue. The student will also be informed that he or she may have an advisor present at the meeting, whose role shall be limited to advising the student and who will not be allowed to participate in the presentation before the Academic Review Committee.
- The student must notify the Department Chair in writing of intent to meet with the departmental Academic Review Committee. If this notification from the student is not received by the date specified, lack of response will be considered acceptance by the student of the dismissal recommendation.
- The date of the Academic Review Committee meeting and the deadline for notifying the department chair of intent to meet with the committee should be no less than five (5) business days after the student has been notified of the program's decision.
- A copy of the departmental Policy on Evaluation and/or Dismissal of Students (including the procedures described here) should be included with the letter.

3. The draft letter should be sent to the Department Chair for review and approval prior to sending it to the student. After approval, the letter should be signed by both the Chair and the Program Director. The letter should be sent to the student at his or her iit.edu e-mail address, and the letter, for all purposes, will be deemed received by the student on the date that it is so sent.
4. The Chair will form an Academic Review Committee consisting of three (3) Category I or II faculty who are not affiliated with the student's program.
5. The Academic Review Committee will meet to review the grounds for dismissal stated by the program. If requested by the student, the Academic Review Committee will meet with the student on the date specified. The student will be allowed to present, in person or in writing, his or her arguments for avoiding dismissal, as well as evidence and witnesses regarding material facts supporting those arguments. The Academic Review Committee will also communicate with the program recommending dismissal, and may request additional information from the student and relevant faculty, either in writing or via an in-person meeting.
6. At the conclusion of its process, the Academic Review Committee will make a recommendation to the Department Chair, who will make the final decision regarding dismissal.
7. The Department Chair will send a letter to the student setting forth the final decision regarding the dismissal and the bases therefor. The letter should be sent to the student at his or her iit.edu e-mail address, and the letter, for all purposes, will be deemed received by the student on the date that it is so sent. If the student is not dismissed, the letter should specify any conditions of continued enrollment, if appropriate. If the student is dismissed, the letter should note that the student may appeal the decision in writing to the

Dean of Tech Futures within five (5) business days of the dismissal notice. Supporting information must be included with the appeal. An appeal to the Dean is limited to the following reasons:

- The procedures outlined above were not substantially followed and such occurrence reasonably could be deemed to have impacted the outcome;
- The sanction imposed was inappropriate for the offense; and
- New evidence that was not available at the time of the original decision, not due to the fault or lack of diligence of the student, has become available.

The Dean will render a decision on the appeal within 20 business days of its receipt. The Dean may (i) uphold the decision and the dismissal, (ii) reverse the dismissal and/or modify (enhance or lessen) any conditions or restrictions, or (iii) return the matter to the Academic Review Committee for reconsideration.