

MASTER OF SCIENCE IN EXPERIMENTAL PSYCHOLOGY
GRADUATE STUDENT HANDBOOK

Last revised on August 18, 2026

1 Introduction

1.1 General

The M.Sc. program in Experimental Psychology is a broad and flexible program that provides students for a solid stepping-stone into careers or continuing education in diverse areas of psychology and human factors/ergonomics. The program has two tracks, Experimental Psychology and Engineering Psychology. Students opting for the Engineering Psychology track will also receive an Advanced Certificate in Engineering Psychology in addition to their M.Sc. degree in Experimental Psychology provided they meet the Advanced Certificate requirements. Students may also choose between thesis and non-thesis options in the program. Details on these options are provided below.

1.2 Experimental Psychology

Experimental Psychology emphasizes the application of experimental methods to the study of psychological phenomena. These phenomena cover an extremely broad range, but the focus on experimental methods places experimental psychology as a discipline to the basic end along the basic–applied continuum of scientific work. The Experimental Psychology Division (3) of the American Psychological Association defined its mission as “...to promote scientific inquiry through teaching and research, and to support experimental psychology through the advocacy and educational programs. The division membership consists of people who do basic and applied research in cognitive psychology, animal behavior processes and neuroscience as well as people who do experimental work in developmental, social, and other areas of psychology” (<https://www.apa.org/about/division/div3>).

1.3 Engineering Psychology

Engineering Psychology is a specialized sub-discipline of human factors/ergonomics, which is defined as “...the scientific discipline concerned with the understanding of interactions among humans and other elements of a system, and the profession that applies theory, principles, data, and other methods to design in order to optimize human well-being and overall system performance” (definition adopted by the International Ergonomics Association in August 2000; <https://www.iea.cc/whats/index.html>).

American Psychological Association Division 21—Applied Experimental and Engineering Psychology has defined the discipline thus: “Applied Experimental and Engineering Psychology promotes the development and application of psychological principles, knowledge, and research to improve technology, consumer products, energy systems, communication and information, transportation, decision making, work settings and living environments. The goal is safer, more effective, and more reliable systems through an improved understanding of the user’s requirements.” (<https://www.apa.org/about/division/div21>).

2 Procedures

2.1 Admission Prerequisites

Applicants to this program are expected to have 15 semester credit hours of course work in undergraduate psychology or related field (e.g., engineering, computer science, information technology), including one course in experimental psychology and another in statistics.

2.2 Admission Criteria

Admission decisions will be based on:

1. A minimum GPA of 3.0 for undergraduate work.
2. At least two letters of reference from professors or supervisors.
3. A personal statement describing the applicant's experience and goals regarding the program. The biographical statement should offer evidence of familiarity with the program as well as a fit between the applicant's interests and goals and the resources available at the School of Psychology and Cognitive Science and RIT.
4. Applicants for the thesis option of the program should also describe their research interests and identify at least one faculty member as their potential thesis mentor in the personal statement.
5. A completed application for graduate admission to RIT.

2.3 Application Procedure

Applicants must submit an RIT graduate application (all application materials and information are available online at <https://www.rit.edu/admissions/graduate>). Applicants may apply any time of the year but applications are primarily reviewed and admission decisions are made in March each year. If an applicant seeks a spring semester start, this must be clearly articulated in the admission application. Applicants must indicate in their application whether they are applying to the non-thesis or thesis option in the program.

If necessary, admitted students may defer enrollment for up to 1 year with program approval. Students originally accepted into the thesis option of the program who choose to defer will be automatically switched to the capstone option if their original thesis mentor is no longer available at the time of enrollment.

2.4 Maintenance of Graduate Standing

The student must maintain a minimum graduate GPA of 3.0 and be enrolled at least part time in the program to be considered a graduate student in good standing. Per RIT policy D05 Grades (<https://www.rit.edu/policies/d050>), graduate students must earn a C or higher for a course to count toward the MS degree. If a student requests to repeat a graduate course, permission must be obtained by the associated dean and/or program director. In addition, grades for all courses attempted are included in the calculation for cumulative GPA (i.e., re-taking a course does not "replace" the previously earned grade in that course). Continuous registration is required while working toward the MS degree (authorized co-ops satisfy this requirement, as does registration for courses and/or completion of full-time equivalence paperwork).

To remain enrolled students in the thesis option must show adequate progress towards the completion of their thesis. Any student who fails to maintain adequate progress towards the completion of a thesis and is not granted a leave of absence may, at any time, be terminated from the program on the recommendation of the thesis committee, the Graduate Director and the Director of the School of Psychology and

Cognitive Science. Alternatively, it may be suggested that they transfer to the non-thesis option. The thesis work should be started (i.e., the written proposal accepted and publicly defended) before the start of the fall semester of the student's second year in the program. Failure to successfully defend the thesis proposal by the end of the first year (or second semester in the Program) will result in a "Needs Improvement" on the Student Evaluation Form (see Section 6), triggering a written academic action plan to help the student make satisfactory progress in the following semester. Students enrolled in the non-thesis option must remain in good academic standing and make continuous progress toward the degree requirements.

2.5 Time Limits

Students must successfully complete all required courses, and students in the thesis option must submit an approved thesis, within 7 years of the time of initial registration for graduate study.

2.6 Interruption of Study

Existing RIT regulations concerning leave of absence apply. A leave of absence may be requested by a student in preference to withdrawal from the Institute.

3 Curriculum

The program curriculum consists of 5 required courses, 3 of which pertain to research, and 6 electives, of which 3 or 4 are Psychology electives and 2 or 3 are Institute electives.

3.1 Required Courses

For all students:

PSYC 640 Graduate Statistics (3 cr)

PSYC 641 Applied Psychology Methods (3 cr) OR

PSYC 642 Graduate Research Methods (3 cr)

PSYC 751 Graduate Seminar (0 cr)

For students in the thesis option:

PSYC 752 Thesis Proposal (3 cr)

PSYC 753 Thesis (3 cr)

For students in the non-thesis option:

PSYC 754 Graduate Psychology Capstone (3 cr)

An additional elective course approved by the graduate director (3 cr)

3.2 Psychology Electives

The Psychology electives are (choose 3 to 5):

PSYC 711 Graduate Biopsychology

PSYC 712 Graduate Cognition

PSYC 713 Graduate Developmental Psychology
 PSYC 714 Graduate Engineering Psychology
 PSYC 715 Graduate Perception
 PSYC 716 Graduate Social Psychology
 PSYC 717 Advanced Graduate Statistics
 PSYC 718 Clinical and Experimental Neuropsychology
 PSYC 719 Human Factors in Artificial Intelligence
 PSYC 724 Psychopathology
 PSYC 755 Topics in Advanced Quantitative Methods
 PSYC 757 Graduate Special Topics in Psychology
 PSYC 798 Advanced Research in Psychology*
 PSYC 799 Independent Study*

*requires a faculty member to agree to provide instruction and may only be taken once for credit toward the degree

3.3 Institute Electives

The Institute electives (2 to 4) shall be chosen among *graduate* courses relevant to the students' interests and career aspirations offered at RIT and as approved by the Graduate Director. Students may need to seek instructor permission to enroll in institute elective courses outside the program.

3.4 Nominal Program Schedule

Table 1. *The nominal program schedule.*

Semester	Courses
1st fall semester:	PSYC 640 Graduate Statistics (3 cr) PSYC 751 Graduate Seminar 1 PSYC Elective (3 cr) 1 Institute Elective (3 cr)
1st spring semester:	PSYC 641 Applied Psychology Methods (3 cr) PSYC 752 Thesis Proposal (3 cr) for the thesis option 1 PSYC Elective (3 cr) 1 Institute Elective (3 cr) 1 Additional Elective for the non-thesis option
1st summer:	Co-op (optional) or thesis work for the thesis option
2nd fall semester:	PSYC 753 Thesis (3 cr) for the thesis option PSYC 754 Graduate Psychology Capstone (3 cr) for the non-thesis option 1 PSYC Elective 1 Institute Elective (3 cr)

3.5 Experimental Psychology Track

Students opting for the Experimental Psychology track have a wide variety of courses in Psychology and related disciplines available to them. Each student will work with the Graduate Director to select courses. Thesis students will also work with their assigned thesis advisor to select courses and develop thesis ideas. Thesis students are typically assigned a thesis advisor during the application review process.

3.6 Engineering Psychology Track

Students opting for the Engineering Psychology track of the program should take the following 3 courses as their Psychology electives:

PSYC 712 Graduate Cognition

PSYC 714 Graduate Engineering Psychology

PSYC 715 Graduate Perception

In addition, students should choose 2 courses relevant to their interests and the broad Engineering Psychology discipline as Institute electives. These five courses will also fulfill the requirements for an Advanced Certificate in Engineering Psychology that the students will earn in conjunction with their M.S. degree.

3.7 Co-op Option

The M.S. degree program in Experimental Psychology has an optional cooperative education component. It is generally taken in the summer semester of the first year of the program. The goal of co-op education is to provide for students the experiential learning that integrates with classroom education. It allows students to apply psychological principles to problems in a variety of work environments. Co-op education may be taken at any business or industrial setting.

4 Thesis Option

4.1 General Requirements

Thesis research must add to the existing body of knowledge on the given subject. That is, the thesis research must represent original work, or deal with a research question that has not been answered before. Replication of previous research is acceptable as long as the work adds new knowledge to previous results.

4.2 Research Requirements

Thesis research must be empirical. That is, the research must be based on data, which are properly analyzed and interpreted. The data, however, may come from any applicable source; students may run an experiment and collect their own data, or the students may analyze existing data to answer novel research questions about them, or the research may deal with metadata (i.e., data about data).

4.3 Applied Value

In the Engineering Psychology track the thesis topic must have applied value. The distinction between applied and basic research is not dichotomous; rather, applied and basic research are at the opposite ends of a continuum allowing much flexibility in determination of the scope and specific topic of the thesis. However, if the thesis topic lies towards the basic end of the aforementioned continuum, the research

should nevertheless be capable of suggesting practical applications; conversely, applied research should always be based on the state of the art of theories of perception and cognition as well as make a contribution to advancing our knowledge about the underlying principles and theoretical constructs of human behavior and performance.

4.4 Significance

The scope and the depth of analysis, and the significance of the topic must be sufficient to warrant publication of the results in a peer-reviewed scientific journal or conference proceedings of similar stature. Thus, the research must be of sufficient quality so that the work may reasonably be expected to get accepted for publication.

4.5 Thesis Process

4.5.1 Graduate Seminar

Graduate Seminar (PSYC 751) is designed to allow students to explore potential thesis and capstone project topics and make connections with Psychology faculty who may have expertise relevant for their topic idea. This course will be completed during the first fall semester.

4.5.2 Thesis Proposal

In Thesis Proposal (PSYC 752) students will create a detailed research plan for their thesis research; this course will culminate in a thesis proposal approved by the student's thesis committee formed as part of the Proposal course. The students must present their proposed research publicly (oral presentation) before the proposal can be approved. Committee members must sign off on the Thesis Proposal Checklist. Once committee approval has been secured, Institutional Review Board approval for human subjects research can be initiated, if relevant.

The thesis proposal will be developed collaboratively between the student, the thesis adviser, and thesis committee. The thesis proposal is produced while students complete PSYC 752, normally during the first spring semester in the program.

Following the development of the thesis proposal, and before registering for PSYC 753, a graduate thesis committee must be in place. The thesis proposal must be presented to and accepted by the thesis committee. The students must present their proposed research orally before the proposal can be approved. The main purpose of the thesis proposal is to define the scope of the thesis project and obtain approval for the student's topic from the thesis committee.

The thesis proposal must contain the following elements:

1. The thesis title, the name of the thesis faculty adviser, and the names of the faculty members that participate in the thesis committee as readers.
2. A review of relevant literature. The literature review serves two distinct purposes. First, it ensures that the research is indeed original by searching the existing body of literature for similar studies conducted in the past. From this it follows that the literature search must be exhaustive. Second, review of relevant literature will allow the candidates to amass sufficient knowledge about their topic to be able to carry out the empirical part of their thesis research.

3. Statement of thesis objectives and significance of the research. A brief description of the project and a clear statement of the purpose of the research and the project deliverables, as well as demonstration of how these follow from or are related to the existing body of knowledge as revealed by the literature review.
4. A research plan, including a proposed timeline of major research activities, and a detailed description of the planned research method are required. The method must furthermore include the following:
 - (a) Participants: Description of the procedures planned for finding and recruiting subjects or obtaining pre-existing data or material; power analysis used to inform recruitment targets should be included.
 - (b) Apparatus/materials: Description of the experimental apparatus or other materials; here the student should also indicate needs for equipment or software or other resources necessary for the research.
 - (c) Procedure: Detailed description of the experimental procedures. In some cases a “Design” section may be included. This comprises a description of the experimental design or the analyses of pre-existing data; this section must allow for assessment of the validity of the proposed research.

4.5.3 Thesis Committee

The thesis committee shall consist of at least three members: a thesis adviser and at least two readers. At least one member of the thesis committee, other than the thesis adviser, must be a faculty member in the School of Psychology and Cognitive Science. Typically, the thesis adviser will also serve as chair of the thesis committee, overseeing the entire process. If the student’s primary thesis adviser comes from outside the School of Psychology and Cognitive Science, a reader who is a faculty member of the School of Psychology and Cognitive Science shall serve as chair of the thesis committee and be responsible for ensuring that the thesis meets all the requirements indicated in this handbook and RIT policy manuals. Students must submit their thesis committee members to the Graduate Director before a Thesis Proposal defense can be scheduled.

The thesis adviser, who will usually be a faculty member of the School of Psychology and Cognitive Science, will be responsible for the planning of the thesis project and day-to-day guidance and supervision of the student through the experimental design and setup, data collection and analysis, and writing phases of the thesis.

At least two readers shall be invited to the student’s thesis committee by the thesis adviser and approved by the Graduate Director. The primary role of the readers shall be to ensure that the thesis meets the requirements as stated above. They will also provide constructive criticism and commentary on the written thesis and presentations. The readers must approve the thesis proposal as well as the final thesis. In some cases, there may be a greater role for one reader than the other, or all committee members will have significant input on the project. The designated thesis adviser or chair of the thesis committee, if different from the thesis adviser, is responsible for ensuring that the relative roles of the different committee members are clearly delineated.

Committee members from outside the School of Psychology and Cognitive Science may be invited by the thesis adviser and approved by the Graduate Director. An eligible reader from outside the School of Psychology and Cognitive Science or the Institute must be a nationally/internationally recognized expert

on the topic of the student's thesis and whose participation will be demonstrably advantageous to the student's work.

Changes in the thesis committee composition may occur during completion of the thesis. These exceptional cases will require collaboration with the Graduate Director and/or School Director. The School Director will have to be involved in cases where the Graduate Director is a member of the thesis committee.

4.5.4 Thesis

In the Thesis (PSYC 753) course students will collect data, analyze them, and complete their thesis documents in partial fulfillment of the degree requirements. Continuation of Thesis (PSYC 790) may be repeated as necessary to complete the thesis research.

4.5.5 Timeline

Nominally, the program can be completed in 3 semesters, excluding summer, with the thesis research occupying a significant proportion of that time. However, it is likely most thesis students will take 4 semesters to complete all requirements, especially if they opt for a co-op during the summer.

Thesis research is *not* to begin in earnest until (1) the thesis proposal has been approved by the committee, and (2) the research protocol has been reviewed and approved by RIT's Human Subjects Research Office (HSRO) Institutional Review Board (IRB).

It is recognized that both the faculty members on a thesis committee and the student have obligations related to the smooth conduct of the MS process. To that end, it is expected that the following guidelines will be observed:

1. For both the thesis proposal and thesis defenses, the student should work with committee members to schedule a day and time for the defense. Once a day and time has been set, it is the student's responsibility to reach out to the school staff assistant to request a room reservation. The student should provide the staff assistant with the date, time, and title. For the thesis defense, student's should also provide a copy of their abstract. It is recommended that the Graduate Director also be copied on these communications.
2. There shall be a minimum of two weeks between the completion of the thesis proposal and the thesis proposal meeting with a student's thesis committee. The thesis committee should be given a minimum of one week to read and review the thesis proposal and return written comments to the student. The date of the thesis proposal meeting can be scheduled a minimum of one week after the committee has read and responded to the thesis proposal. If a committee member cannot meet this deadline, they must inform the student and the Graduate Director immediately and negotiate an alternative acceptable to all parties.
3. There shall be a minimum of four weeks between the completion of the thesis draft and the scheduled final thesis public defense. This includes a minimum of two weeks for the thesis committee members to read and review the thesis draft. The committee members should write and submit to the student and thesis adviser their comments, suggestions, and required substantive changes on the thesis draft so that the student can go over them with the thesis adviser prior to the final thesis defense. Substantive changes include extensive new data analyses, extensive alternative

data analyses, and extensive alternative interpretations. It is the student's responsibility to provide the committee members with a current draft of the thesis prior to final public defense.

4. The date of the final thesis public defense must be scheduled a minimum of two weeks after the committee has read and responded to a final draft of the thesis. If a committee member cannot meet this deadline she or he must inform the student and the thesis adviser immediately and negotiate an alternative acceptable to all parties.
5. The final thesis must be unanimously approved by the thesis committee. Final oral defense of the thesis will be public. After the final defense and possible required revisions to the thesis, it will be signed by the thesis committee members indicating final approval.

4.5.6 Completion of Thesis

Students must be registered for Thesis (PSYC 753) or Continuation of Thesis (PSYC 790) as a minimum during the semester they complete and publicly defend their thesis. This does not supersede the requirement of continuous enrollment to be considered to be in good standing.

4.5.7 Submission of Final Thesis

When a student receives final approval from their committee they must submit an electronic version of the thesis to ProQuest (see instructions at <https://infoguides.rit.edu/thesis-services>). Students will submit a PDF version of the thesis to ProQuest, as well submit a supplementary file of the signature page including *all* committee members' signatures. The student will receive an email from the ProQuest Administrator stating that, after review, the PDF submission was accepted. The student should immediately forward this email to the Graduate Director as proof of completion.

Binding of the thesis is optional. Once the submission to ProQuest has been approved, RIT Libraries provides this service if the student would like copies for personal use. (each bound copy is \$17.00). For binding information see <https://infoguides.rit.edu/c.php?g=713771&p=5679292>

4.5.8 Participation in the Graduation Ceremony

RIT holds only one commencement every year, at the end of the spring semester. Students who intend to walk in the graduation ceremony must have all their coursework satisfactorily completed by then. Additionally, it is recommended that students in the thesis option have all of their thesis data collected by the deadline to apply for graduation set by the College. Ideally most students will schedule a thesis defense date by the end of the Spring semester. The defense date can be scheduled during the summer term. The primary adviser and thesis committee must agree that the student will be prepared to defend on the scheduled date. Because faculty are not typically on contract in the summer, it is recommended that the student confirm that committee members will be willing and available to review the thesis and attend the defense if scheduled in the summer.

5 Capstone (Non-thesis) Option

Students in the non-thesis option shall take the PSYC 754 Graduate Psychology Capstone course, typically during their final semester in the program. This is a project-based course focusing on scientific communication skills. The capstone course will provide students the opportunity to combine and incorporate knowledge and skills learned in prior coursework and experiences and demonstrate their ability to apply this knowledge in various assignments and demonstrate proficiency in the Program.

Students in the non-thesis option shall also take an additional elective course. Students should choose this course carefully, considering their individual, specific, interests and career options after they have earned their M.S. degree. The specialized elective must be approved by the graduate director.

Students may switch between the thesis and non-thesis options. Students who have come to the program under the thesis option may complete the program without a thesis by fulfilling all the non-thesis option requirements (the PSYC 754 Graduate Psychology Capstone course and the specialized elective course). Students who have come to the program under the non-thesis option but who wish to complete a thesis must meet all the thesis requirements in this handbook. Most importantly, the students must identify a faculty member to be their thesis adviser and chair of their thesis committee and receive their written confirmation of their willingness to oversee the thesis project. Additionally, students switching between the options must complete and submit the Option Change Request Form available from the Graduate Director and submit it to the Graduate Director and Department office for approval.

6 Teaching/Graduate Assistantships

Students may be awarded Teaching or Graduate Assistantships at the discretion of the Department and based on budgetary approval. Assignments for assistantships will be made by the Graduate Director at the beginning of each academic semester. Students will be evaluated by their assigned assistantship advisor at the end of each semester. If a student receives a Needs Improvement rating related to their assistantship performance, future assistantship opportunities may be revoked.

7 Student Evaluation Process

Students will be formally evaluated on a semi-annual basis while enrolled in the Program. The purpose of this evaluation is to monitor student's progress in the program and provide constructive feedback in six main areas: (1) Progress Towards Thesis (for students in the thesis option), (2) Progress Towards Coursework Completion, (3) Grades, (4) Professional Behavior, (5) Performance in Assistantship (if applicable), and (6) Professional Development. The evaluation forms are available on the School of Psychology and Cognitive Science website. This process will also allow faculty to identify any problem areas and address them in a timely manner. The graduate program director will solicit feedback from the primary adviser, instructors teaching the required and elective Psychology courses, and TA/GA supervisor for each student.

Prior to or during the first three weeks of the following semester, the primary adviser and student will meet to discuss the evaluation form. At the end of this meeting, the student and adviser should sign the form and forward it to the graduate director to sign as well. A copy of the form will be given to the student, the adviser, and the graduate director. In addition, a copy of the form will be kept on file in the Psychology Department.

If a student receives a rating of (1) "Needs Improvement" in any one of the areas in a single semester, then a written action plan should be developed to help the student make progress moving forward. For thesis students, the advisor should work with the student to develop the action plan. Capstone students will work with the program director to develop the action plan. If a thesis student receives multiple "Needs Improvements" in one semester then the primary adviser and/or the student can request that the graduate director also attend the meeting to review the evaluation form and establish a written action plan which may include the student being put on academic probation. If a capstone student receives multiple "Needs

Improvements” in one semester then the student and/or the graduate director can request that the school director also attend the meeting to review the evaluation form and establish a written action plan which may include the student being put on academic probation.

If a student receives at least one “Needs Improvement” in consecutive semesters, a meeting will be scheduled with the student, adviser (if applicable), graduate director, and Director of the School of Psychology and Cognitive Science. The result of the meeting will be a documented academic contract with a timeline for making better progress in the program. The student will automatically be put on academic probation.

8 Professional Ethics

The Ethical Principles of Psychologists and Code of Conduct adopted by the American Psychological Association (APA) on June 1, 2003, shall be observed.

Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed.

Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student’s M.Sc. thesis. Faculty advisers discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate.

9 Outstanding Student Award

At the end of every academic year (Spring semester), the Experimental Psychology Program Committee will review the Student Evaluation Rubrics for the second-year students from the Fall and Spring semesters to select one (or more) students to receive the Outstanding Student Award. Any student who received at least one Outstanding, and no Needs Improvements during the academic year will be qualified to receive the award. The winner (or winners) will be determined by the Committee. Students will receive a certificate of recognition, as well as have the award announced at graduation. The award may not be given every academic year.

10 Advanced Certificate in Engineering Psychology

10.1 Program Description

The Advanced Certificate in Engineering Psychology (ACEP) is a post-baccalaureate certificate that comprises 15 credit hours of study and that provides the students with core knowledge in the key areas of engineering psychology (3 required courses), as well as an opportunity to study particular topics in greater depth through 2 open electives. An advanced certificate provides students with a formal acknowledgment of their knowledge in engineering psychology and credentials for seeking a career in the human factors/ergonomics field.

10.2 Required Courses

There are 3 required courses:

PSYC 712 Graduate Cognition
PSYC 714 Graduate Engineering Psychology
PSYC 715 Graduate Perception

10.3 Electives

In addition, students choose 2 electives among relevant graduate courses offered at RIT for an additional 6 semester credits from any unit at RIT offering courses relevant to the students' interests and career aspirations, including but not limited to the following:

Industrial and Systems Engineering (ISEE)
Human-Computer Interaction (HCIN)
Computational Linguistics (ENGL)
Computer Science (CSCI) Industrial
Design (IDDE)

Other graduate courses at RIT may be taken as electives, but these must be approved by the Advanced Certificate Adviser or School of Psychology and Cognitive Science Director.

10.4 Requirements

Students may meet the prerequisite requirements either by taking the designated prerequisite courses at RIT, by having sufficient background from their undergraduate education, or if prerequisite requirements are explicitly waived by the course instructor.

This advanced certificate consists of 5 courses, amplifying the importance of each course compared to the greater variety in a M.S. degree; therefore, students must earn at least a B grade (3 grade points) in each course to earn the certificate.

11 RIT Non-Discrimination Statement

RIT does not discriminate. RIT promotes and values diversity within its workforce and provides equal opportunity to all qualified individuals regardless of race, color, creed, age, marital status, sex, gender, religion, sexual orientation, gender identity, gender expression, national origin, veteran status, or disability.

The Title IX Coordinator has overall responsibility for the university's institutional compliance with Title IX. Any person with a concern about the university's handling of a particular matter related to sex or gender-based discrimination or harassment should contact:

Stacy DeRooy
Director of Title IX and Clery Compliance
Title IX Coordinator

171 Lomb Memorial Drive
Rochester, NY 14623
585-475-7158
Stacy.DeRooy@rit.edu
www.rit.edu/titleix

Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Reports may be made regardless of whether the person reporting is the alleged victim of any conduct that could constitute sex or gender-based discrimination or harassment. Reports may be made at any time (including during non-business hours) by calling the telephone number noted above, by electronic mail, by mail to the office address listed for the Title IX Coordinator, or by filing a [report online](#) with RIT's Title IX Office.

The U.S. Department of Education, Office for Civil Rights (OCR) is a federal agency responsible for ensuring compliance with Title IX. OCR may be contacted at 400 Maryland Avenue, SW, Washington, DC 20202-1100, (800) 421-3481.