

# DOCTORAL STUDENT HANDBOOK FALL 2016

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## Overview

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

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

<i>Requirement</i>	<i>Completion Deadline</i>
1. Data Analysis, Psy 611, 612, and 613. *	End of spring term, first year.
2. First-Year Research Series (three terms). †	End of spring term, first year.
3. Core Sequence (3 out of 5 Core Courses). *, ‡	End of spring term, second year.
4. First-Year Research Requirement.	Paper due Nov 15, second year.
5. Supporting Area Requirement. *, §	October 15, fourth year.
6. Major Preliminary Examination. §	October 15, fourth 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 year of residency, or both.

\* The Data Analysis Sequence, Core Sequence, and courses for the Supporting Area 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.

‡ Students are required to take three out of the five core courses (passed with a B- or higher). The five courses will be assigned to two qualitative groups (**Group A:** Systems Neuroscience and Cognitive Neuroscience; **Group B:** Social/Personality, Developmental, and Clinical Psychology). The three courses that are taken to fulfill this requirement 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. The third core course must be completed by the spring of the second year. If a student chooses to take more than three of these five classes, the additional class(es) can count toward the supporting area requirements, given that the topic of the class is appropriate for that project. Clinical students are required to take four out of the five core courses, at least one from Group A and all three from Group B.

§The Graduate School requires that a student be *registered for summer term* when fulfilling a program requirement.

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. 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 throughout all four years.

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.*** OAR 166-475-0110, Student Records are retained for 7 years after degree completed. Students are encouraged to retain copies of their academic and employment records for future reference.

## Program Features

### ***Financial Support***

In general, the Department attempts to fund all students in good standing for their first four academic years. For information on GTF positions, please refer to the Psychology Department's General Duties and Responsibilities Statement ([GDRS](#)). Students are encouraged to seek outside fellowships whenever possible. Contact your advisor and the graduate secretary for more information on sources of fellowship funds.

### ***Graduate Student Fellowship Grant / Stipend Guidance***

The Psychology Department will follow the guidance of the UO Graduate School policy regarding individual fellowships or stipend awards that may have limited or no funds for tuition and other costs. The UO Graduate School policy states that unless the fellowship sponsor has a written policy that restricts employment, the individual graduate student must be appointed as a GTF in order to access support for tuition, fees, and insurance. When a sponsor's written rules do specifically restrict employment, graduate recipients may ask their department to request Graduate School support including a tuition waiver and access to GTF insurance. These waivers are decided on a first-come, first-served basis annually.

Graduate students in Psychology who receive stipends or fellowship awards directly, but whose awards do not also fund tuition, fees, or insurance, must request a department GTF assignment in order to access support for tuition, health insurance, and fees. The GTF position is not guaranteed, but will be part of the department's standard pool of GTF positions budgeted each year.

When a student receives a fellowship that does specifically restrict employment, the graduate student should contact the Psychology Department grant administrator upon receipt of the award to request a tuition waiver based on the published Graduate School guidelines.

Occasionally, the Psychology Department may have unrestricted funds available for graduate student support that does not require a GTF appointment. These instances are very occasional and should not be counted on to provide support for tuition or other educational costs.

Although the department encourages students to apply for fellowships and awards, and is very proud when they receive them, graduate students should find out about an award's ability to cover tuition, fees and insurance when they are considering applying for the award.

### ***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 additional faculty members to serve on the student's *First-Year Committee*. Among this three-person committee, the chair should be tenure-related faculty in Psychology and one committee member should be from outside the student's immediate area of interest. 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 (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. 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 during the second and third year of the program.

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 makes the decision that an advisor change is in order, the student must find a new advisor within 6 weeks of this decision (the 6 weeks does not include university break periods). Advisors and students should both notify the GEC chair and graduate secretary when a decision about changing advisors has been made (regardless of whether the student or faculty member initiates the change). If a student goes longer than 6 weeks without an advisor, the graduate school 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.** Yearly evaluations are conducted by the Graduate Education Committee (GEC). 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.

**Types of Evaluations:** *Formal evaluations* require a meeting with the Advising Committee, a report from the faculty advisor to the GEC, a formal meeting of the GEC, and a report from the GEC to the faculty as a whole. Formal evaluations have the function of monitoring completion of major requirements and occur in the middle of the second year (completion of first-year project) and at the end of the third year (completion of preliminary exam and supporting area requirements). *Informal evaluations* require a meeting with the First-Year/Advising Committee and a brief memo by the faculty advisor to the GEC. Informal evaluations have the function of monitoring ongoing student progress. Informal evaluations occur during the winter of the first year and the fall of the fourth year. Decisions about funding and GTF assignments are based on either type of evaluation.

**First year:** *Informal evaluation, winter term.* During winter term of their first year, students are asked to meet with their First-Year Committee to discuss their progress in the program and develop a time schedule for completing their first-year project. Following this meeting, the student's faculty advisor submits a brief memo to the GEC. The purpose of the first-year evaluation is to help students prepare a plan for the following year, and to identify potential problems and weaknesses. The range of evaluations could vary from unsatisfactory to outstanding.

**Second year:** *Formal Evaluation, winter term.* Following completion of their first-year project (due November 15 of the second year), students are evaluated formally as outlined above. Any student judged as not making satisfactory progress (completion of first-year project and 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. By spring of their second year, students also

need to have completed three core courses; have completed one of their Supporting Area courses; and have proposed their Supporting Area project.

**Third year: Formal Evaluation, spring term.** In spring of their third year, students are formally evaluated. To remain in satisfactory standing, they must complete their Supporting Area requirement and their Major Preliminary Exam (major prelim) requirement by October 15 of their fourth year, so plans for both of these requirements should be well under way prior to the third year formal evaluation meeting for students to stay on target with deadlines. Students who have not completed these requirements by October 15 of their fourth year may lose their funding in subsequent terms.

**Advanced students.** Fourth-year and more advanced non-clinical students are evaluated informally during fall term. Clinical students are evaluated formally to meet APA guidelines. These evaluations follow the procedures outlined above. Students are expected to meet with their newly formed Dissertation Committee and present a dissertation research plan to the committee, which should be discussed, revised, and approved. For non-clinical students, the chair of the Dissertation Committee then writes a short memo to the GEC describing the student's dissertation plans and proposed time schedule. Clinical students will need to meet formally with their newly formed Dissertation Committee. Students must maintain excellence in scholarship and teaching in order to maintain their funding priority throughout the fourth year.

**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 travel or research costs reimbursement, as long as the reapplication is still within the same fiscal year as the initial request.

If a student has received a letter from the GEC that he or she is behind on requirements, that student is not eligible to receive Human Subjects hours or to use subjects from the Developmental Database. The Human Subjects coordinator will receive a list of eligible students from the graduate secretary before releasing credits at the beginning of each term. The GEC will contact the student's advisor prior to removing a student's name from the eligible list in order to check for extenuating circumstances. Students can appeal their ineligibility to the GEC if the granting of Human Subjects hours or use of the Developmental Database is directly related to completing the delayed requirement. Once students are caught up on requirements, they are eligible at that time to receive any remaining Human Subjects or Developmental Database resources that are still available to them.

***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 graduate school 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'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 - see <http://www.apa.org/ethics/code/index.aspx>), 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 Graduate School 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.

## **Graduate School Requirements**

The Graduate School 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 the Graduate School 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”). 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).

Students are 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 advising 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.

### ***Research with Human Subjects***

Before any research using human subjects may be performed, the proposed project must be approved by the university's Committee for the Protection of Human Subjects (CPHS), which serves as 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 "Student Resources" link on Canvas 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](mailto: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](#) (541-346-4958).

### ***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. One motivation for obtaining a Master's Degree is that Graduate Teaching Fellows with a Master's Degree are paid at a higher rate than GTF's without the degree. 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 Graduate School and comply with Graduate School 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 Requirement***

The Supporting Area (SA) requirement is designed to allow students to develop an understanding of material outside their major area of expertise, either to provide breadth to their area of specialization or to push the boundaries of their interests into associated domains that provide a broader perspective on their research questions. Although the topic can be chosen with great latitude, the topic must have an explicit link to empirical or theoretical aspects of psychological research. The SA project is to be proposed by the end of spring term of a student's second year. The SA project requires taking two graduate courses, and one of these also must be completed by the end of spring term of a student's second year. The SA project itself must be completed by October 15 of the student's fourth year.

#### ***Regarding "breadth":***

The Supporting Area should provide a coherent body of knowledge that would complement and broaden the student's major area of interest. In completing the SA requirement, students should become knowledgeable in an area that is distinct from their major area, not simply an extension of that area into a closely related field. Supporting areas can include linguistics, biology, statistics, mathematics, or others outside of psychology. Areas within psychology are also acceptable as long as they lie arguably outside the student's major area of concentration. For example, for clinical students a supporting area might include developing an emphasis in other basic areas of psychology (e.g., developmental, social), one of the other professional specializations within psychology (e.g., School, Counseling), or from an area outside of psychology (sociology, education). An important consideration is that in order to meet the intent of the SA requirement, the content of selected courses must be sufficiently distinct from courses in the student's main area. For example, a course that provides the same content as one in Clinical Psychology, although offered through another program, would not be meeting the intent of the supporting area requirement. A course on principles and practices of School Psychology would be an appropriate course for a supporting area, whereas a course that provides an overview of psychotherapeutic methods would not.

#### ***Specific requirements:***

In general, the supporting area requirement is satisfied by the successful completion of two courses\* (of at least three credits each, and taken graded, unless a course is offered as P/NP only), plus one of the following additional assignments:

- (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.

- (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 SA 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 SA project at a conference, with the student as presenting author. If the student has submitted their SA project 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 Graduate School's 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 SA requirement will be considered fully complete.

\*Please note: Students should make every effort to submit the Supporting Area proposal *before* undertaking the required courses, so that they may be formally approved. Courses completed before the proposal is submitted will be approved if it is determined that they fulfill the requirements of the Supporting Area project by the GEC chair, but there are no guarantees. Students may not use the required Core Courses to fulfill the Supporting Area requirement. If a student chooses to take more than 3 of the required Core Courses, the additional class can count towards their SA requirements, given that the topic of the class is appropriate for that project.

The Supporting Area Committee is composed of two faculty members who will monitor and advise on completion of the Supporting Area Requirement. One of the two committee members must be a tenure-related current Psychology faculty member. The chair of the SA committee may be from outside Psychology, but if the chair is outside Psychology, the chair must be UO tenure-related in his/her home department AND the other member of the supporting area committee must be tenure-related Psychology faculty. Because the Supporting Area is expected to reflect a field of study substantially different from that of the Major Preliminary Examination, the chair of the Supporting Area Committee must be different from the chair of the Major Preliminary Examination Committee, and the Supporting Area Committee may contain no more than one of the members of the Major Preliminary Examination Committee.

***Deadlines:***

To stay on track to completion of the Supporting Area, students need to complete at least one of the two SA courses and turn in the Supporting Area Proposal form by the end of Spring term of their second year. The deadline for completing the Supporting Area requirement is October 15 of the student's fourth year.

Students may petition the Graduate Education Committee to allow graduate work completed prior to their admission to the program to satisfy (fully or partially) the SA requirement. Students may also petition to take both courses in their third year if, for example, neither of the courses that best fit their SA were offered in their second year or if other coursework and degree requirements prevented them from taking the first course in their second year. However, students are encouraged to propose (and to begin working on and to complete) their SA project as soon as they have clear ideas about a SA that would be beneficial for them.

For clinical students, the Supporting Area Requirement must be completed before a clinical student applies 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 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 who pass their major prelim are considered competent to act as instructors within their areas of expertise independent of faculty supervision. Students who have passed their Major Prelims may be assigned to teach upper-division undergraduate courses. However, while teaching a course, continued consultation about the course with relevant faculty is encouraged.

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) a research plan with clearly stated hypotheses, (b) sampling strategy and power analysis, (c) details about measures, paradigms, tasks, and procedures to be employed, (d) plan for data analysis, and (e) timeline for project. The proposal should include all components of the agency’s application, although a “list of costs” along with a budget justification may be substituted for the budget component of the grant proposal.

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 would be 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 well before the planned completion of the written exam, review paper, or grant proposal. 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).

The Major Preliminary Examination must be completed by October 15 of the fourth year.

***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.

### ***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, and fulfillment of the supporting area requirement). This should be done at or before the beginning of the fourth year. 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 GTF 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 Graduate School 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](https://gradschool.uoregon.edu/committee-policy) (found on the Graduate School website under <https://gradschool.uoregon.edu/committee-policy>), 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 Graduate School.

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 Graduate School)

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 Graduate School 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 Graduate School 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 Graduate School. Advancement to Candidacy takes place after all department and area requirements have been fulfilled (with the exception of the clinical internship).

***Credit Requirement:*** The Graduate School 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 Graduate School, six of these hours may be in research prior to advancement to candidacy.

***Schedule of Dates:*** The [Graduate School](#) 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.

***Degree Application:*** The degree is not granted automatically. The student must apply for the degree online via the [Graduate School's](#) website. The application must be on file at the Graduate School 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.

***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.

***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 [Graduate School's](#) site for the latest information. If approval of the dissertation is not unanimous, a review procedure will be established by the Dean of the Graduate School.

## 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 Social/Personality, Developmental or Clinical Psychology to complete the psychology requirement).

3) As a substitute for the First Year Project, the student must 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).

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 graduate school 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 Graduate School Forms

Departmental forms are attached to this document and are available via the “Student Resources” link on Canvas or the Graduate Secretary. Graduate School forms are available via their website at (<http://gradschool.uoregon.edu/>).

- 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. (Winter term of your second year and Spring term of your third year.)
    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.
    3. Informal evaluations (Winter term of your first year and Fall term for fourth year and beyond) require an informal email from the chair of your committee sent 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 the [Graduate School’s](#) Website.
    2. Check the [Graduate School’s](#) website for completion deadlines.
    3. If presenting a formal master’s thesis to the Graduate School, 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 courses and 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 presentation 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 Graduate School 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 memo to the Graduate Secretary naming all members of the dissertation committee. Graduate Secretary then notifies the Graduate School after Advancement to Candidacy.
  - B. Entire Dissertation Committee should be named within one month after advancement to candidacy.
  - C. The Graduate School requires spacing of at least six months between receiving official notification of the dissertation committee to the Graduate School 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 (departmental 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 Graduate School's Style Manual.
    - 1. Obtain the Style Manual from the [Graduate School's](#) 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. Obtained from the [Graduate School's](#) Website.
  - 2. Deadlines are also posted on the [Graduate School's](#) website.
  
- C. Begin the Confirmation of Agreement 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. Obtained from the [Graduate School's](#) Website after submitting the Application for Advanced Degree.
  - 2. Student enters the date, time, location for the oral defense.
  - 3. Each committee member receives an automated email from the Graduate School 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 Graduate School. 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 Graduate School at least three weeks before the scheduled Oral Defense.
  
- IX. Leave of Absence
  - A. Application for On-Leave Status
    - 1. Form can be obtained from the [Graduate School's](#) 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 Graduate School
    - 1. Form can be obtained from the [Graduate School's](#) Website.
    - 2. This petition may be used to request exceptions to Graduate School regulations only.
  
  - C. Request for Transfer of Graduate Credit
    - 1. Form can be obtained from the [Graduate School's](#) 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 [Graduate School's](#) website.
  2. To be turned in to the Graduate School 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.

### Composition of First-Year Committee

All students should have a three-member first-year advising committee. Committee members should be chosen fall term. The Chair should be tenure-related faculty in Psychology and one committee member should be from outside the student’s immediate area of interest. 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 credits, such as a “research scientist” at a research institute or a tenure-related position at another institution, or tenure-related faculty member from another department. For clinical students, one committee member must be a tenure-related clinical faculty person.

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 Names**

**Faculty Signature**

**Date**

Chair,

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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 makes the decision that an advisor change is in order, the student must find a new advisor within 6 weeks of this decision (the 6 weeks does not include university break periods). Advisors and students should both notify the GEC chair and graduate secretary when a decision about changing advisors has been made (regardless of whether the student or faculty member initiates the change). If a student goes longer than 6 weeks without an advisor, the graduate school 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  
1<sup>st</sup> Year Research, Psy 607  
Core Course  
Seminar and/or Research (607/601)

Data Analysis II, Psy 612  
1<sup>st</sup> Year Research Ethics  
Core Course  
Seminar and/or Research

Data Analysis III, Psy 613  
1<sup>st</sup> Year Research  
Core Course  
Seminar and/or Research

Other possible courses include: Psy 601 Research, Psy 605 Reading & Conference, Psy 609 Practicum, and various Psy 607 Seminars. **Clinical students** should meet with their advisor and/or the graduate secretary to discuss clinical course requirements.

### 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 the **Research Compliance Services, 677 East 12th Ave, Suite 500**, 541-346-2510 (forms located at <http://orcr.uoregon.edu/index.cfm?action=irb>) or **Animal Care Services (ACS)**, 541-346-4958 (on the web at <http://acs.uoregon.edu>).

The required Documentation of Research Compliance Approval form for First Year Project, Master's Thesis/Paper or Doctoral Dissertation is available from the "Student Resources" link on Canvas 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 Dean of the Graduate School 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 the web at <http://acs.uoregon.edu>.
- Obtain the signature of your advisor on the *Documentation of Research Compliance* form (next page of this handbook).
- Submit the completed Documentation of Research Compliance 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 (<http://orcr.uoregon.edu/index.cfm?action=irb>) or **Animal Care Services (ACS)**, 541-346-4958 (<http://acs.uoregon.edu>).

### 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 Names

Faculty Signatures\*

Chair,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date of Completion: \_\_\_\_\_

\*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](mailto:lolsen@uoregon.edu)

### Composition of Advising Committee

All students should have a three-member advising committee. The composition of the Advising Committee can be the same as the First-Year Committee. Committee members should be chosen fall term of the second year. Please list the names of your committee members, have each committee 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 of the second year.

Student's Name: \_\_\_\_\_

Print Faculty Name	Faculty Signature	Date
Chair,		

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 makes the decision that an advisor change is in order, the student must find a new advisor within 6 weeks of this decision (the 6 weeks does not include university break periods). Advisors and students should both notify the GEC chair and graduate secretary when a decision about changing advisors has been made (regardless of whether the student or faculty member initiates the change). If a student goes longer than 6 weeks without an advisor, the graduate school 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) \_\_\_\_\_
- 1. At least two graded Courses (list proposed courses, terms they will be taken, and instructors):** 2) \_\_\_\_\_
- 3) optional, \_\_\_\_\_

**1a. Please describe how the courses listed above define your supporting area:**

**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)			
2)			
3) optional,			

Assignment: \_\_\_\_\_

Date the final course or 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: \_\_\_\_\_  
(GEC Chairperson’s Signature)

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

Please email your Supporting Area Project/Paper to the Graduate Secretary at [lolsen@uoregon.edu](mailto:lolsen@uoregon.edu)

### Major Preliminary Examination Proposal

Name: \_\_\_\_\_ Has met with his/her 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 with presentation: 1) Name of granting agency:  
2) Final version of grant proposal given to committee on\*:  
3) Presentation Date and Location (i.e., brownbag, seminar, lab meeting)\*:

If Review Paper with presentation: 1) Final version of the paper given to committee on\*:  
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

Committee Members (Signatures required):

Chair, \_\_\_\_\_ Date\* \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\*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.***

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:

<http://orcr.uoregon.edu/index.cfm?action=irb>

<http://acs.uoregon.edu>

**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:

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Advisor\*:

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