

DOCTORAL STUDENT HANDBOOK

FALL 2025

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Overview

This document describes the rules and regulations of the doctoral graduate program in psychology at the University of Oregon. These rules apply to all doctoral students regardless of area. Where appropriate, area-specific features are noted. Clinical students should also consult the *Guide to the Clinical Psychology Program*, which helps in planning coursework, practica, and professional clinical activities and lists area-specific requirements.

The goal of the Psychology Department's doctoral program is to familiarize students with the theories and methods of psychology in their own and other specialties, and to provide intense, hands-on research training, so they will be able to make original contributions in research, teaching, and applied work. The department-wide requirements for all students are:

Requirements

Data Analysis (PSY 611, 612, and 613)¹
 First-Year Research Series (three terms)²
 Core Sequence (3 out of 5 Core Courses)^{3,4}
 Writing Seminar (PSY 607)

 First-Year Research Requirement
 Supporting Area Requirement⁵

 Major Preliminary Examination⁶

 Doctoral Dissertation

Completion Deadline

End of spring term of the first year
 End of spring term of the first year
 End of spring term of the second year
 End of spring term of second year
 (recommend during first year)
 Nov. 15 of the second year
 End of spring term of the third year, or Oct.
 15 of the fourth year
 Oct. 15 of the fourth year, or end of spring
 term of the third year
 Expected within six years

¹ The Data Analysis Sequence and the Core Sequence must be taken on a graded basis (passed with B- or higher).

² The First Year Research Series consists of (Fall) Psy 607 Sem First Year Research, (Winter) Psy 607 Sem Research Ethics, and (Spring) Psy 607 Sem First Year Research.

³ The Data Analysis Sequence and the Core Sequence must be taken on a graded basis (passed with B- or higher).

⁴ **CNS, Developmental, and Social/Personality** students are required to take three out of the five core courses, which fall within two qualitative groups (**Group A**: 610 Adv Systems Neuroscience and 610 Adv Cognitive Neuroscience; **Group B**: 610 Social Personality Core, 610 Developmental Core, 610 Clinical Science. The three courses that are taken to fulfill this requirement must be passed with a B- or higher, and must include at least one from each group. At least two of the three required core courses must be completed by the spring of the first year, and the third core course must be completed by the spring of the second year. **Clinical** students are required to take four out of the five core courses, Cognitive Neuroscience from Group A and all three from Group B.

⁵ Either the Supporting Area Requirement or Major Prelim Exam must be completed by the end of spring term of the third year, with the other completed by Oct. 15 of the fourth year.

⁶ Either the Supporting Area Requirement or Major Prelim Exam must be completed by the end of spring term of the third year, with the other completed by Oct. 15 of the fourth year.

With the exception of students who study clinical psychology, no particular courses other than those listed above are required. However, students and their advisors should develop a program of courses, seminars, and practica appropriate to their academic and career goals. Because students in the graduate program come from a wide variety of backgrounds, and because their interests may require very different graduate programs, students may petition the Graduate Education Committee (GEC) to allow deviations from any requirement. For example, students with extensive background in statistics may petition to waive any or all of the data analysis sequence. A student entering with a Master's degree may petition to have previous coursework and/or research apply towards satisfying one or more of the other requirements.

In addition to the formal requirements listed above, two activities that are central to the Department deserve further comment. These are research and teaching.

The Ph.D. is a research and scholarly degree, and it is expected that students will be engaged in research throughout their graduate program. As students progress through the program, there will be less time dedicated to formal classes and more time dedicated to research. The ultimate goal of the graduate curriculum is to enable students to formulate interesting research questions and to put those questions to adequate empirical test. Therefore, student research is a basic and integral component of graduate work during every year in the program.

Although teaching experience is not formally required for the Ph.D., most students obtain experience in teaching, as a teaching assistant and/or as the sole instructor in an undergraduate course. Since experience at teaching is important for academic appointments, most students should do some teaching during their stay in the program. However, they should not allow teaching to prevent research activity from continuing throughout their graduate education.

Clinical Psychology Program. Students intending to receive their degree in clinical psychology have additional requirements. These requirements are discussed in the *Guide to the Clinical Program* available our Graduate Coordinator and also from our Community page.

Record Retention Policy. Student Records are retained for 3 years after degree completed. Students are encouraged to retain copies of their academic and employment records for future reference.

Program Features

Financial Support

To be able to spend a maximum amount of time on research, and to gain experience in grant writing, students are encouraged to seek outside fellowships whenever possible. Your advisor and the Graduate Coordinator will help you find more information on sources of fellowship funds.

For students not supported by fellowships or grant funds from their advisor's lab, departmental funding will come in a form of a position that contributes to teaching or departmental administration. In general, the Psychology Department attempts to fund all students in good standing for their first four academic years. Funding in a 5th and 6th year in the program might be available (and generally has been in recent years), but is dependent on availability of funds and departmental teaching/administrative needs, with prioritization of assignments dependent on academic and research progress, completion of departmental requirements, and teaching/administrative experience. Funding beyond the 6th year is not available. However, when a student's progress has been impeded by causes beyond their control (severe health issues, parental leave, etc.) exceptions are possible and will be considered by the department on a case-by-case basis.

For information on Graduate Employee (GE) positions, please refer to the Psychology Department's General Duties and Responsibilities Statement ([GDRS](#)).

GEC Research and Travel Award

Each Psychology PhD student is eligible for a Travel/Research Award of up to \$500 per academic year, through their first 6 years in the Psychology PhD program:

- Up to \$500 for costs related to (in-person or remote) conference presentations (e.g., transportation, hotel, registration, or per diem costs) to present a paper or poster (with you as first or presenting author) that showcases the work that the student has done as part of fulfilling one of the requirements of the UO Psychology PhD program (i.e., FYP, SAP, or Dissertation).
- Up to \$500 to help cover the costs of a research project undertaken to fulfill one of the requirements of the UO Psychology PhD program (FYP, SAP, or Dissertation), such as subject payments, lab supplies or equipment, or registration/travel costs for a workshop where the student will learn a relevant research skill.
- Up to \$500 to help cover travel and training costs associated with clinical requirements. This can include parking, gas, or transportation fees associated with external practicum placements, the cost of clinical internship applications, or the travel cost (e.g., transportation, hotel, or per diem costs) associated with internship interviews.

It is possible to request multiple awards if the total amount awarded does not exceed \$500 per academic year (e.g., one Travel Award for \$400, and one Research Award for \$100). Students are encouraged apply for a GEC award as soon as they are aware of an upcoming expense.

The primary goal of the GEC Travel/Research Awards is to ensure that all our graduate students can undertake ambitious research projects and disseminate their work at professional conferences. As you can imagine, though, the total cost of the awards can be quite high, and cost sharing with labs is beneficial. For this reason, advisors will be asked to provide a statement indicating whether alternative funds (fellowships, grant funds, startup or retention funds, etc.) are

available to cover the expense in full or part.

Requests should be made via email to the GEC Chair. All requests must include:

- a very short statement that explains how the funds will be used to either foster the research associated with, or help to disseminate the results of, the FYP, SAP, or dissertation; or how the funds might assist with the clinical internship application process or travel to an external practicum outside of the Eugene area.
- dates of the conference and confirmation of conference abstract acceptance (if applicable); or dates of external practicum.
- a statement from the student's advisor indicating that alternative funds (fellowships, grant funds, startup or retention funds, etc.) are either not available for that purpose, or that such funds can cover only a portion of the estimated expense; and
- an estimated budget. Only a basic budget is required: If for travel, estimate the transportation, lodging, conference fees, etc. If for research, how will the money be used (e.g., 25 subjects at \$20 a pop, or \$100 worth of photocopying for test booklets, or purchasing a hoover-blobber-transform-a-goober machine, because the advisor has been monopolizing the one in the lab, etc.).

Students will need to contact the CAS Business Office at cbofin@uoregon.edu BEFORE they make travel arrangements or purchases to accept the award (The GEC doesn't handle this part, and the disbursements are subject to UO rules for awards and scholarships.)

All supplies and equipment purchased with a GEC Research Award are property of the UO and must remain here when you graduate.

One of the privileges of being up-to-date on program requirements is eligibility to apply for department resources. Before receiving GEC awards for travel or research, the GEC chair will check to make sure the student is up-to-date according to our posted requirements. Students who are behind are not eligible for awards (the student need only be behind to be ineligible; they do not have to have received an official letter from the GEC about being behind). If the request for a GEC award is refused because a student is behind on requirements AND the request is for research funds that would help the student to complete one of those requirements, the student can appeal the refusal to the GEC. Once students are caught up on requirements, they may reapply for GEC funds for the reimbursement of previous travel or research costs as long as the reapplication is still within the same fiscal year as the initial request and award funds are still available.

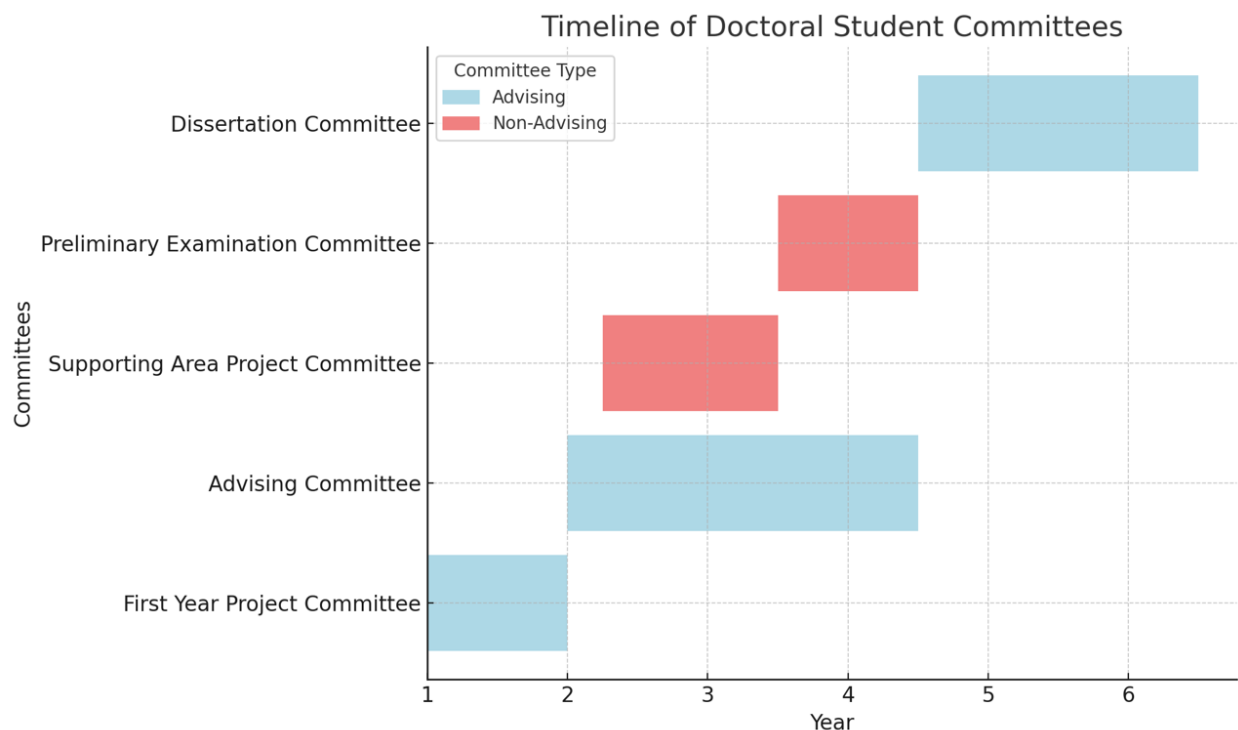
Graduate Student Fellowship Grant / Stipend Guidance

The department encourages students to apply for fellowships and awards and is very pleased when they receive them; however graduate students are responsible for researching an award's ability to cover tuition, fees, and insurance when they are considering applying for the award.

If you are considering applying for a research grant, fellowship, or any other type of externally-funded award, please reach out to the CAS pre-award team at casgrants@uoregon.edu as soon as possible as most proposals to external funding sources (public and private sponsors) must be reviewed, cleared, and endorsed by Sponsored Projects Services on behalf of the University of the Oregon prior to submission. See [CAS Grants Fellowship Student FAQ](#).

Additionally, some awards, including many individual fellowships, do not cover tuition, insurance or fees. Others cover some, but not all, of these costs. When a student receives a fellowship that specifically restricts employment, the College of Arts and Sciences (CAS) and the Division of Graduate Studies may have some funding available to offset the costs of tuition, insurance, and fees; however, coverage is not guaranteed, and requests for institutional support must be made prior to proposal submission. The CAS pre-award team can request institutional support to offset these costs provided they are notified well in advance of a proposal deadline.

Advising Committees



All students enter the program with a designated academic advisor. The initial academic advisor need not be viewed as a final assignment but to facilitate the student's entry into the department. Each incoming student should meet with his or her faculty advisor and select two or three additional faculty members to serve on the student's *First-Year Committee*. The committee should consist of a chair (or co-chairs), plus two additional members. The chair (or co-chairs) of the committee should be tenure-related faculty in Psychology. One (and no more than one)

member on the committee can be either a non-tenure-related faculty member in Psychology – e.g., an individual who has a contract with the department – or an individual who holds additional academic credentials, such as a “research scientist” at a research institute or a tenure-related position at another institution or a tenure-related faculty member from another department. For clinical students, one committee member must be tenure-related clinical faculty. The composition of the committee must be formally submitted to the Graduate Coordinator (using the form “Composition of First-Year Committee”) as soon as the committee is established and prior to the end of fall term of the first year. In consultation with the First-Year Committee, the student develops a plan of research for the first year, which should be outlined on the form provided (“First-Year Plan”) and submitted to the Graduate Coordinator by the end of fall term. The First-Year Committee also oversees and evaluates the student’s research that constitutes the First-Year Project.

After completion of the first-year project (final report to be submitted no later than November 15 of the second year), the First-Year Committee formally dissolves. It can be reinstated without membership change as the student’s *Advising Committee* or the student can compose a new committee (with a chair or co-chairs who are tenure-related faculty in Psychology, plus two additional members). Either way, the graduate program secretary must be notified, using the form “Composition of Advising Committee,” by the end of fall term of the second year. The faculty advisor and advising committee members meet with the student regularly until Advancement to Candidacy and facilitate the student’s progression through the requirements.

After Advancement to Candidacy, the student should form a *Dissertation Committee*, which takes over the general advising function. (No parallel advising committee is necessary.) The student’s faculty advisor is typically the chair of the dissertation committee.

The department strives to arrange the best possible program for each student. Therefore, a student may wish to change their faculty advisor when the student’s interests evolve and change. The student should discuss the proposed change with the previous faculty advisor or the chair of the GEC. The student should ask the new advisor to send the Graduate Coordinator a memo agreeing to take on the advising responsibility.

Graduate students must have a major advisor. The advisor-advisee relationship requires initial and continuing mutual consent for that relationship. When either the student or the advisor feels that an advisor change should be considered, they should immediately consult the GEC chair and Graduate Coordinator to discuss options. If either the student or the advisor decides that an advisor change is necessary (or when a change is forced upon the student, due to an advisor’s incapacitation or departure from the department), the GEC chair will assign the student a faculty advocate to help the student negotiate the processes of either finding a new advisor or transitioning out of the graduate program. If a student goes longer than 6 weeks (not including university break periods) without an advisor, the Division of Graduate Studies will be notified, an action which could result in the student's termination from the program. Faculty may agree to advise students for a trial period, and the student would be considered to have an advisor during

this period.

Student Evaluations

The emphasis in graduate school is on the development of independent scholarship and research expertise. This is in contrast to the typical undergraduate focus primarily on coursework and grades. Although grades still serve an evaluative function in graduate school, they tend to be of much less importance, particularly as the student advances past the early required curriculum. Because admission to the program is highly competitive, we admit students who are typically highly qualified and intellectually competent. Historically, the vast majority of students do quite well in the program and in their subsequent careers. Few post-graduate positions require any information on course performance. Rather, individuals' careers are determined more by the quality of their scholarly products (theoretical and empirical publications), the specific expertise they possess, and the supportive letters of faculty who have served primary guidance roles and are most familiar with the student's interests and capabilities.

General policy. Students are required to formally meet with their Advising or Dissertation Committee yearly so that the committee can assess the student's progress, evaluate their performance in their research, academic and teaching roles, and formulate detailed plans for completing upcoming program requirements. These advising meetings must also provide an opportunity for students to voice concerns and get advice and feedback on advisee/advisor relationships. As such, each yearly formal advising meeting should include a period during which the student meets with committee members only, without the major advisor(s) present. The committee members should listen to any concerns that the student might have, offer advice as appropriate, and make every effort to assist the student to overcome the concerning issues. Because concerns about advisee/advisor relationships can be of a sensitive nature, they should be kept confidential unless the student agrees that the committee members should address the issues with the student's major advisor directly or with the GEC chair or the Department Head. In general, though, issues in the advisee/advisor relationship are resolved most quickly and effectively if they are discussed openly with the major advisor, and students should attempt to address them accordingly, with the assistance and support of the rest of the committee.

Yearly evaluations will be conducted by the Graduate Education Committee (GEC), making use of the yearly advising reports submitted by the Advising and Dissertation Committees. In cases where evaluation is difficult or problematic, final judgments about a student's standing may be made by the Department faculty as a whole. These evaluations are not competitive; there is no quota. The students who enter the Ph.D. program have been carefully selected for knowledge, skill, and motivation. Hence, the great majority of students receive satisfactory evaluations. The evaluations are based on performance data such as grades in courses, performance on preliminary examinations, timely progress towards completion of requirements, quality of research, ability in scholarship, and teaching evaluations. In addition, written evaluations are received by the GEC from the student's advising committee. Evaluations also include subjective judgments about the student's potential as a teacher, researcher, scholar, and (when applicable)

clinician. For this reason, the exact weighting that is used cannot be specified. The GEC considers factors in deciding whether progress is satisfactory. Excellence in one or two aspects of the program may be considered more favorably than an otherwise satisfactory record that shows no unusual talent in any particular area.

Uniformly low-but-passing performance in all aspects of the program can be grounds for a decision of unsatisfactory progress, particularly if performance also lacks timely progress. Students will generally have received a good deal of feedback concerning poor performance before a final determination is made that progress is sufficiently below standards to warrant termination from the program.

Steps to Prepare for Progress Meeting: It is strongly suggested that students provide their committee with an updated CV, list of current academic year's GE assignments, and any recent teaching evaluations ahead of the meeting. Consider preparing a list of any questions or concerns that you may have and would like to discuss at the meeting.

First year: No later than the winter term of their first year, students must meet with their First-Year Committee to discuss their progress in the program, develop a time schedule for completing their first-year project, prepare a plan for the second year, and to identify potential problems and weaknesses. The range of evaluations can vary from unsatisfactory to outstanding.

Second year: In the winter of their second year, students must meet with their Advising Committee to assess progress within the program. Any student judged as not making satisfactory progress (completion of First-Year Project and all required coursework) will be placed in unsatisfactory standing and may lose his or her funding. A student in unsatisfactory standing will be informed of what must be done to return to satisfactory standing and will be given dates by which the requirements must be met. Continued unsatisfactory standing can be grounds for termination from the Ph.D. program. The student should also discuss with the Advising Committee the plans for completing the Supporting Area Project and Major Preliminary Examination (one of which must be completed by the spring term of the third year, and the other by Oct. 15 of the fourth year). To ensure timely completion of these requirements, one or both should be formally proposed by the spring term of the second year.

Third year: In the winter of their third year, students must meet with their Advising Committee to assess progress on the Supporting Area Project and Major Preliminary Exam. To remain in satisfactory standing, students must complete one of these requirements by the end of the spring term of their third year; students who have not completed either of these requirements may lose their funding in subsequent terms. The student should also discuss with the Advising Committee plans for completing these requirements by Oct. 15 of their fourth year. To ensure timely completion of these requirements, this requirement must be formally proposed by the spring term of the third year at the latest.

Advanced students. From the fourth year on, students are evaluated during each fall term to

assess progress on all remaining requirements. Students who are behind in their requirements and have yet to Advance to Candidacy are expected to meet with their Advising Committee to formulate detailed plans to complete the remaining requirements needed for Advancement. Students who have advanced to candidacy are expected to meet with their Dissertation Committee and present a dissertation research plan, which should be discussed, revised, and approved. As in previous years, students must maintain excellence in research, scholarship, and teaching in order to maintain their funding priority throughout the fourth year and beyond.

Feedback from Advising and Other Committees. Students should receive feedback from their advising committees during evaluation meetings and after major deadlines (e.g., First-Year Project, Major Prelims). In addition, students are strongly encouraged to request feedback whenever they feel it will help with their timely and successful progress through the program. Faculty members may assume that students know how well they are progressing and therefore do not routinely offer feedback. A simple question such as “How am I doing?” can initiate important guiding conversations.

It is important that faculty provide timely feedback to graduate students, especially when it is required on major requirements that students must complete to progress through the program. Timely feedback is considered part of good mentorship. It is also important that graduate students provide faculty with ample time to provide this feedback and plan to provide them with this time. When a graduate student submits a completed draft of a major requirement for their degree (first year project, preliminary exam or paper, supporting area paper, dissertation proposal, master’s paper) to the relevant committee, the student should let the Graduate Coordinator know that the draft has been submitted to the committee members. The Graduate Coordinator will e-mail the committee members, alerting them that the draft has been submitted and that either any feedback on the draft should be provided to the student within 4 weeks of the date of submission or that the committee should make every effort to meet and discuss the status of the requirement within 4 weeks of submission. If the faculty member cannot make the 4-week deadline, then they should let the Graduate Coordinator and the student know the date by which they can provide feedback to the graduate student or attend the committee meeting. Students who do not receive feedback from a faculty member after the agreed upon date should either contact the faculty member again to remind them or have the Graduate Coordinator send the reminder. If getting feedback becomes problematic, the student should consult the GEC chair or department head.

Recommendation of Termination from Program. When there is serious concern about a student’s progress in the graduate program (either PhD or masters), the chair of the GEC may recommend to the Division of Graduate Studies that the student be terminated from the graduate program. Generally, before such a recommendation occurs, the GEC chair will discuss the concerns with the student, the student’s advisor and/or advising committee as well as with the GEC to make sure that a recommendation of termination is merited and that there are no extenuating circumstances. There should be a consensus that the student’s performance is sub-par: either severely sub-par in one domain or moderately to severely sub-par in multiple domains

(e.g., research progress, course work, degree requirements, and teaching, where applicable). Failing the preliminary exam twice is cause enough for a recommendation of termination without any other additional concerns; furthermore, in the case of failing the preliminary exam twice, the GEC chair may recommend termination without consulting the rest of the GEC or the student's advisor and advising committee. The GEC chair will alert the student of the concerns in writing (giving the student a chance to contest any concerns that he or she feels are in error) and describe what (if anything) can be done to allay the concerns, along with any relevant deadlines.

If a graduate student is suspected of plagiarism or misconduct (criminal, academic, or professional), the case shall be referred to the appropriate university committee for investigation. If a student confesses to or is discovered to have committed an offense that seriously violates the APA code of ethical behavior (e.g., falsifying data - [website](#)), the GEC may recommend termination from the program. It will generally be useful to discuss any concerns about a graduate student's behavior with the Department Head or GEC chair, who may in turn talk with the student's advisor.

Grievance Procedures: Most problems that arise are handled readily in discussions between the involved parties. Occasionally, however, this may not be the best vehicle for handling a grievance. When more serious problems arise, students should not hesitate to pursue more structured appeal procedures (as outlined below).

In terms of handling more minor matters, the grievance should first be addressed within the Department. The student should consult with the faculty member most closely involved, the Graduate Education Committee Chair, or the Department Head. If the student remains unsatisfied, he or she may contact the Division of Graduate Studies for further information on official University grievance procedures. If the matter pertains to teaching assistantships, grievance steps are stipulated in the Graduate Teaching Fellowship Federation ([GTFF](#)) union contract with the University. Detailed information about the formal university grievance policy can be found at the Division of Graduate Studies website ([here](#)).

The Division of Graduate Studies Requirements

The Graduate School has transitioned to 'UO Division of Graduate Studies' within the Office of the Provost. The Division of Graduate Studies maintains a list of University requirements on their [website](#). Following the departmental program requirements while maintaining full-time enrollment during the academic year will fulfill many of these requirements. Before reducing your enrollment to part-time, please discuss your plans with the Graduate Coordinator.

Program Requirements

First-Year Project

To help beginning students develop and demonstrate their abilities as researchers, first-year students in the Ph.D. program are expected to design a research project, obtain and analyze data,

and write a report in publishable format describing their work (“First-Year Project”). In some circumstances, it may be impossible to design a study, collect data, and analyze data all within one year, such as in longitudinal research or large sample clinical studies. In such cases, students may address a novel question in an existing data set. The scope of the work for the first-year project needs to be agreed upon within student’s First Year Committee. Accompanying this process, the *First-Year Research Series* (Psy 607) serves as a forum for students to discuss their ideas for the First-Year Project and to learn about some of the practicalities of conducting research at the University of Oregon. Students should also work closely with their First-Year Committee and obtain assistance and guidance for the project. A formal written report on the first-year research which has been approved by a student’s first-year project committee must be submitted to the FYP committee by November 15 of the second year. The final approval by the committee should be submitted to the Graduate Coordinator by the end of Fall term. The final report is expected to reflect work by the student at a level that would entitle the student to authorship should the paper be published. In addition, students present the results of their first-year projects in 20-minute talks during a series of department colloquia in the fall of their second year (usually in the middle of October, before the November 15 deadline).

If the student and First-Year Committee agree, the student is allowed to substitute laboratory rotations for the First-Year Project, provided that (a) the student gives a talk at the end of each lab rotation and (b) writes one paper on each of the lab rotations or one that integrates all three (specifics of the papers, including their deadlines, are negotiated between lab PI and student, with involvement of the student's advising committee). Each lab PI should be asked to send a brief memo to the student's First Year Committee, reporting on the student's participation in the lab and fulfillment of the paper requirement. The entire set of lab participations, talks, and papers must be completed by November 15 of the student's second year. The student has the option, but is not required, to give an oral presentation during the yearly first-year talks (either presenting one research project or an overview of the lab experience). Students who plan to opt for lab rotations should discuss their plans with the GEC chair in the fall of their first year. This option is well suited for students seeking the [Neuroscience Specialization](#).

Research with Human Subjects

Before any research using human subjects may be performed, the proposed project must be approved by the University of Oregon's Institutional Review Board (IRB). A guide to this procedure is available on university’s Research Compliance Services [website](#).

If the results of this research are to be reported in your First Year Project, Master's Thesis, or Doctoral Dissertation, the required Documentation of Research Compliance Approval form must be on file with the Graduate Coordinator prior to the collection of data. The form can be obtained online from the department’s graduate student “Doctoral Student Forms” link on Community or the Graduate Coordinator. Approval from the university IRB is required for ANY research involving human subjects, regardless of whether the research is to satisfy a degree requirement or not.

The Psychology Department maintains a human subjects pool, which all faculty and graduate students may apply to use. A guide to the use of the Psychology Department Human Subject Pool is available on Canvas once you are signed up to do research with human subjects. Send the human subjects coordinator an email at hscoord@uoregon.edu if you do not have access to the Canvas page. The guide must be read and quiz completed before using the Human Subjects Pool.

Research with Vertebrate Animals

Before any research using vertebrate animals may be performed, the proposed project must be approved by the Institutional Animal Care and Use Committee. A guide to this procedure and application forms are available from the university's Animal Care Services [website](#) (541-346-0998 or iacuc@uoregon.edu).

Master's Degree

Although obtaining a Master's Degree is not required for continuation in the Ph.D. program, graduate students in the Ph.D. program frequently [apply](#) for a Master's Degree during the fall of their second year. To obtain a Master's Degree, the graduate student must have:

- 45 graduate-level credits, taken after admission to the program or approved by petition.
- 30 of the 45 credits must be in Psychology
- 24 of the 45 credits must be U of O graded credits (B- or higher)
- 9 of the 45 credits must be 600-level courses, taken in residence
- 2 approved graduate-level statistics courses (e.g., Psychology 611, 612). Must be taken graded and passed with a B- or higher
- Completed the approved Research Ethics Course (Psy 607)
- Completed an approved research project/paper/thesis*
- Maintained a cumulative UO GPA of 3.00 or higher

*To receive a Master's degree with a **formal thesis**, the student must have at least 36 credits of course work and 9 Psy 503 thesis credits. The approved thesis must be formally submitted to the Division of Graduate Studies and comply with their formatting requirements and deadlines. If you think you will want to receive a Master's degree with a thesis, you should discuss your plans with your advisor and the Graduate Coordinator as soon as possible. Most psychology doctoral students opt to receive their master's degree without the formal thesis.

Supporting Area Project

The goal of the Supporting Area project (SAP) is to provide breadth to the student's training within a new content domain and/or with new research methodology to which they would not normally be exposed in their primary lab. In addition, it provides students with an opportunity to work closely with a faculty mentor other than their primary advisor, to gain experience with a

different mentoring style and to provide an opportunity to cultivate a relationship with another person who could later provide a detailed letter of recommendation for grant or job applications.

The Supporting Area Committee is composed of two faculty members who will monitor and advise on completion of the SAP. One of the two committee members must be a tenure-related current Psychology faculty member. Because the goals of the SAP include gaining experience working directly with another mentor and learning new content or new methods that students would normally not be exposed to in their primary lab, the chair of the Supporting Area Committee must be different from the student's primary advisor (who is usually the chair of the FYP, Major Preliminary Examination, and Dissertation Committees). If the chair of the SAP committee is from outside Psychology, they must either be UO tenure-related in their home department or be approved by the GEC chair. It is recommended that, during the SAP, the student regularly interacts with their SAP mentor(s), which may include attending lab meetings or area meetings related to the SAP. No person can serve as the SAP chair for more than two students at one time.

Specific requirements:

The choice of a specific project should be discussed with the student's primary advisor and the intended supporting area chair. There are many different scenarios that fulfill the SAP requirement, and the student may choose one that works for them. The primary goal is to work with a second mentor to learn a new content domain and/or a new method that the student would normally not be able to learn in their primary lab. The following examples would all be acceptable scenarios:

- A student whose primary research examines the relationship between familial interactions and mental health risk takes the SAP as an opportunity to learn about the role of testosterone in social hierarchy, with no plans to link the two topics together.
- A student whose primary area is decision making completes an SAP in emotional development, with the goal of developing a novel research program on decision making in emotional context during adolescence.
- A student whose primary lab studies the effect of mother's depression on child's development completes a SAP in a cognitive lab that uses EEG, with the goal to ultimately test the utility of EEG in studying depression.
- A student whose primary interest is in empathic perceptions uses the SAP to develop a course entitled The Philosophy of Consciousness under the guidance of a faculty member in Philosophy.
- a student whose primary interest is in the neural mechanisms of sensory processing arranges for an internship at a technology company, in a project that explores ways to overcome difficulty in reading text on the real-world background presented in an augmented-reality display.

Students may complete one or two courses related to their project, including possibly an independent reading course when a course is not otherwise available. However, there is no formal course requirement for the SAP.

As a part of their SAP proposal, students should describe the project they intend to complete, how it will extend their expertise beyond what they would normally learn in their primary lab, and the expected timeline for completion. The proposal should also indicate what will be the final “product” demonstrating the completion of SAP. Importantly, SAP proposals must be submitted to the GEC *before* work on the project has begun – failure to submit a proposal may mean that the student’s efforts on the project are wasted if it is later determined that the project does not meet the goals of the requirement. The GEC will evaluate proposals to ensure that (1) students will gain breadth in their training, (2) the parameters of the project are clear and the work required to satisfy the SAP is explicit and feasible, and (3) the expected timeline is both achievable and appropriate. Based on the proposed timeline, the GEC will also check in with students and their committee throughout the project to ensure that progress is being made.

In general, students may choose any one of the following to satisfy the SAP requirement:

1. Design and execute an empirical project that is overseen by the supporting area committee and prepare a manuscript that describes the completed work.
2. Prepare an NIH or NSF-style research proposal that provides a detailed research plan on a topic that is approved by the supporting area committee. Specific page limits associated with NIH or NSF grants are less important than a rigorous treatment of the relevant theoretical and empirical issues. The proposal must include the relevant background, clearly motivating the proposed studies, as well as a project proposal with detailed methods and predictions. Two-page fellowship-style grant applications would not satisfy the SAP requirement.
3. Write an in-depth review of the literature surrounding the chosen topic, with length and theoretical breadth like that which would be required for publication in a typical review-oriented APA journal (e.g., Psychological Bulletin).
4. Prepare a detailed teaching portfolio that includes all the materials needed to teach a class (syllabus and lecture materials such as Powerpoint slides and exams) on a topic directly related to the topic of the supporting area. This portfolio should represent the original work of the student. Lecture material that was not created by the student can be used, but those materials should be explicitly identified to the SAP committee, who will judge whether the student’s contribution is substantial enough to fulfill the requirement. The department will try to provide some opportunities for students to potentially teach proposed courses that are both excellent and that fulfill the department’s teaching mission.
5. Present a talk or poster about the SAP at a conference, with the student as presenting author. If the student has submitted their SAP to one or more outside conferences and it was not accepted, but they have reached the end of their third year, they can satisfy the presentation requirement by presenting their project as a poster or talk during the UO Division of Graduate Studies’ Graduate Student Research Forum in their fourth year. As long as the student has made the poster or written the presentation (and the student’s committee members have seen and signed off on one of these products), the student will not be considered “behind” on requirements if they are just waiting for the actual conference (or Grad Forum) to happen. However, the presentation at an actual conference or Grad Forum must be made before the SAP requirement will be

considered fully complete.

6. Engage in applied clinical science, such as by conducting a program evaluation project or research project at a clinical training site; completing a research project (includes clinical case study with data) in the psychology training clinic with archival data and/or current client (per consent form); providing evidence-based professional training at a clinical training site; or identify, apply for funding, and organize specialized clinical training at the program level.
7. Complete a project management experience in another faculty member's laboratory, where the student works a specified number of hours assisting with the management of research operations. The student must develop specific project management competencies (such as resource allocation, timeline development, research coordination, personnel management, or stakeholder communication) through regular mentorship from the faculty supervisor. This option requires completion of a detailed Project Management Agreement Form that explicitly outlines responsibilities, time commitment, learning objectives, and assessment criteria. Upon completion, the student must present a summary of their contributions and newly acquired skills, which will be evaluated by their Supporting Area Committee.
8. Besides the seven options described above, it is possible for the SAP to take other forms, as long as the goals of the requirement (as described above) are met. For example, the student could participate in an internship outside of academia or play a major role in developing public policy. As with the other SAP options, the project should result in some concrete "product" (e.g., manuscript, presentation, or policy document) that can be used to evaluate the value of the SAP.

Deadline:

To stay on track with the requirements, students should start planning for their SAP as soon as they complete their FYP in the Fall of their second year. The student should also discuss these plans with their Advising Committee during their second-year winter advising meeting.

Students may choose whether to complete their SAP or their Prelims first, although it is expected that students will usually be working on both requirements in parallel. Some students may want to complete their Prelims first because, for example, they have a clear idea for follow up studies for their FYP that they want to submit to a fellowship grant application. Other students may want to learn a new method not common in their primary lab, therefore completing the SAP first with the goal to then use that method in their future work.

If the student wishes to focus on the SAP first, it must be proposed by the end of the spring term of the student's second year and completed by the end of the spring term of their third year. For students completing their Prelims first, the SAP proposal is due by the fall term of the student's third year, with completion of the project by Oct. 15 of the fourth year.

For clinical students, the Supporting Area Requirement must be completed before applying for internship. Clinical faculty will not recommend a student for internship if this requirement has not been fulfilled. Upon completion, the student must submit a completion form, signed by the

committee and the GEC chair, to the Graduate Coordinator.

Major Preliminary Examination

The Major Preliminary Examination (“Prelims”) provides an opportunity for students to integrate their knowledge of a relatively broad area of psychology (e.g., traditionally developmental, social, clinical, cognitive, or physiological, and more recently developmental psychopathology, emotion, or cognitive neuroscience) and to demonstrate their scholastic competence in this area. Students are ready to Advance to Candidacy after the completion of the SAP and Prelims (and, for clinical students, all clinical coursework and practica).

Each student’s Major Preliminary Examination is designed and evaluated by a faculty committee comprised of three faculty members (the Major Prelim Committee). Two committee members, including the chair, must be current tenure-related Psychology Department faculty. All of the committee members must be UO tenure-related faculty. For clinical students, two of the three members must be tenure-related Clinical faculty. The chair of the Major Prelim Committee must be different from the chair of the Supporting Area Committee.

The major preliminary examination must take one of three forms—a written examination, a review paper with subsequent public presentation, or a grant proposal with subsequent public presentation.

- (1) The *written examination* is designed by the Major Prelim Committee and based largely on a reading list developed by the student in consultation with the faculty committee. In developing the list and constructing the examination, the student and committee should remember that the goal of the Major Preliminary Examination is to demonstrate the student’s grasp of a broad area within psychology. (Reading lists and past exam questions are kept on file by the Graduate Coordinator and should be consulted by the student and committee members.) The formal examination may be given either in one sitting or as a take-home exam, as agreed upon by the Prelim Committee. The Prelim Committee members grade the answers to the exam questions and discuss whether the exam as a whole is to be graded “pass with distinction,” “pass,” or “fail.” The Prelim Committee’s decision must be unanimous. It is common that the committee asks the student to rewrite individual exam answers if they are not satisfactory for a passing grade.

For the other two options (described below), students should consult with their advisor and/or potential Major Prelims Committee chair (often the same person), as well as other relevant faculty (other advising committee members and/or potential Major Prelims Committee members) and do the following before proposing their project: (a) review the relevant literature; (b) identify a gap in scientific knowledge; (c) discuss the point(s) at which committee members will give feedback on the proposal; and (d) determine the timing of the presentation (e.g., do the committee members need to have approved the written proposal prior to the presentation?).

- (2) The Major Prelims requirement may be satisfied by the completion of an integrative *review paper* that will critically review a focused area or sub-area of a field, ideally in a way that points to knowledge gaps that could be filled with a dissertation project. This will be followed by a presentation about the paper either at one of the departmental brownbags or at a lab meeting. An announcement must be made to the department no fewer than two weeks in advance of the presentation; at least two prelim committee members must attend the presentation; and the presentation must be open to any department members who wish to attend. The review paper may undergo several rounds of revisions until the Prelim Committee considers the paper to be “passing.” In the presentation, the student is expected to defend their paper and demonstrate their competence within a relatively broad area of psychology. The Prelim Exam is graded on both the paper and the presentation as “pass with distinction,” “pass,” or “fail.” The Prelim Committee’s decision must be unanimous.
- (3) The Major Preliminary Examination requirement may be satisfied by writing a grant proposal. This will be followed by a presentation about the grant proposal either at one of the departmental brownbags or at a lab meeting. An announcement must be made to the department no fewer than two weeks in advance of the presentation; at least two prelim committee members must be in attendance for the presentation; and the presentation must be open to any department members who wish to attend. The grant proposal should be written in the actual format of an extramural granting agency that would potentially fund the proposed research and must be a proposal for a grant that would have the potential to substantially fund the research and/or support the student during the course of the research. Only grant proposals that require the following as part of the application can be used for this prelims option: (a) background/significance for the research topic, (b) a research plan with clearly stated hypotheses, (c) sampling strategy and power analysis, (d) details about measures, paradigms, tasks, and procedures to be employed, (e) plan for data analysis, and (f) timeline for project. Students seeking to fulfill the [Neuroscience Specialization](#) should choose this option.

NIH NRSAs are an acceptable grant proposal for this prelims options; guidance from faculty in various areas will be solicited to help decide whether other types of grant proposals are eligible. Proposal formats will be considered by the GEC chair in consultation with faculty in various areas and will be judged on a variety of criteria including the extent to which the proposal is a kind that could substantially benefit the student’s career. Students will specify which granting agency they are submitting to when they complete the department’s Preliminary Examination Proposal form.

The student is not required to actually submit the grant proposal to a granting agency as part of the prelims requirement (although submission is encouraged). The student could conceivably submit the grant proposal to a granting agency prior to submitting it to their prelims committee. However, regardless of the student’s decision about submitting it to the granting agency, the student will still have to go through the department’s required

process for proposing to do the grant proposal option for prelims and would also still need to get their prelim committee to sign off on a version of the completed proposal in order to complete the prelims requirement, regardless of the status of the proposal with a granting agency. The grant proposal may undergo several rounds of revisions until the Prelim Committee considers the proposal to be complete. The Prelim Exam is graded on both the grant proposal and the presentation as “pass with distinction,” “pass,” or “fail.” The Prelim Committee’s decision must be unanimous.

A “Major Preliminary Examination Proposal” must be submitted to the GEC *before* work on the project has begun – failure to submit a proposal may mean that the student’s efforts on the project are wasted if it is later determined that the project does not meet the goals of the Major Preliminary Exam requirement. The proposal is based on discussions between the student and the Major Prelim Committee (in consultation with the GEC, if needed), and it specifies the scope and format of the requirement the student has chosen and includes a preliminary reading list.

All preliminary exams must be based on a reading list approved by the student’s Major Prelim Committee. From this reading list are derived either (a) written exam questions, (b) the review paper topic or (c) the core questions for a grant proposal. Completion of the Major Prelim requirement is documented on the “Completion of Major Preliminary Examination” form, which records date, title, and format of the exam, date of presentation (if review paper or grant proposal option was taken), the grade (“pass with distinction,” “pass,” or “fail”) and includes the reading list and either exam questions or a summary of questions asked at the presentation (in the case of a review paper or grant proposal).

Failure of Prelims: If a PhD student fails his or her preliminary exam (where failure constitutes the prelim committee informing the Graduate Coordinator via the preliminary exam form that the student has failed), the student must form a new preliminary exam committee and complete a new prelims proposal. The members may be the same as the members of the first prelims committee and the reading list and format may be the same, but if the student chooses to take an exam for the second attempt, the questions must differ from those on the first attempt. If the student initially wrote a paper or grant proposal for prelims and the paper or proposal is deemed failing, then the student’s second attempt must be an exam.

Failure to pass the prelims on two attempts is automatic cause for a student to be recommended for termination from the graduate program. What constitutes passing or failure of the prelims is left up to the prelims committee.

Deadlines:

To stay on track with the requirements, students should start planning for their Prelims as soon as they complete their FYP in the Fall of their second year. The student should also discuss these plans with their advising committee during their second-year winter advising meeting.

Students may choose whether they wish to propose and complete their SAP or their Prelims first, although it is expected that students will usually be working on both requirements in parallel.

Some students may want to complete their Prelims first because, for example, they have a clear idea for follow up studies for their FYP that they want to write up for a fellowship grant application. Other students may want to learn a new method not common in their primary lab, completing the SAP first with the goal to then use that method in their future work.

If the student wishes to focus on the Prelims first, the proposal must be accepted by the end of the spring term of the student's second year, and the prelims must be completed by the end of the spring term of their third year. For students completing their SAP first, the Prelims proposal is due by the fall term of the student's third year, with completion of the project by Oct. 15 of the fourth year.

For clinical students, the Prelims must be completed before applying for internship. Clinical faculty will not recommend a student for internship if this requirement has not been fulfilled. Upon completion, the student must submit a completion form, signed by the committee and the GEC chair, to the Graduate Coordinator.

Advancement to Candidacy

To advance to candidacy, all departmental requirements, except for the completion of the dissertation, must be met (i.e., all coursework, the first-year project, passing of the major preliminary examination, completion of the supporting area project. For clinical students, this also includes clinical practica). This should be done by the beginning of the fourth year, or ideally sooner. Students who fail to fulfill the major prelim requirement or the supporting area requirement by the dates indicated above lose their guarantee of support. Third-year students should inform the GEC chair about their schedule of fulfilling the requirement by the end of spring, when funding-based GE assignments are made for the following year.

After Advancement to Candidacy, doctoral students should begin to include Psy 603 Dissertation credits in their registration. A total of 18 dissertation credits is required by the end of the term that the degree is awarded.

Dissertation Committee

By the beginning of their fourth year, after advancing to candidacy, students form a Dissertation Committee that takes over all advising functions and provides guidance during the completion of the dissertation project.

The Dissertation Committee cannot be formally declared until after advancement to candidacy. The Division of Graduate Studies requires that there be a period of at least **six-months** between the time the Dissertation Committee is formally declared and the earliest date the Final Oral Defense can be held (please contact the Graduate Coordinator for further information).

Membership of the Dissertation Committee must include:

- Chair
- Two Core Members
- Institutional Representative

The Chair and at least one Core Member must be tenure-related Psychology faculty members. For clinical students, the Dissertation Committee must include at least one tenure-related Clinical Psychology faculty member.

Under certain circumstances, the second Core Member may be: (a) A faculty member from another college or university; or (b) a qualified practicing professional or community member with demonstrated expertise related to the dissertation topic. This requires prior approval at several levels. In Psychology, the steps to request such a Core Member are as follows:

- a) The dissertating student writes the GEC Chair (with a copy to the psychology Graduate Coordinator) to request the addition of the Core Member. This written letter should include information about why the additional member is needed on the committee (e.g., specific expertise, familiarity with a particular project or dataset).
- b) The dissertating student's advisor writes a similar request to the GEC Chair (with a copy to the psychology Graduate Coordinator) to request the addition of the Core Member, including the faculty perspective on why the additional member is needed.
- c) The GEC Chair will solicit input from additional GEC members and/or faculty in the student's area (generally 2 faculty members) and forward a recommendation about adding the Core Member to the Psychology Department Head.
- d) Using the Dissertation Committee Service Nomination Form (found on the Division of Graduate Studies [website](#)), the Psychology Department Head forwards a recommendation to the Dean of the College of Arts and Sciences, who will forward a recommendation for final approval to the Division of Graduate Studies.

It would be helpful to contact the Graduate Coordinator for help with this process.

The Institutional Representative (previously referred to as the Outside Member) must be tenure-related UO faculty with an affiliation outside of Psychology but also may be someone with relevant expertise for the dissertation project.

Additional members can be added in an advisory (non-voting) capacity.

Once a student has selected the members of their committee – and confirmed with each their interest in and availability to serve on the committee – they should email the Graduate Coordinator with the names of their committee members.

If a student would like to change the composition of his or her dissertation committee after the proposal meeting, they must notify the following people in writing that the change is to occur:

- Any committee member(s) being removed or added to the committee.
- All other committee members
- The GEC
- The Graduate Coordinator (who then notifies the Division of Graduate Studies)

If any of the committee members have concerns about changes in the committee, these concerns should be brought to the GEC. Please also note that the Division of Graduate Studies does not allow changing the Chair or Institutional Representative of the dissertation committee less than 6 months before the defense date. To do so would re-set the above mentioned 6-month clock. Full Division of Graduate Studies Dissertation Committee Policy is located on their [website](#).

Dissertation Proposal

All students in psychology must complete a dissertation proposal requirement that consists of a written proposal draft and a subsequent meeting with the dissertation committee. (In case the student has not yet formed a dissertation committee, the student's advising committee forms a plan with the student to form a dissertation committee and arrive at a dissertation proposal within a reasonable time frame.) The specific format of the proposal draft (e.g., short memo or longer document) and the format of the committee meeting (e.g., formal defense or open discussion) can be negotiated between the student and the committee. However, the meeting must result in a document that is a minimum of two pages ("Dissertation Proposal") that defines the plan formulated by the student and the committee regarding (at least) the topic and scope of the dissertation, method and scope of data collection, and analysis strategies.

The Dissertation Proposal has several functions: First, it encourages the student to think through details of hypothesis formation, design, and analysis strategies in advance of data collection. Second, the student and the dissertation committee arrive at shared expectations regarding the scope of the dissertation and details in design, data collection, and analysis. That way, unwelcome surprises for both parties (e.g., an advisor's request for more studies or a student's failure to provide certain analyses) are made less likely. Third, when new faculty are added to a dissertation committee at a time when data collection has already been completed (which may be true for the outside member), the newly added member can consult a document that specifies the goals of the dissertation and can thus more fairly assess the success of the completed dissertation in meeting these goals.

The Dissertation Proposal must be submitted to the Graduate Coordinator for filing and can be consulted by the student, by current members or new members of the student's dissertation committee, and by the GEC (e.g., for evaluation purposes). Updates or changes to the Proposal should be made in writing to the Graduate Coordinator after communication among all dissertation committee members.

The Dissertation Proposal is due no later than the end of the winter term of the student's fourth

year. The student's dissertation committee or advising committee can request an extension by notifying the Graduate Education Committee Chair or Graduate Coordinator. This request must be accompanied by a proposed timeline to be approved.

Clinical students must have a formally accepted Dissertation Proposal prior to going on internship. The Proposal must be approved by November 1 to permit faculty to write letters of recommendation. All program requirements must also be completed by this time, or a reasonable plan must be proposed for their completion by the departure date for internship.

Doctoral Dissertation

The doctoral dissertation is a major project that demonstrates the student's ability to act as an independent researcher and scholar. The dissertation should be planned in close cooperation with the Dissertation Committee. The University and Division of Graduate Studies have established strict guidelines that must be followed to complete this final step in the graduate program.

Advancement to Candidacy: Advancement is required prior to application for the Final Oral Defense and degree, prior to accumulating the 18 hours of dissertation credits toward the dissertation, and prior to nomination of the Dissertation Committee to the Division of Graduate Studies. Advancement to Candidacy takes place after all department and area requirements have been fulfilled (with the exception of the clinical internship).

Credit Requirement: The Division of Graduate Studies requires a minimum of 18 dissertation credits (Psy 603) for the doctoral degree. Only dissertation credits taken after the student has been officially advanced to candidacy will count toward the required 18 dissertation credits. With departmental approval and a petition to the Division of Graduate Studies, six of these hours may be in research prior to advancement to candidacy.

Schedule of Dates: The [Division of Graduate Studies](#) prepares a schedule of dates for completion of degree requirements each term. If the deadlines therein are not met, the student must reapply for the degree the following term. The dates shown on the dissertation abstract must correspond with the dates for the term in which the degree will be granted.

The Term Before Oral Defense: If the dissertation will include unpublished co-authored material, previously published co-authored material, previously published material (no co-authorship), and/or all or part of the dissertation will be prepared according to journal format style – the Division of Graduate Studies' [Content and Style Request Form](#) is required the TERM BEFORE the oral defense is held.

Registration Regulation: The student must be registered for at least three dissertation credit hours the term in which the defense is held and the degree granted. The student must accumulate at least 18 dissertation credits by the time of graduation. Registration requirement for an oral defense held during summer can differ from the regular academic year, please check with the

Graduate Coordinator when making plans.

Advanced Degree Application: The degree is not granted automatically. The student must apply for the degree online via [GradWeb](#). The application must be on file at the Division of Graduate Studies by the end of the second week of the term in which the student plans to receive the degree. If for some reason, the student does not complete the requirements or meet all of the deadlines, the student must reapply for the following term.

Application for Final Oral Defense: At least five weeks before the oral defense is held, begin the Application for Final Oral Defense process (formerly known as Confirmation of Agreement to Attend). Return to your Advanced Degree Application on [GradWeb](#), in the Oral Defense module, enter the date/time/location of the oral defense. Each dissertation committee member will receive an automated email and they must respond via GradWeb. Once all members have responded, this becomes the Application for Final Oral Defense. The Graduate Coordinator secures the signatures of the Department Head and Graduate Education Committee Chair. This document must be at the Division of Graduate Studies TWO WEEKS BEFORE the oral defense.

Oral Defense: A formal oral defense of the dissertation is mandatory before the Ph.D. degree can be granted. The defense is usually held during the term in which the degree will be granted and must be scheduled three weeks in advance of the defense date. At this time the committee members should be presented with a copy of the dissertation in final form. Students should not request that their committee accept an incomplete or draft copy of the dissertation. If, in the judgment of the student and their adviser, the dissertation is not complete three weeks prior to the defense, the oral defense should be rescheduled. Committee members should not agree to sit for an oral defense if they have not received a complete and final copy of the dissertation at the appropriate time.

Dissertation: Dissertations are submitted electronically. Please view the submission procedures on the [Division of Graduate Studies'](#) site for the latest information. If approval of the dissertation is not unanimous, a review procedure will be established by the Dean of the Division of Graduate Studies.

Concurrent Degrees

Students may request permission to work towards an additional (concurrent) degree at the UO while also working on their Psychology Ph.D. Students should first discuss the possible concurrent degree with their advising committee, to see whether the committee supports the concurrent degree. The student can then submit a request to the GEC chair, describing why the other degree is needed, how it will enhance their training, and a timeline for completing all degree requirements for both degrees. Students should ask each of their advising committee members to send a statement about level of endorsement of the concurrent degree to the GEC chair. The GEC chair, in consultation with other GEC members and possibly other faculty, will consider the request, weighing the feasibility of the timeline and the student's record in the

Psychology program. Students should keep in mind that if they are given permission to work towards a concurrent degree but get behind on degree requirements (and thus in danger of losing funding), the concurrent degree activities will not be considered as an excuse for being behind.

Leave of Absence

With the exception of summer term, a graduate student must enroll for at least 3 graduate credit hours each term or file a “Leave of Absence” form. Doctoral students are eligible for a maximum of six terms of on-leave status. Students who “stop-out” without complying with these regulations face the following consequences:

- 1) The University may not allow re-admission.
- 2) The University may not give you credit for previous coursework completed.
- 3) The student will be required to complete any new department and/or Division of Graduate Studies regulations enacted during the unauthorized leave of absence.
- 4) The University may require that the student reestablish residency (i.e., enroll for one year).
- 5) The student may be required to complete a new Supporting Area project and/or Major Prelim exam.

Students who take leaves of absence place extra strain on the departmental ability to recruit new graduate students, especially when the leave occurs during the spring term. To deal with this problem, the department will not guarantee support at the end of the leave. Under extraordinary circumstances, e.g., medical emergencies, the GEC will consider student petitions to maintain guaranteed support after the leave of absence.

Clinical students should discuss options with the Graduate Coordinator before taking a leave of absence.

Pregnancy and post-partum leave and accommodations

Students seeking GE accommodations due to pregnancy and childbirth should work with Human Resources to determine appropriate leave status.

If students are interested in accommodations in their coursework due to pregnancy and childbirth should contact the instructors of their courses with requests for specific accommodations. Note that these may or may not be granted.

Students with pregnancy-related complications (such as serious health conditions) or other conditions that constitute a disability, including complications that arise postpartum or exacerbation of an existing impairment due to pregnancy, may be eligible for reasonable accommodations and services through the Accessible Education Center (AEC). OICRC (Office of Investigations and Civil Rights Compliance) will refer students to and coordinate with the

AEC, as appropriate, to ensure students' pregnancy and postpartum related accommodations needs are met.

Grievance Guidelines

Professional training is not confined to the areas of psychology research, methods, and teaching, but extend more broadly to professionalism and ethics. For that reason, when issues arise, we encourage students to 1st seek guidance and support from the faculty and staff within our department. For example, students may turn to their advisor, faculty on their advising committee, the Graduate Coordinator, the GEC chair, the Director of Clinical Training, or the department head. These faculty and staff can help students better understand and process issues, determine whether they rise to the level of a formal complaint, and identify the avenue through which to make such a complaint.

Grade disputes.

If a student has a complaint about a grade obtained in a course, the student should attempt to address the concern with the instructor of record for the course. If the student is unable to resolve the grade complaint with the instructor, the student may choose to file a formal grievance, as described in the UO [Student Grievance Policy](#).

Accommodations.

The Accessible Education Center (AEC) supports equitable access to academics through individualized plans for reasonable accommodations. Dedicated staff for graduate and law students can help you to figure out what academic accommodations, if any, might work for you. It's better to have accommodations and not need them than to need them and not have them.

Academic accommodations are individualized to each student and their academic responsibilities. Graduate students often participate in a wide variety of assistantships and professional opportunities outside of the traditional classroom that are often unavailable to undergraduate and non-degree seeking students. More specifically, because graduate study can include responsibilities such as teaching, research in labs or the field, or grant-related, some accommodations require careful planning and communication to assess and determine what is reasonable.

The first step to receiving reasonable accommodations for your academic responsibilities is to [make an appointment](#) with an AEC Access Advisor to discuss your situation. At this appointment, the Access Advisor will ask about your educational and medical history, current concerns, and anticipated areas of support. You will review any documentation of disability at this appointment. If you do not have current documentation, you are still encouraged to meet with an Access Advisor.

If you are in need of accommodations to complete your assigned GE work, please contact

Human Resources (<https://hr.uoregon.edu/interactive-disability-accommodation-process>).

Discrimination or harassment.

Students and employees who have experienced prohibited discrimination and harassment based on a protected characteristic, including national origin, religion, and sex and gender identity or expression, have many options to receive help and support from the university, campus and local law enforcement, and community agencies. Please contact the Office of Investigations and Civil Rights Compliance (OICRC) at oiarc@uoregon.edu for information about options and resources, including supportive measures.

CAS Grants Fellowship Student FAQ

I plan to apply for a fellowship. Where do I start?

Please contact CAS Grants Pre-Award at casgrants@uoregon.edu, preferably eight or more weeks prior to the sponsor due date. Please include a link to the guidelines and the name of your Ph.D. advisor in your email message. A Research Administrative Coordinator (RAC) will review the fellowship guidelines to determine next steps.

I have a new award, where do I start?

Reach out to CAS Grants Pre-Award at casgrants@uoregon.edu and a RAC will help facilitate setting up this award with UO. If you did not work with the CAS Grants Pre-Award to submit the application, please contact them ASAP and note that in your email.

How do I set up insurance?

To request GTFF insurance eligibility, complete the Info Release Form (only the first time):

https://oregon.qualtrics.com/jfe/form/SV_ch2XzBvKEkyGTjf

Your grants coordinator will fill out the index for this to be billed to each term.

What are my financial responsibilities?

You are responsible for [\\$61](#) in UO fees each term.

Please make sure to prioritize making this payment, as any late charges on that portion we cannot have removed.

You will be responsible for the [monthly premium](#) per the GTFF insurance.

How do I deal with balances on my account?

During the first 2 weeks the RAC and student billing will be processing your account. If your term payment of [\\$61](#) was made, you should not encounter any issues. Please check your account by week 3, and if the payments have not been processed, please let your RAC know. We will get this fixed, and any late charges associated with it will be removed.

Who do I reach out to if I have questions or concerns on my fellowship?

The grants team work out of shared inboxes, so please use the appropriate ASU email below:

ASU 4: asu4postaward@uoregon.edu

How do I set up travel or make an allowable purchase?

Please contact your RAC as they will be able to assist you with the correct process for your fellowship. The process may differ based on the funding source. The RAC will assist in making sure the process is done correctly and in-line with your award.

If you have any questions or concerns on your awards, please reach out to the emails above and a RAC will assist you.

Other resources:

[OVPRI FAQ for Graduate students](#)

[Grad School Scholarships, Fellowships & Awards](#)

[List of Pre-Approved fellowships for institutional support](#)