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Program Conceptualization and Goals

The challenge offered to applied social science graduate programs is to develop systematic ways of bringing the very best of scientific and professional knowledge to bear on the problems of individuals, groups, organizations and society as a whole. One way to meet this challenge is to train applied researchers in the theories, principles and methods of social psychology. The role of the researcher proposed here is that of knowledge builder and knowledge user in the service of rational changes directed toward promoting human welfare. Thus, in contrast to graduate training in other disciplines such as clinical, counseling or school psychology that prepare students to provide direct therapeutic services to individual clients, the major aim of the Applied Social Psychology Program is to prepare students for careers in applied research. We seek to train professionals who can identify significant problems, design and implement changes intended to alleviate those problems, and empirically evaluate these changes. This training model is responsive to continuing national concern about the impact of social action programs, the demand for accountability regarding the utility of social sciences, and the general movement among scientists themselves to be more useful to society.

The Social Psychology Program at Loyola University has been in existence since 1965. For the first nine years, the program was a traditional social psychology program with an emphasis on theory testing in laboratory settings. Starting in 1974, the faculty decided to expand the program, emphasizing an additional aspect - applied social psychology. This aspect was developed in response to student and faculty interests, shrinking job opportunities in academic settings for traditionally trained social psychologists, and the apparent societal need and demand for applied researchers. Typically, over half of our students are interested in pursuing applied research careers in primarily non-academic settings. However, our program still offers rigorous training in basic social psychology for students wishing to pursue more traditional academic careers. The substantive content of many of our courses and the nature of much of a student's research experience are not unlike more traditional, non-applied programs. Most of our graduates who have desired to do so have obtained faculty positions in academic institutions. In essence, the applied aspect of our Program constitutes a strong emphasis within the broader training available in social psychology, which affords our graduates an unusually wide range of employment options.

Given our conceptualization of the applied social psychologist as one who generates and employs socially useful information, our training program has been designed to provide opportunities for students to acquire a broad range of knowledge and skills. Perhaps foremost among these is knowledge of the current state of thinking regarding the fundamental and traditional concerns of social psychologists, including attitudes and attitude change, social judgment and perception, social influence, group decision-making and problem-solving, and inter-group relations. Knowledge of these and other traditional topic areas provides the unique perspective that distinguishes a social psychologist from other students of human affairs. However, in developing the Applied Social Program it was clear that, while intensive training in one discipline (social psychology) may be an advantage, knowledge of other
disciplines was also required if our students were to adequately deal with social problems. Thus, students are encouraged to take courses and consult with professors in other departments and programs according to their own interests. Furthermore, the Program offers a number of relatively unique courses that allow students to study applications of social psychology to various social issues and institutions, such as health care, community affairs, education, profit and non-profit organizations, and criminal justice.

In addition to training in the fundamentals of social psychology, allied disciplines and social problem areas, the Program equips students with those technical skills required for researchers in both laboratory and field settings. Through coursework, research experience and the field internship, students acquire familiarity with an unusually wide range of research designs, evaluation skills, methodological techniques and materials, and statistical analyses. These types of technical skills are not only essential for research practice, they represent training outcomes that are the best recognized and highly valued by non-academic employers.

We envision the professional role of the applied social psychologist as one that entails not only research, but also problem identification, and translation of theory and basic research into ideas for the planning and implementation of social programs and policies. In fulfilling these and other functions, applied social psychologists must often function as liaisons among the research community, funding sources, program administrators and practitioners and society at large. They must be able to communicate effectively in speaking and writing to people filling a variety of roles other than psychologists. For this reason our Program offers training and experience designed to develop a student's oral and written communication skills. Through coursework, colloquia, and the internship program, students will have ample opportunities to hone their writing and presentation skills. We also offer students opportunities to teach, both through the Graduate School's Teaching Fellows program and part-time instructorships. Thus, students not only learn to develop and discover knowledge, but also learn to disseminate it effectively.

Part of the program's foundation includes our commitment to education that values human diversity with respect to such considerations as race, ethnicity, gender, age and religion, among others. This commitment is reflected in the diversity of our faculty and students, the activities of the department's Multicultural Affairs Committee, and the types of teaching and research topics undertaken by faculty and students in the program. These features are supported by university-wide initiatives to foster appreciation of human diversity, and by the stimulating variety of people who live in the Chicagoland area.

In summary, Loyola's Applied Social Psychology Program was conceived in the early 1970's as a way of responding to demands both within and outside of academic social psychology for our discipline to become more socially useful. In its ensuing development over the years (e.g., modification of degree requirements, addition of new courses) the program has maintained its central focus on the goal of training students in basic social psychological perspectives, applied social problem areas, research methodology and other professional skills. And, in so doing, we have made every effort to remain flexible in accommodating both marketplace needs and the particular interests of individual students.
The Ph.D. Program

Students admitted to the Ph.D. program are normally expected to carry at least three courses in both the fall and spring semesters. Those on assistantships are restricted to three courses per regular semester and normally register for one course during the summer term. Students on fellowships (or who are self supporting) are expected to take three courses in both the fall and spring semesters while becoming actively involved in a faculty member's research program, and may or may not elect to take summer courses. Students may enroll on a part-time basis (one or two courses per semester) although this will obviously prolong the period of graduate study.

A. Overview of Ph.D. Degree Requirements: The student must meet all of the requirements listed below in order to receive the Ph.D.

1) Coursework - (60 semester hours, 39 required + 21 electives)
2) Master's thesis (including an oral presentation)
3) Internship - teaching or field research (4 courses teaching or 1000 hours research)
4) Doctoral Candidacy Exam (2 areas: Theory & Application, Methodology & Statistics)
5) Dissertation proposal defense
6) Oral defense of the completed dissertation

B. Course Requirements: Students must complete a minimum of 60 semester hours and must maintain a GPA of not less than 3.0. Transfer credit (advanced standing) for graduate courses taken at other universities may be earned with the approval of the Program Director, Department Chairperson and Dean of the Graduate School. Transfer credits cannot exceed 30 semester hours. Approval of transfer credit must be obtained during the student's first semester at Loyola.

1) Core Courses
- Research Methods in Social Psychology 425 (must obtain grade of B or better)*
- Social Psychology Theory 460
- Applied Social Psychology 470
- Statistics 480 (Must obtain a grade of B or better)*
- Statistics 482 (Must obtain a grade of B or better)*
- One General Experimental Core (with a B or better grade) in the “A” area:
  - Information Processing 435
  - Neuropsychology 552
  - Others approved by the program Director
- One Developmental/Individual Differences Core (with a B or better grade) in the “C” area:
  - Personality 405
  - Psychopathology 446
  - Social Development 473
  - Cognitive Development 475
  - Others approved by the Program Director

*These courses fulfill the department “Masters Comprehensive Requirement.” Failure to pass one of these courses a second time (or failing a proficiency exam) will lead to a recommendation that the graduate school dismiss the student from the graduate program.

2) Methodology Courses
- Methods of Program Evaluation 486 (required of all students)
- At least one other selected from:
  - Survey Research Methods 487
  - Multivariate Analysis 491
  - Structural Equation Modeling (493)
  - Others approved by the Program Director

3) **Basic Social Psychology Courses** A minimum of two selected from:
   - Attitudes 461
   - Cognitive Social 462
   - Group Dynamics 474
   - The Self (Currently 525b)

4) **Applied Social Topics Courses** A minimum of two selected from:
   - Organizational 472
   - Criminal Justice 485
   - Political Cognition 489
   - Consumer Psychology (Currently 525a)
   - Prejudice and Intergroup Relations (Currently 525c)
   - others approved by the Graduate Program Director

5) **Electives** (Seven or fewer courses as needed to reach the minimum of 60 hours required for the degree)

Electives may be selected from the above courses, certain other Psychology courses, as well as courses offered in other departments and/or programs in the University. (e.g. Sociology, Counseling and Educational Psychology, Center for Organizational Development, Institute of Industrial Relations, etc.). Consult the Graduate School catalog for course descriptions. Students are strongly urged to meet with their advisors before registering.

6) **Independent Study: Readings or Research (598 or 599)**
Electives may include independent, individualized Readings (599) or Research courses (598) with any willing faculty member (i.e., not restricted to the faculty person whose name is listed in each semester's class schedule). These courses are intended to allow students to pursue topics not included in the regular curriculum, and to provide students with course credit while working on theses and dissertations. There is to be a written product for all Readings or Research courses.

7) **Seminars in Social Psychology - 525**
A number of courses are also offered under the "seminar 525" heading. Currently, courses on social influence, intergroup relations, applied behavior analysis, community intervention and planning, and evolution are offered under this heading. These courses are usually tied to specific faculty interests and may change from time to time.

In summary, course requirements consist of a combination of non-optional core courses, other core courses with some options, and electives. This combination affords a reasonable balance between
insuring a broad, common background for all students while allowing each student to pursue his or her special interests. Any of the courses listed as required may be waived for transfer students who have completed comparable graduate courses at other institutions. Any such waivers are determined during the student's first semester at Loyola as part of the previously described process of obtaining advanced standing. An illustrative four year curriculum suggesting when the course requirements might be fulfilled appears at the end of this Handbook.

C. Master's Thesis Requirements

The master's thesis should reflect an applied problem or theoretical issue relevant to social psychology. In addition, the thesis should be empirical, i.e., involve the collection and analysis of data. Completing a master's thesis entails several administrative steps. The first step is recommending a thesis committee. The committee must contain at least two members - one director and one reader - and one of the members must be from the Social Program faculty. Persons nominated as committee members who are not members of the Loyola faculty must be qualified professionals, and their vitae or resumes must be submitted along with the committee recommendation form. Once the committee is approved by the Graduate Dean, the student should prepare a Master's proposal outlining the research and background literature. This proposal must be approved by the committee and must involve at least one formal meeting between the committee and the student. The student must also submit and pay a fee for an "outline proposal" to the Graduate School Office, and obtain approval or waiver of approval from the Institutional Review Board. Once the proposal has been reviewed and approved by the committee, the Graduate School, and the Institutional Review Board, the student carries out the research and writes up A Reader's Copy of the thesis. The student must gain approval from the thesis committee of the Reader's Copy (a close to final draft of the thesis - usually complete except for final format), and then receive final approval from the Graduate School and the Thesis Director of the Final Copy. Finally, the student must present the results of the study to the faculty and students of the Social Program as part of the Program colloquium series. Before undertaking any of these steps, the student should obtain information and a copy of A Guide to the Preparation of Theses and Dissertations from the Graduate School. (See the Department Graduate Student Handbook for a complete discussion of the official departmental guidelines on preparing a MA thesis.)

Students are encouraged to begin work on their Master's thesis early in their graduate careers. Optimally, data collection should begin in the fall semester of the student's second year, and the thesis should be completed by the beginning of the fall semester of his/her third year. This allows students to begin teaching for the department during their third year of graduate school.

D. Applied Social Psychology Internships

All doctoral students are required to complete an internship either as a researcher in an applied setting (for those students interested in applied setting employment), or as a teacher in an academic setting. The applied research internship requires approximately 1000 hours of research experience; the teaching internship requires teaching four college-level psychology courses, covering at least two different courses. Students can choose to split the internship - 1/2 applied research and 1/2 teaching by performing 500 hours of applied research and teaching two college-level courses. Internships are usually completed after receiving the MA degree and completing most required coursework - i.e., in the third or fourth year of a student's graduate career. However, students can also complete internship hours
during the summer. Students are allowed to obtain six hours of course credit for their internship work - either two semesters of three hours each or one semester of six hours in Psychology 535. The student should register for these courses using the Graduate Program Director (GPD) as the course instructor. Students who have finished their 60 hours of required courses and do not need additional credit in Psychology 535 may enroll in and pay the fee for the zero credit hour section of 535 to maintain student status during the internship (about $100 makes you a “full time” student).

**The Applied Research Internship.** The Applied Social Psychology Program prepares graduate students to work in a variety of settings requiring field research skills. Such settings include research organizations, evaluation divisions of hospitals, municipal planning departments and community mental health centers among others. On-the-job experience is felt to be essential for an appreciation of the complex and sensitive issues associated with non-academic research settings and the information needs of decision-makers. For these reasons, an approved internship experience is required for the Ph.D. degree in Applied Social Psychology. Approval is provided by a social faculty member who has agreed to serve as your “Internship Supervisor”.

The internship settings ideally will permit the interns to become part of a team (viz. evaluation, research or planning groups), will give the interns direction and feedback concerning their performance and will encourage and permit some independence and initiative in project selection, planning, execution and presentation. The single most important aspect of the internship is supervised experience. Individuals working on their own are not obtaining more than a fraction of what they could gain with good supervision. Thus, written evaluations for each semester will be submitted to the faculty Internship Supervisor by the field supervisor.

Interns are required to submit materials as examples of their work, to orally present to students and faculty descriptions of how they obtained their internship and the requirements of their internship, and to keep a research diary which will document their activities and skills learned during the internship. Each intern submits these materials to the Internship Supervisor. Perhaps the best ways to learn about the activities of interns is to attend the oral presentations made by current interns as part of our colloquium series, and to review some of the intern reports available from the Internship Supervisor.

Students are expected to obtain their own internships. At present, no formal relationship exists between the program and internship settings. However, it should be emphasized that students are encouraged to consult faculty and the Internship Supervisor about opportunities. Furthermore, the Program has established numerous contacts, many through current or former students, for learning about internship possibilities. To date, every student in the program desiring an internship has been able to obtain a satisfactory one. Students have served internships at such sites as:

- Chicago Board of Education-Office of Technical Services
- Evanston Police Department-Office of Planning and Research
- Center for Urban Research and Learning
- Interqual Corporation
- Illinois Regional Criminal Justice Planning Unit
- Local Community Mental Health Evaluation Unit
- City of Chicago, Department of Personnel
- City of Chicago, Department of Planning
- Lutheran General Hospital, Office of Evaluation and Research
It should be noted that the internship should be self-supporting. Although students may volunteer their services, it is not recommended. Students with three to four years of graduate training have a number of valuable skills for which most applied research settings are willing to pay. Since students are usually not supported by the University during their internship, students should negotiate wage and salary agreements sufficient to support them. In addition, make sure to check with the Internship Supervisor prior to accepting an internship site so as to insure that the site is appropriate for internship credit (see below).

A student wanting to know whether a specific setting is adequate should prepare descriptions of the duties of the position and of the nature of the supervision. A note from the field supervisor must be included indicating the nature of the work and his/her willingness to provide written evaluations of the student each semester. Most desirable supervisors would be doctoral-level, experienced individuals. Doctoral training is not a necessary requirement of supervisors; however, relevant research, planning, or leadership experience is.

Although approval can be expected for a broad variety of types of positions, the faculty reserve the right to deny approval if the position is not in a social science context or does not entail significant responsibility. The sorts of activities most likely to be approved are evaluation, applied research, and planning. Sufficient time should be given for faculty approval.

Students may petition not to take an internship if they believe that they have sufficient background in applied work. These requests will be approved if the previous work was at a master's level, adequate supervision was available and, the content of the work was appropriate. The decision will be based on written material illustrative and descriptive of the student's work. However, internship course credit will not be given for internships started without prior faculty approval, i.e., no retroactive course credit will be possible.

**Summary of Applied Research Internship Requirements**

- Approval of proposed internship by faculty Internship Supervisor
- Regular meetings with Internship Supervisor or other faculty advisor about activities, problems, advice, etc.
- Completion of minimum of 1,000 clock hours of service
- Research/work diary submitted each semester
- Copies of work completed submitted each semester
- Written evaluation by Field Supervisor each semester
- Oral presentation to students and faculty

**Teaching Internship.** Many of the requirements stated above for the applied research internship are equally applicable to the teaching internship. Students still need to gain approval for the teaching site and courses taught with the internship supervisor, they must have an immediate supervisor (teaching mentor), and they must document their activities as a teacher to the internship supervisor. The course credit requirements also remain the same. In addition, they must give an oral presentation concerning their teaching experience to the faculty and students of the Social Program. The differences and/or requirements specific to the teaching internship are specified below.

A teaching internship requires that a student have complete responsibility for teaching four college/university-level courses (instead of the 1000 clock hours for the research internship). In addition, the four courses must contain preparations for at least two different courses (i.e., teaching four sections of the same course would not complete the internship). Students must choose a mentor who will help them prepare course materials and be available for consultation as the need arises. The mentor must provide an evaluation of the teaching intern at the end of each semester, based at least in part on direct observation of the intern's classroom performance. The teaching internship can be fulfilled at Loyola - as part of the Graduate Teaching Fellows program or as a part-time instructor - or at another appropriate college or university. (Obtaining and successfully completing a Graduate Teaching Fellowship automatically fulfills the internship requirements except for the oral presentation to the social program faculty and students.) The courses taught must be related to psychology and the student must have primary responsibility for the courses (i.e., being a teaching assistant would not typically fulfill the requirement).

**NOTE** - Students who plan to pursue an academic career are strongly encouraged to gain as much teaching experience as possible during their graduate training. However, all students should try to obtain some teaching experience during their graduate training, regardless of their career interests.

E. **Applied Social Psychology Doctoral Candidacy Examination (2 Areas)**

The department and the Graduate School support the concept of a Candidacy Examination for two primary reasons: as a certification process and as a learning exercise. Graduate students aspiring to a doctoral degree should be able to demonstrate an advanced level of competency when dealing with material on which they purport to be experts. The second reason for the Candidacy Examination is that the process of preparing for the examination is a factor in becoming an expert.

The Exam is broken down into two components. In order to be a successful applied social psychologist, there are two domains within which a student must develop expertise: the application of theory to applied questions, and the use of methodology and statistics in empirical inquiry. Consequently, the Candidacy Exam in Applied Social Psychology has two components that correspond
to these two critical domains. Successful completion of the candidacy exam process will demonstrate that the PhD candidate has acquired expertise in a specific theoretical domain as applied to some relevant social issue, and has the developed the ability to empirically investigate such questions with appropriate methods and statistics.

For each area, students are required to choose the topics and present them to two members of the faculty – a first and second reader for that particular exam. Once both the student and the faculty readers are in agreement on the appropriateness of the topic, the student puts together a reading list of approximately 1500 to 2000 pages of relevant work in that domain. In addition, the student creates an outline summarizing the topics developed in the readings and what the student wants to learn from the endeavor. When the student and readers are in agreement on the readings and outline, the student becomes responsible for doing the readings and then demonstrating expertise in that domain. For each area, there are multiple ways to demonstrate such expertise.

Theory and Application. A student could demonstrate expertise in this area by taking a sit-down exam based on questions developed by the faculty advisors. The student would be given four hours in which to answer the questions. The advisors would independently review the student’s answers and then confer to decide whether the answers were of a sufficient quality to demonstrate expertise in that area. A second way the student could demonstrate expertise is by answering a take-home exam containing questions developed by the advisors. The student would have one week to complete the exam and the advisors would independently evaluate the answers and then confer to decide whether the answers were of sufficient quality. A third way a student could demonstrate expertise is by writing a literature review paper of publishable quality in the domain of interest. Again, both advisors would have to evaluate the quality and scope of the paper to determine whether it demonstrated the appropriate expertise. Which of these three methods used to demonstrate expertise would be negotiated between the student and the advisors.

Methodology and Statistics. A student could demonstrate expertise in this area by taking a sit-down exam based on questions developed by the faculty advisors. The student would be given four hours in which to answer the questions. The advisors would independently review the student’s answers and then confer to decide whether the answers were of a sufficient quality to demonstrate expertise in that area. A second way a student could demonstrate expertise in this area is by conducting a research study employing a particular methodology and involving a specific statistical technique. The project would have to be of acceptable quality and the student would have to have played a substantial role in the design and analysis of the project. The write up of the project would serve as the product to be evaluated by the readers. The candidacy exam project cannot use data that was used in the student’s MA thesis or PhD dissertation, though it can be in a related area.

Some examples of topics within each area are listed below.

Application of Theory to a Social Issue
- Theories of decision making as applied to policy making.
- Dual Process theories of attitude change and social marketing.
- Theories of impression formation and evaluation of political candidates.
- Theories of social identity and outgroup prejudice.
- Theories of group decision making as applied to juries.
- Theories of procedural justice and organizational citizenship behavior.
- Cognitive consistency theories and eco-friendly behavior.
- Theories of social influence and political campaigns.
- Implicit and Explicit Self Esteem and adolescent drinking behavior.

**Methodology and Statistics**

- Meta-analysis and measures of effect size.
- Survey research and multiple regression.
- Experimental design and analysis of variance.
- Nested designs and hierarchical linear models.
- Quasi-experiments and regression discontinuity techniques.
- Content analysis and log-linear models.
- Test Development and Item Response Theory.

**General Procedures for the Candidacy Examination**

1) For each sub-area test, the student will select two faculty members to write the question(s) and evaluate the student’s performance (a “First Reader” and “Second Reader”).

2) There must be a total of at least three faculty members responsible for a student's Candidacy Examination (across the 2 sub-areas). The faculty members should generally be from the Social Psychology faculty, but others with appropriate expertise may be acceptable. The first reader of each exam must be from the social faculty.

3) Coverage of an area is a matter between the student and the two faculty members agreeing to be responsible for each of the topics. Thus, no general reading lists are provided.

4) Students must generate and have approved reading lists and outlines for each exam.

5) Scheduling of the exams is negotiable between the student and the readers, though completion of the candidacy exams should occur sometime in the student’s 3rd or 4th year of the program.

6) Students must pass both areas of the candidacy exam to be admitted to Candidacy. Students are allowed a second attempt at passing each area if they were unsuccessful in their first attempt. Failing either area a second time will lead to the program director requesting that the graduate school terminate the student from the graduate program.

7) Upon passing both exams, the student should fill out the Comprehensive Exam Form (which we use for what we refer to as a candidacy exam) from the Graduate School and present it to the Graduate Program Director.

**NOTE** - While studying for candidacy exams, the student must remain enrolled in the program.
Psychology 610 is to be used for this purpose if the student does not have any other course requirements to fulfill.

F. **Doctoral Dissertation and Oral Defense of the Dissertation**

The dissertation represents the culmination of one's graduate study. Writing a dissertation is an opportunity to draw upon all of one's knowledge and experience while making an original contribution to general knowledge and/or the solution to some social problem. After finishing the candidacy exam, students are well prepared for this task. In fact, students typically formulate their exam areas with an eye toward their relevance for the dissertation. For example, a student may have in mind the possibility of evaluating a school health education program as a dissertation topic. For the candidacy exam, the student might then select: integration of theories about communication and persuasion for the theoretical area, school health education as the applied specialty area, questionnaire design for the method area, and path analysis or structural equation modeling for the statistical area.

In general, the procedures for carrying out the dissertation are the same as for the Master's thesis (see Section D). The initial step is filling out a dissertation committee recommendation form and having the final committee approved by the department chairperson and Graduate School Dean. A dissertation committee must consist of at least four faculty members, one of whom is named as Director. Of the four members, two must be members of the Social Program, and one must be a member of the department faculty outside the Social Program. As previously discussed, other steps include obtaining approval from the Institutional Review Board (consult your Director regarding the proper forms), obtaining approval from your committee (which involves a meeting of the full committee where the student is expected to formally defend the proposal—the “Proposal Defense”), paying a fee for an "outline proposal," and, when you have finished your research and writing, gaining approval from your committee of the Reader's Copy, and approval from your Director and the Graduate School of your Final Copy. In following these steps, the student should be aware of the various deadlines involved which are published each semester by the Graduate School. Students who have completed all course requirements must register for Psychology 600, Dissertation Supervision, each semester until their Reader's copy is approved.

The final event of one's graduate education is the Oral Defense of the dissertation. This Oral cannot be scheduled until after the committee approval of the Reader's Copy. A public announcement of the date, time, place, and topic, along with the dissertation abstract, should be posted ten days before the defense.

The Oral is to be attended by the full dissertation committee and, as a public event, may be attended by anyone else, e. g. students, faculty, friends and relatives of the candidate. The Oral lasts between one and two hours and usually begins with the candidate taking about 30 minutes to present a brief overview of the dissertation, followed by a question/answer period during which, first the committee members, and later others, may ask questions and comment on the dissertation and related matters. The candidate and guests are then excused while the committee deliberates and fills out the Oral Defense voting sheets. (The Director can obtain copies of these from the Graduate School or Department Office.) Assuming the outcome is favorable, the Director customarily invites the new Ph.D. and others to partake of light refreshment. Invariably, this is deemed well deserved and most welcome by all concerned! (See the Department Graduate Student Handbook for the complete set of procedures
needed to complete a dissertation.)

As the final demonstration that the student deserves the Ph.D. degree, the Doctoral Dissertation should: have significant theoretical and/or applied value for the field, be of publishable quality, represent an original contribution to knowledge, utilize both theoretical and empirical competencies of the student, and demonstrate the application of a social psychological perspective to the student's topic. The judgment that these criteria regarding the content of the dissertation have been fulfilled ultimately resides with the committee.

G. Ph.D. Program Time Table and Time Limits

The doctoral program is designed to be a four year course of study. In practice, although a few students have completed the program within that time frame, most have taken about five to six years. The Graduate School has established an eight year time limit for students entering with a Bachelor's degree, and a six year time limit for students entering with a Master's degree. Although the time line for meeting various requirements will vary somewhat for each student, it is important for students to complete requirements within a reasonable time frame. This insures that when students receive their degrees, their knowledge base in social psychology is current. Thus, the following requirement deadlines were established.

For students entering the program with a BA or BS degree:
- Completion of the Master's thesis: 5 years from entry point
- Completion of the Candidacy Exams: 6 years from entry point
- Completion of the Dissertation: 8 years from entry point

For students entering the program with an MA degree:
- Completion of the Candidacy Exams: 4 years from entry point
- Completion of the Dissertation: 6 years from entry point

These deadlines will be rigorously enforced. If a student will be unable to continue working toward these requirements for some reason (medical, financial, etc.), the student must officially request a leave of absence from the Graduate School for the period of time during which the student will not be making progress toward the requirement. The leave period will not be counted toward the above deadlines.

Keeping in mind the above, the following is a suggested time table.

- **First Year**: Concentrate on coursework, assistantship duties (if applicable) and becoming involved in research (you learn much more about research by doing it). Begin thinking about topics of interest for a Master's thesis, choose a Master’s committee, and develop the proposal. Over the summer, continue working on MA proposal or data collection and independent research or electives.

- **Second Year**: Continue concentration on coursework, and research, etc. Data collection for your MA thesis should be underway with the goal of finishing the thesis during this year. Over the summer, take independent research to finalize thesis or to start/complete other research projects. (Note – for students on assistantships, finishing your MA thesis by the end of your second year will allow you to serve as a graduate assistant teacher [teach your own class] and will increase the chances of your being
funded in your third year.)

- **Third Year**: Begin thinking about and applying for internships (either teaching or research). Finish coursework. Generate committees, reading lists, etc. for Candidacy Exam. Take Candidacy Exams if possible. Begin thinking about dissertation research.

- **Fourth Year**: Finish internship and Candidacy Exams. Set up dissertation committee, gain proposal approval, and complete dissertation research. Complete oral defense.

**The Terminal Master's Degree Program**

After the applied Social Psychology Doctoral Program had been in existence for several years, it became apparent (e.g., from the success of our students in obtaining and performing well as interns) that a terminal master's in applied social would be a viable degree. Also, we had received numerous inquiries from prospective students who were interested in such a degree--either to advance their present careers or as a stepping stone leading to doctoral studies. Thus, a terminal master's degree was established within the Social Psychology Program in the late 1970's.

A. **Purpose and Specialization Areas**

The terminal master's program is designed primarily to prepare people for careers as research specialist. Such individuals usually work under the direction of a Ph.D. level supervisor in government agencies, market research firms, research centers, personnel departments and so forth. In such positions, research technicians would be less involved in activities such as project planning and management, and more involved in day-to-day operations involving data collection and analysis. Thus, our program places only modest emphasis on gaining a broad background in psychology, but does stress the acquisition of methodological and data analysis skills. It also encourages students to consider specialization in some area of application. With careful course selection, the terminal master's degree can prepare students for research careers in a variety of settings, including industrial and non-profit organizations, health care, criminal justice, education, and community programs.

B. **Overview of Degree Requirements**: To obtain a terminal Master's Degree in Applied Social Psychology, the student must complete: (1) Ten Courses (30 semester hours, See the following list for courses that fulfill this requirement), and (2) A Master's Thesis. See previous description of this requirement under Ph.D. Program, Section C.

C. **Course Requirements**: Students in the terminal Master's program must take the following:

1) **Core Courses** (five courses)
   - Research Methods 425 (with a grade of B or better)*
   - Social Psychology Theory 460
   - Applied Social 470
   - Statistics 480 (with a grade of B or better)*
   - Statistics 482 (with a grade of B or better)*

*These courses fulfill the department “Masters Comprehensive Requirement.” A failure to
pass one of these courses a second time (or failing a proficiency exam) will lead to a recommendation that the graduate school dismiss the student from the graduate program.

2) **Advanced Methods Courses** (at least two)
   Program Evaluation 486
   At least one other approved by the Program Director (Multivariate Analysis 491 is strongly suggested)

3) **Applied Topics Courses** (at least one)
   Organizational 472, Criminal Justice 485, Political Cognition 489, Consumer Psychology (currently 525a), Prejudice and Intergroup Relations (currently 525c) or another applied topics course with the approval of the Program Director.

4) **Basic Social Psychology** (at least one)
   Attitudes 461, Cognitive Social 462, Group Dynamics 474, or The Self (currently 525b)

5) **One Elective Course** (see description of elective offerings in section B., 5, 6, and 7 of the Ph.D. program description).

It is expected that all courses for the Master's degree be taken at Loyola. Under some circumstances, however, it is possible to petition that up to six credit hours earned elsewhere be accepted toward Loyola's Master's degree. Normally any course completed for the Master's would also count toward doctoral course requirements at Loyola should a student subsequently be accepted in our Ph.D. Program. Requests for substitutions of specific required courses listed above should be directed by the student and advisor to the Program Director.

D. **Time Frame and Time Limit**

   The terminal Master's program is intended to be a two year course of study. However, it is recognized that with some overload it can be completed in less time, or with some part-time study it will naturally take longer. **However, no student may take longer than five years to complete the program.** Students who have finished everything but the thesis must still remain registered with the university. This is accomplished by signing up for Psychology 605 for zero units.

**Additional Information**

A) **Program and Department Colloquia and Other Meetings**

   The Applied Social Program sponsors a colloquium series each year that consists of four or five colloquia each semester. The speakers include visiting faculty from other universities, applied researchers in the Chicago area, program and other department faculty, and graduate students from the program. The purpose of this series is to expose students to a wide variety of research projects in both lab and field settings, and to allow students to gain practice in presenting research results in front of an
audience. All students are required to present their Master's thesis research and to give a presentation on some aspect of their internship experiences. Students are expected to attend these colloquia! They not only allow students to gain additional research knowledge and sophistication, but they also help to prepare students for their internship experiences.

In some years (depending upon funding), the department holds a series of colloquia that usually involve outside speakers. Again, these are seen as part of a student's professional training, and as such, students are expected to attend.

B) **Ph.D. Student Assistantships**

Students who are funded on department assistantships are assigned to a faculty member and are required to assist that faculty member in his/her research and teaching responsibilities. A full assistantship requires 20 hours per week. Assistantships are scarce and are awarded on a merit basis. Although assistantship assignments are made anew each spring, students entering the program with only a BA/BS are typically funded for the first four years of their graduate studies, except under special circumstances. Students entering the program with an MA degree in psychology are typically funded for the first two years. However, having an assistantship does not automatically insure that it will be continued for the full funding period. Also, assistantship duties may change as a function of changes in Graduate School funding operations. Some assistants (post MA degree) may be assigned to teach classes on their own rather than assisting faculty. Carrying out the requests of the faculty member to whom an assistant is assigned in a professional and responsible manner should be considered a top priority. (See the Department Graduate Student Handbook for the official department guidelines on assistantships.)

Unfortunately, the Social Program rarely (if ever) has control over enough resources to fund all of our incoming students. Students who do not receive assistantships are encouraged to seek other funding sources both within and outside the university. The program faculty are committed to helping such students in any way that we can. However, we also strongly encourage unfunded students to get involved in a faculty member's research as soon as possible in their first year. The more research you do, the better you get at it!

C) **Fellowships: Fourth Year, Teaching Scholar, and Schmidt Dissertation**

Upon completing an MA degree, students can apply for a Pre-doctoral Teaching Scholar Award. Such awards fund students for nine months and allow for a tuition waiver of two courses per semester. These awards are competitive among all graduate students in the university who have had some teaching experience – i.e., have taught their own class. Thus, it is essential to teach a class at some point prior to applying for the Pre-doctoral Teaching Scholar Award.

The Graduate School also offers a certain number of Schmidt dissertation fellowships each year. In order to apply for these, you must have completed all of your coursework, your candidacy exams, and have an approved dissertation proposal. (This third requirement is often waived if the dissertation director insures the graduate school that the proposal will be approved prior to the start of the fellowship funding period.)
There are a limited number of general Advanced Doctoral Fellowships that are awarded each year as well. These are also competitive and are geared toward helping students finish their candidacy exams and dissertation in a timely fashion. These currently include a $14,000 stipend and tuition coverage for either Doctoral Study (PSYC 610) or Dissertation Supervision (PSYC 600).

The Teaching Scholar, Graduate School, and Schmidt Dissertation Fellowships are excellent ways to fund your later years in graduate school. Thus, make sure you stay attuned to the various application deadlines and the requirements for application. This information is obtainable from the Graduate School. Students should also check with the Research Services Office for other potential dissertation funding sources.

D) Advisement and Monitoring Student Progress

Upon being accepted into the program, each student is assigned an academic advisor. Students should make a practice of consulting with their advisor on a regular basis. Students should see their advisors at least once every semester to obtain advice regarding course selections. In addition, students should meet with their advisors once during the spring semester to complete the student evaluation process described below. Initial advisor assignment is done somewhat arbitrarily. Thus, if students would feel more comfortable with a different academic advisor for whatever reason (e.g., research interests, assistantship assignment, personal preference, etc.), they should feel free to contact the program director and ask to be reassigned. In addition, students should feel free to consult with any member of the Social Program faculty, particularly the Program Director, as the need arises.

Once each year, the Social Program faculty meets to evaluate the progress of each student in the program. Sometime early in the spring semester, students are asked to complete an evaluation form containing spaces to provide information as to where they are in the program - e.g., what courses they have taken and are taking, their progress toward meeting the various requirements, etc. These forms should be returned to the student's academic advisor. The faculty then meets and discusses the progress of each student. Academic advisors take notes at this meeting and provide feedback to the students concerning students' current progress and faculty expectations for the near future. This feedback is provided to the students in meetings between the students and their advisors at times scheduled by the participants. However, students should feel free to consult with their advisors or the Program Director at any point in time if they feel a need to discuss their progress or future directions.