DOCTORAL STUDENT HANDBOOK
FALL 2023

Department of Psychology
1227 University of Oregon
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September 2023

Contents

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:

Requirement	*Completion Deadline*
1. Data Analysis, Psy 611, 612, and 613. *	End of spring term of the first year.
2. First-Year Research Series (three terms). †	End of spring term of the first year.
3. Core Sequence (3 out of 5 Core Courses). *, ‡	End of spring term of the second year.
4. First-Year Research Requirement.	Nov. 15 of the second year.
5. Supporting Area Requirement.*, §	End of spring term of the third year, or Oct. 15 of the fourth year. **
6. Major Preliminary Examination. §	Oct. 15 of the fourth year, or end of spring term of the third year. **
7. Doctoral Dissertation. §	Expected within six years.

Note: The required year of residency on the Eugene campus and the requirements noted above must all be accomplished within a seven-year period. If this period is exceeded, the student would be required to complete some or all of the requirements a second time, complete a second year of residency, or both.

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

† 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.

‡ **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.

** 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.

§The Division of Graduate Studies requires that a student be *registered for summer term* when fulfilling a program requirement and/or receiving a degree.

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 from the director of the clinical program or the graduate secretary.

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 secretary 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).

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 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. CAS grants will connect you with the most appropriate contact to assist with the process.

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 OVPRI, Provost's Office and Division of Graduate Studies may have some funding available to offset the costs of tuition, insurance and fees, but coverage is not guaranteed, and requests for institutional support must be made prior to proposal submission. CAS grants can request institutional support to offset these costs provided they are notified well in advance of a proposal deadline.

If institutional support for tuition, insurance and fees is available from the OVPRI, Provost's Office and Division of Graduate Studies, the recipient of the award may not receive a GE assignment depending on the number of GE positions available in the department from the College of Arts & Sciences.

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 as a way 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 secretary (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 secretary 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 then 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 his/her 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 secretary 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 feel that an advisor change should be considered, they should immediately consult the GEC chair and graduate secretary to discuss options. If either the student or the advisor decide 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 a faculty advocate to the student, 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. Based on past history, we know that the vast majority of those who enter will do quite well in the program and in their subsequent careers. Few positions our graduates accept upon completion of the doctorate 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 to 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 or not 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. Also 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 are asked to 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 are required to 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 are required to 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 the plans for completing the other of 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. Fourth-year and more advanced 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 in order 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 ahead to provide them with this time. When a graduate student submits a completed draft of a major requirement for his/her 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 secretary know that the draft has been submitted to the committee members. The graduate secretary 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 s/he should let the graduate secretary and the student know the date by which s/he 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 him or her, or have the graduate secretary send the reminder. If getting feedback becomes problematic, the student should consult the GEC chair or department head.

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; he or she does 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.

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 in order 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. Other information can be obtained from the Office of Student Advocacy.

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 Secretary.

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 Graduate Secretary by November 15 of the second year, but students submit drafts to their First-Year Committee well before this deadline to receive feedback and have time for revisions. 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 Secretary 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 Secretary. 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 secretary 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, so as 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 be UO tenure-related in their home department. 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.

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 metal 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 the area of emotional development, with the ultimate 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.
- a student working toward the Neuroscience Specialization would complete a "cross-disciplinary" lab rotation (i.e., students whose main line of research is within cognitive

neuroscience would do a research project in systems or cellular neuroscience lab within the Psychology or Biology Departments, and vice-versa for students whose main line of research is within systems neuroscience), with an accompanying write-up of the work and any coursework appropriate for the Supporting Area. Please see Neuroscience Specialization.

Students are encouraged to complete one or two courses related to their project, including possibly an independent readings 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 and how it will extend their expertise beyond what they would normally learn in their primary lab. 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.

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 similar to 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 s/he is 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) Besides the five 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 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 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 secretary.

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 of the three 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 Secretary 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 be in attendance at the presentation; and the presentation has to 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 has to 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 has to 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 his/her 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 his/her 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 secretary 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 spring 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, they 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 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 secretary.

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.

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 Secretary 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. The steps to request such a Core Member in Psychology are as follows:

a) The dissertating student writes the GEC Chair (with a copy to the psychology graduate secretary) 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 secretary) 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 Secretary 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.

If a student would like to change the composition of his or her dissertation committee after the proposal meeting, s/he 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 Secretary (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 of the dissertation committee less than 6 months before the defense date.

Dissertation Proposal

All students in psychology have to 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 secretary 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 secretary 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 Secretary. This request must be accompanied by a proposed timeline in order 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 in order 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.

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 Secretary 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 on the Eugene campus 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 his/her 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.

Neuroscience Specialization

Students wishing to obtain a Neuroscience Specialization, with a notation of such on their degree, may do so by fulfilling additional requirements (beyond those listed above) within the Institute of Neuroscience (ION).

1) Prior to the start of the first year, the student must attend the week-long ION Bootcamp, where they will be introduced to the various research techniques used in the UO neuroscience laboratories.

2) The student must complete a three term series of courses on Advanced Neuroscience (BI 610 Advanced Cellular Neuroscience, PSY 610 Advanced Systems Neuroscience, and PSY 610 Advanced Cognitive Neuroscience). The Advanced Systems and Cognitive Neuroscience Courses form the Group A set of Core Courses within psychology and will serve to fulfill two of the three required Psychology Core Courses (students will need to complete the Core Course on PSY 610 Social/Personality, PSY 610 Developmental or PSY 620 Psychopathology to complete the psychology requirement).

3) As a substitute for the First Year Project, the student can complete three terms of rotations within the labs of the neuroscience training program of the Psychology and Biology Departments. The student must also (a) give a talk at the end of each lab rotation and (b) write one paper on each of the lab rotations or one that integrates all three (as described in the lab rotation version of the First Year Project requirements, above).

4) The Supporting Area project must be fulfilled by completing a "cross-disciplinary" lab rotation (i.e., students whose main line of research is within cognitive neuroscience would do a research project in a systems or cellular neuroscience lab within the Psychology or Biology Departments, and vice-versa for students whose main line of research is within systems neuroscience), with an accompanying write-up of the work and completion of coursework appropriate for the Supporting Area (as outlined in the Supporting Area requirements, above).

5) The Prelim Exam must be fulfilled by submitting a grant proposal in NRSA format (as described in the Prelim Exam requirements, above).

6) The Neuroscience Specialization must be officially declared with the Division of Graduate Studies the term before you intend to receive your PhD. Declaration form located here.

Students interested in obtaining the Neuroscience Specialization should confer with the Graduate Secretary and GEC Chair as early as possible (preferably during the summer before the first year).

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 Secretary before taking a leave of absence.

Psychology Department and Division of Graduate Studies Forms

Departmental forms are attached to this document and are available via the
"Student Resources" link on Community or the Graduate Secretary. Division of Graduate
Studies' forms are available via their website

I.   Advising Committees (departmental forms)
        A.   First-Year Plan Form and First-Year Committee Form
             To be turned in to the Graduate Secretary by the end of fall term of first year.

        B.   Advising Committee Form
             To be turned in to the Graduate Secretary after completion of the First Year
             Project and by the end of fall term of second year.

II.   Student Evaluation
        A.   Student Evaluation Forms for Formal Evaluations
             1.   The Graduate Secretary will place evaluation forms in your mailbox when
                you are due for a formal evaluation.
             2.   The forms are to be filled out with your advising committee and turned in
                to the Graduate Secretary on or before the posted deadlines.

III.   Completion of First-Year Research Project (Applying for your master's degree)
        A.   Application for Advanced Degree
             1.   Application for Advanced Degree must be completed via GradWeb.
             2.   Check the Division of Graduate Studies' website for completion deadlines.
             3.   If presenting a formal master's thesis to the Division of Graduate Studies,
                please speak with the Graduate Secretary first as the completion deadlines
                and registration requirements are not the same for this option.

IV.   Supporting Area
        A.   Supporting Area Proposal Form (departmental form)
             1.   To be signed by the Supporting Area Committee and Chair of Advising
                Committee.
             2.   To be turned in to the Graduate Secretary **before** starting the project for
                the supporting area.

        B.   Certification of Completion of the Supporting Area Requirement (departmental
             form)
             To be turned in to the Graduate Secretary after completing the supporting area
             and obtaining the required signatures.

V.   Major Preliminary Exam and Advancement to Candidacy (departmental forms)
        A.   Major Preliminary Examination Proposal. To be signed by the Prelim Committee
             and turned in to the Graduate Secretary along with a copy of the Prelim reading
             list for GEC approval.

B.   Completion of Major Preliminary Examination. To be signed by the Prelim Committee and turned in to the Graduate Secretary along with a copy of the Prelim exam. If prelim was in the form of a review paper or grant proposal, discussion questions from the oral defense must also be turned in.

VI.   Advancement to Candidacy for the Doctoral Degree
A.   After completion of all required courses, Supporting Area Requirement and Preliminary Examination, the Graduate Secretary begins the online process of Advancement to Candidacy via the Division of Graduate Studies' website.

B.   Begin to include Psy 603 Dissertation credits in your registration. You will need a total of 18 dissertation credits by the time you graduate.

VII.   Dissertation Committee
A.   Informal email to the Graduate Secretary naming all members of the dissertation committee. Graduate Secretary provides the names to the Chair of the Graduate Education Committee for departmental approval. After Advancement to Candidacy, the Graduate Secretary then officially notifies the Division of Graduate Studies that a committee has been formed.
      .
B.   Entire Dissertation Committee should be named within one month after Advancement to Candidacy.

C.   The Division of Graduate Studies requires spacing of at least six months between receiving official notification of the dissertation committee to the their office by the Graduate Secretary and the earliest date for the final oral defense.

D.   Dissertation Proposal Form (departmental form). To be signed by the Dissertation Committee and turned in (along with proposal) to the Graduate Secretary for GEC review.

E.   [Documentation of Research Compliance Approval Form](second page of Dissertation Proposal Form). To be turned in to the Graduate Secretary prior to the collection of data.

VIII.   Final Oral Defense – Please notify the Graduate Secretary the term **before** you intend to defend.
A. If including previously published and/or co-authored materials, or intend to use Journal Style, please review Chapter XI of the Division of Graduate Studies' Style Manual.
      1.   Obtain the Formatting Guidelines - Style and Policy Manual from the [Division of Graduate Studies'] website.
      2.   Review Chapter XI and submit the Thesis/Dissertation Content Style Request Form the term **before** your oral defense.

B. Application for Advanced Degree (PhD). Required very early in the term that you intend to graduate.
   1. Submit Advanced Degree Application via GradWeb.
   2. Deadlines are also posted on the Division of Graduate Studies' website.

C. Begin the Oral Defense process as soon as you and your dissertation committee agree on date, time, and location for your oral defense (and no later than five weeks prior to the date of the defense).
   1. Student returns to the Application for Advanced Degree to begin the Oral Defense Application process (aka Confirmation of Agreement to Attend).
   2. Student enters the date, time, and location for the oral defense.
   3. Each committee member receives an automated email from the Division of Graduate Studies requesting their confirmation of agreement to attend (see D below).
   4. Student provides a copy of dissertation to each committee member **at least three weeks** before Oral Defense.

D. Application for Final Oral Defense for Doctoral Degree
   1. Once all committee members have confirmed that they will attend the Final Oral Defense, the Graduate Secretary receives an automated email from the Division of Graduate Studies. The Graduate Secretary secures signatures from the Department Head and GEC Chair on the Application for Final Oral Defense.
   2. This form must be on file with the Division of Graduate Studies **at least two weeks** before the scheduled Oral Defense.

E. Dissertation Submission Forms and uploading the Dissertation
   1. The Division of Graduate Studies has created a webpage that provides dissertation submission/upload instructions as well as the required Dissertation Approval Form (form may no longer be needed starting Fall 2021)
   2. **Beginning Fall 2021**, the final dissertation and Dissertation Approval Form must be uploaded to ProQuest Electronic Thesis or Dissertation (ETD) Administrator **within two weeks after the oral defense**. Please see the Division of Graduate Studies' Electronic Thesis or Dissertation (ETD) Submission page.

IX. Leave of Absence
   A. Application for On-Leave Status
      1. Form can be obtained from the Division of Graduate Studies' website.
      2. May apply for a maximum of six academic terms. Clinical students, please discuss options with the Graduate Secretary before taking a leave of absence.

X.   Petitions
   A.   Departmental Petition for Waiver of Requirement. This petition may be used to request exceptions to Departmental Requirements or Regulations only. Petition can be in Memo format, addressed to the Graduate Education Committee, and emailed to the Graduate Secretary.

   B.   Petition Form to the Division of Graduate Studies
      1.   Form can be obtained from the Division of Graduate Studies' website.
      2.   This petition may be used to request exceptions to Division of Graduate Studies' regulations only.
   C.   Request for Transfer of Graduate Credit
      1.   Form can be obtained from the Division of Graduate Studies' website.
      2.   Up to 15 credits can be transferred from another discipline or another school.

   D.   Petition for Permission to Remove an Incomplete
      1.   Form can be obtained from the Division of Graduate Studies' website.
      2.   To be turned in to the Division of Graduate Studies with a completed Supplementary Grade Report (completed by the instructor of the course and in a sealed envelope).
      3.   For use when an incomplete grade in a graduate course has not been converted into a passing grade within one (1) calendar year of the assignment of the incomplete.

Required Departmental Forms are located on the following pages

(click on title to jump to form)

Composition of First Year Committee
First-Year Plan for Doctoral Students
About Required Clearance for Master's Thesis/Research Paper or Doctoral Dissertation
Completion of First-Year Research Project
Composition of Advising Committee
Supporting Area Proposal
Completion of Supporting Area
Preliminary Exam Proposal
Completion of Preliminary Exam
Dissertation Proposal
Research Compliance Form for Dissertation

Composition of First-Year Committee

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 must be tenure-related faculty in Psychology. One (and no more than one) member on the committee may 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.

Please list the names of your committee members, have each member sign this form, and indicate the person serving as chair. This form should be returned to the graduate secretary as soon as the committee is established and prior to the end of fall term.

First-Year Advising Committee for: _____

	Print Faculty Name	**Faculty Signature**	**Date**
Chair/Co-Chair			
Co-Chair (optional)			
Member			
Member			

Policy note:
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 feel that an advisor change should be considered, they should immediately consult the GEC chair and graduate secretary to discuss options. If either the student or the advisor decide 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 a faculty advocate to the student, 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.

First-Year Plan for Doctoral Students

Fall Courses	**Winter Courses**	**Spring Courses**

Required Courses:

Data Analysis I, Psy 611	Data Analysis II, Psy 612	Data Analysis III, Psy 613
1st Year Research, Psy 607	1st Year Research Ethics	1st Year Research
Core Course*	Core Course*	Core Course*
Seminar and/or Research (607/601)	Seminar and/or Research	Seminar and/or Research

Other possible courses include: Psy 601 Research, Psy 605 Reading & Conference, Psy 606 Practicum, and various Psy 607 Seminars.

Clinical students should meet with their advisor and/or the graduate secretary to discuss clinical course requirements.

* CNS, Developmental, 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, with clinical core course under review AY2022-23). 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.

Plans for student's first year of study/research:

Student's Signature: _____

Advisor's Signature: _____ Date _____

Required Clearance for Master's Thesis/Project or Doctoral Dissertation

University policy requires that students who expect to engage in research involving human or animal subjects receive approval of their research procedures prior to the collection of data. Protocol forms and a detailed explanation of procedures may be obtained from **Research Compliance Services, 677 East 12th Ave, Suite 500**, 541-346-2510, website, **or Animal Care Services (ACS),** 541-346-0998, website.

The required Documentation of Research Compliance Approval form for First Year Project, Master's Thesis/Paper or Doctoral Dissertation is available from the "Doctoral Student Forms" link on Community or the Graduate Secretary. This form must be completed, signed, and on file with the Graduate Secretary before you collect data. Failure to follow required procedures may result in a recommendation to the Division of Graduate Studies that the University not accept your thesis/project or dissertation.

Procedures:

- Consult with your departmental graduate advisor concerning details of the proposed thesis/project or doctoral dissertation and formation of an appropriate committee.
- If your research involves human subjects (i.e., a living person or persons about whom you obtain data through direct intervention or interaction or otherwise acquire personally identifiable information in your research), obtain approval for your research protocol from the Committee for the Protection of Human Subjects (CPHS) before collecting data. Guidelines for preparation of a protocol are available from the Office of Research Compliance or via their website (listed above).
- If your research involves the experimental use of vertebrate animals, approval must be obtained from **Animal Care Services (ACS)** before purchasing or using animals. Applications to use animals in research are available on their website.
- Obtain the signature of your advisor on the *Documentation of Research Compliance and submit form to the Graduate Secretary*. This form must be on file with the Graduate Secretary before you begin your research project/data collection.

For information about the protocol review schedule or if you have any questions about research clearance, contact the appropriate office: **Research Compliance Services, 677 East 12th Ave, Suite 500**, 541-346-2510 (website) **or Animal Care Services (ACS),** 541-346-0998 (website).

Completion of First-Year Research Project

_____ has completed his/her first-year research project.

Title of your research paper:

Oral presentation of paper was held on: _____

Final paper was given to committee on: _____

Did you include **human subjects** in your research for this degree? ___Yes   ___No
If yes, enter your protocol number from the Research Compliance Office:
_____.

Did you include **animal subjects** in your research for this degree? ___Yes   ___No
If yes, enter your protocol number from Animal Care Services:
_____.

Print Faculty Name	**Faculty Signature***	**Date**
Chair/Co-Chair		
Co-Chair (optional)		
Member		
Member		

*Committee members please note: Your signature signifies approval of a master's thesis or research paper and awarding of the master's degree.

Please email an electronic version of your First Year Paper to the Graduate Secretary at
lolsen@uoregon.edu. Your paper will be posted to Community.

Composition of Advising Committee

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

Student's Name: _____

	Print Faculty Name	**Faculty Signature**	**Date**
Chair/Co-Chair			
Co-Chair (optional)			
Member			
Member			

Policy note:
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 feel that an advisor change should be considered, they should immediately consult the GEC chair and graduate secretary to discuss options. If either the student or the advisor decide 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 a faculty advocate to the student, 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.

Supporting Area Proposal

Student's
Name: _____   Major Area: _____

Student has met with his/her Supporting Area Committee, and together they propose that the requirement be met the following way (add additional pages if needed):

1. Optional Courses (list proposed courses, terms they will be taken, and instructors):

1) _____

2) _____

2. Assignment (see handbook description for choices):

3. Please describe how the above is distinct from your major area of study:

**Supporting Area Committee
Print Faculty Names**   **Faculty Signatures**

Chair, _____

_____

Advising Committee Chair (Signature required):

_____   Date: _____

GEC Approval _____   Date: _____

Certification of Completion of the Supporting Area Requirement

Name:

Has fulfilled the Supporting Area
Requirement with the following courses &
assignment.

Courses:	Grade	Instructor	Term & Year
1) optional,			
2) optional,			

Assignment:

Date assignment of SA was completed*:

Presentation information: If you took the conference presentation option for your supporting area, please provide a record of the presentation.

Date of presentation:

Conference (name and location):

Format of presentation (poster or talk):

Presentation title:

Authors as listed on presentation:

If part of a symposium, please provide complete information about the symposium

session (title of symposium and chair[s]):

Supporting Area Committee (Signatures required):

_____, Chair   Date* _____

_____

Advisor's Approval: _____   Date: _____

GEC's Approval: _____   Date: _____

*Dates must fall within a term (or terms) in which student is enrolled.

Please email your Supporting Area Project/Paper to the Graduate Secretary as your project will be posted
on Community.

Major Preliminary Examination Proposal

Name: Has met with Major Preliminary Examination
                                                   Committee and together they propose the
                                                   following:

Topic of student's Preliminary Examination:

Student's main area of study:

The student's preliminary reading list has been approved by the Committee:

_____ Yes   (*Please attach copy of reading list.*)

Format of Exam: _____   Written Exam
                      _____   Review Paper and Presentation
                      _____   Grant Proposal and Presentation

This proposal fulfills the goal of the major preliminary examination to demonstrate the student's scholastic competence in a relatively broad area of psychology (for details, see Doctoral Student Handbook).

Prelim Committee Members Print Faculty Names	Faculty Signatures	Date
Chair,		

GEC Approval _____ Date _____

Completion of Major Preliminary Examination

Name: Has completed the Major Preliminary
                                                   Examination.

If Written Exam: 1) Date(s) of Exam*:
                     2) Date final revisions made (if any)*:
                     3) Exam Topic:

If Grant Proposal   1) Name of granting agency:
with presentation: 2) Grant proposal was given to committee on*:
                     3) Presentation Date and Location (i.e., brownbag, seminar, lab meeting)*:

If Review Paper   1) Final draft of the paper given to committee on*:
with presentation: 2) Paper Topic:

                     3) Presentation Date and Location (i.e., brownbag, seminar, lab meeting)*:

The overall grade is: (please check one)

        _____ Pass with distinction

        _____ Pass

        _____ Fail

Prelim Committee Members
Print Faculty Names   Faculty Signatures   Date*

Chair,

_____

_____

_____

*Dates must fall within a term (or terms) in which student is enrolled.

***Please attach a copy of the reading list and either (a) the questions from the written exam or
(b) a copy of the review paper/grant proposal and discussion questions from the presentation.
Your prelim will be posted on Community.***

GEC Approval _____ Date _____

Dissertation Proposal Approval Form

Name:

Has completed a dissertation proposal consisting of a written document including the background, method, and plans for data analysis. This document has been reviewed by the entire committee.

A meeting of all committee members was held on: _____

The decision was:

_____ Proposal approved as is (attach proposal)

_____ Proposal approved with specified changes; another meeting not required
(attach proposal)

_____ Proposal not approved; a second meeting required

_____ Other (specify)

Dissertation Title:

Student Signature _____

Dissertation Committee Members

Print Faculty Names   Faculty Signatures

Chair,
_____

_____

_____

_____

Date of Committee Approval _____

GEC Approval _____ Date _____

Documentation of Research Compliance Approval for Dissertation

University policy requires that students who expect to engage in research involving human or animal subjects receive approval of their research procedures prior to the collection of data. Please see the websites below if you have any questions about human/animal subjects approval:

Human Subjects website

Animal Subjects website

After receiving approval, please fill out the following and return this form to the Graduate Secretary. This form must be on file **before** you apply for your advanced degree.

Did you include **human subjects** in your research for this degree? ___Yes   ___No
        If yes, enter your protocol number from the Office of Research Compliance:
                _____.

Did you include **animal subjects** in your research for this degree? ___Yes   ___No
        If yes, enter your protocol number from Animal Care Services:
                _____.

       Print Names   **Signatures**
       Date

 Student:
_____

 Advisor*:
_____

*Your signature certifies your approval of this student's research project and the validity of the
protocol number noted above.