

DOCTORAL STUDENT HANDBOOK

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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. Seminar: First-year Research Practicum (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.**	End of third year.
6. Major Preliminary Examination.**	End of third year.
7. Doctoral Dissertation.	Within seven years.

Note: The required year of residency spent on the Eugene campus, the passing of the comprehensive examinations required for advancement to candidacy, and the completion of the doctoral dissertation must all be accomplished within a seven-year period. If this period is exceeded, either a second year of residency or a new set of comprehensive examinations or both are required.

The Data Analysis Sequence, Core Sequence, and courses for the Supporting Area must be taken on a graded basis (passed with B- or higher).

*Students are required to take three out of the five core courses. 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 3 of these 5 classes, the additional classes can count towards their supporting area requirements, given that the topic of the class is appropriate for that project.

**Students must complete either their Supporting Area requirement or their Major Preliminary Examination requirement by May 15 and the remaining one by the end of the 8-week summer session in August of their third year. Note: The Graduate School requires that a student is *registered for summer term* when fulfilling a program requirement.

All incoming students are expected to take the Data Analysis sequence and the First Year Research Practicum in the first year.

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

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

The Ph.D. is a research and scholarly degree, and it is expected that students will be engaged in research throughout their graduate program. 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, either as a teaching assistant 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 the four years.

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.

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.

Advising Committees

Upon entry into the program, students are assigned an academic advisor. This is done based on the perceived match of research interests by the Chair of the Graduate Education Committee (GEC). 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 her or his 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 a tenure-related clinical faculty person. 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 the third year, 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), and final judgments about students' standings are 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.

Recommendation of Termination from Program. When there is serious concern about a student's progress in the graduate program (either PhD or master's), 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. The decision to terminate a student from the program is made by the graduate school, not by the department.

If a graduate student is suspected of plagiarism or misconduct (criminal, academic, or professional), the case shall be referred to 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/code2002.html>), 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.

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 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.

Third year: Formal Evaluation, spring term. At the end of their third year, students are formally evaluated. To remain in satisfactory standing, they must complete either their Supporting Area requirement or their Major Preliminary Exam (major prelim) requirement by May 15 and the remaining one by the end of the 8-week summer session in August. If the requirement to be completed by August is the Major Prelim, the approved Prelim proposal should be on file with the GEC prior to the evaluation meeting. If the requirement to be completed by August is the Supporting Area, the approved Supporting Area proposal should be on file with the GEC prior to the evaluation meeting. Funding decisions for the fourth year are made in June, but they are updated after August. Students who do not advance to candidacy at that time may lose their funding.

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.

Graduate School Requirements

The Graduate School maintains a list of University requirements on their website at <http://gradschool.uoregon.edu/>. 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 Practicum* (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 department human subjects coordinator and the University Committee for the Protection of Human Subjects Institutional Review Board (IRB). A guide to this procedure is available in the University Bookstore textbook area (under CPHS/IRB) for \$1.65, as well as via the Psychology Department home page at <http://psychweb.uoregon.edu>, under Other Resources. The full title of the publication is *Investigator's Manual on Research with Human Subjects*. Forms to apply for approval to conduct research with human subjects are available from the Research Compliance office in hard copy and on disk and on the world wide web (via the Psychology Department home page).

If the results of this research are to be reported in your Master's Thesis or Doctoral Dissertation, the Required Clearance for Master's Thesis Project or Doctoral Dissertation form must be on file at the Graduate School prior to the collection of data. The form can be obtained online at <http://gradschool.uoregon.edu/>. Please note that this particular form is not required for the first year project unless students opt to get a master's degree with thesis (described below). However, 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 along with application forms is available as a hard copy in the mailroom and on the world wide web (via the Department home page). The guide must be read, signed, and returned to the Departmental Human Subjects Coordinator 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 committee for the protection of animal subjects. A guide to this procedure and application forms (in hardcopy and on disk) are available from Office of Veterinary Services and Animal Care (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 credits approved for graduate credit, taken after admission to the program or approved by petition.
- 30 credits in Psychology
- 24 U of O graded credits (B- or higher)
- 9 credits of 600-level courses, taken in residence
- 2 graduate-level statistics courses (e.g., Psychology 611, 612)
- Maintain 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 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 requirement is designed to allow students to develop an understanding of material in a 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 supporting area requirement must be completed by the end of the third year — either by May 15 or by the end of the 8-week summer session in August, if the student has already completed his or her major prelim. Note, however, that graduate school rules require that a student is *registered for summer term* when fulfilling a program requirement.

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 Supporting Area 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 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 Supporting Area 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* (taken graded, unless the 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 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 supporting area committee, who will judge whether the student’s contribution is substantial enough to fulfill the requirement.

*Please note: 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 supporting area 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 supporting area 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.

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 supporting area requirement.

The supporting area requirement must be completed by the end of the third year — either by May 15 or by the end of the 8-week summer session in August, if the student has completed his or her major prelim by May 15. Note, however, that graduate school rules require that a student is *registered for summer term* when fulfilling a program requirement.

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 composed 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 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 two forms—a written examination or a review paper with a subsequent oral defense.

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," typically requiring that each individual answer is graded "pass." It is common that the committee asks the student to rewrite individual exam answers if they are not satisfactory for a passing grade.

Alternatively, the Major Preliminary Examination requirement may be satisfied by the completion of an integrative *review paper* covering a broad issue within an area of psychology followed by an *oral defense*. The review paper may undergo several rounds of revisions until the Prelim Committee considers the paper to be “passing.” In the oral defense, the students are expected to defend their papers and demonstrate their competence within a relatively broad area of psychology. If the committee finds it useful, the oral defense can be made open to other faculty who want to attend. The Major Prelim Exam is graded “pass” if both the paper and the oral defense have been satisfactorily completed.

For either format, a “Major Preliminary Examination Proposal” (see form in Appendix) must be submitted to the GEC well before the planned completion of the written exam or paper. 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 exam 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 or (b) the review paper topic and discussion questions for the oral paper defense. The breadth of the requirement, as defined above, must be reflected in the breadth of the reading list and (a) in the breadth of the exam questions, if a written exam format is chosen, or (b) in the breadth of the paper topic and/or the discussion questions during the oral defense, if a review paper format is chosen. Completion of the Major Prelim requirement is documented on the “Completion of Major Preliminary Examination” form (see Appendix), which records date, title, and format of the exam, the grade (“pass with distinction,” “pass,” or “fail”) and includes the reading list and either exam questions or discussion questions from the oral defense.

The Major Preliminary Examination must be completed prior to the end of the student’s third year in the graduate program — either by May 15 or by the end of the 8-week summer session in August, if the student has completed his or her supporting area by May 15. Note, however, that graduate school rules require that a student is *registered for summer term* when fulfilling a program requirement.

Failure of Prelims If a PhD student fails his/her preliminary exams (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 for prelims and the paper 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

Prior to being advanced to candidacy, all departmental requirements 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 is normally done at the end of the third 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, students form a Dissertation Committee that takes over all advising functions and provides guidance during the completion of the dissertation project. In addition to three tenure-related Psychology faculty members, the committee includes an outside member—a tenure-related University of Oregon faculty member with an affiliation outside of Psychology but with relevant expertise for the dissertation project. For clinical students, the Dissertation Committee must include at least one tenure-track Clinical Psychology faculty member. Additional members can be added in an advisory (non-voting) capacity. (Please contact the Graduate School for guidelines for adding additional voting member to a dissertation committee.)

The Dissertation Committee cannot be formally declared until after Advancement to Candidacy. The Graduate School requires that there be a six month period between the time the Dissertation Committee is formally declared and when the Final Oral Defense can be held (please contact the Graduate Secretary for further information).

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.

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 roughly two-page (minimum) document ("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.

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.

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).

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. All doctoral candidates should be registered the term prior to the term of defense. Students not registered the term prior to the defense may be required to register retroactively and could incur late fines and petition fees.

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.

To apply for the Oral Defense:

1. View the Deadlines for Completion of Degree Requirements available on the [Graduate School](#) website.
2. Submit the following documents online via the [Graduate School](#) website:
 - a. Application for Advanced Degree (very early in the term)
 - b. Confirmation of Agreement to Attend (at least three weeks before your scheduled Oral Defense).
3. Submit the following documents to the Graduate School at least three weeks before your scheduled Oral Defense:
 - a. Application for Final Oral Defense (available from the Graduate Secretary after all dissertation committee members have responded to the Confirmation of Agreement to Attend)
 - b. Three signed and two unsigned final abstracts (follow guidelines listed on the [Graduate School](#) website for formatting and paper requirements).

Thesis: The Graduate School requires two signed copies of the dissertation thesis. The Graduate School will not accept any thesis or dissertation that does not conform to the standards of form and style as published in the "Style Manual for Theses and Dissertation". This is available at the UO Bookstore or the Graduate School. It is also available via the web at <http://gradschool.uoregon.edu/?page=thesisDissertationResources>. If approval of the dissertation is not unanimous, a review procedure will be established by the Dean of the Graduate School.

Leave of Absence

With the exception of summer term, a graduate student must enroll for at least 3 credit hours each term or file a “Leave of Absence” form. In addition, students who have been advanced to candidacy may register “*in absentia*” for a maximum of three academic terms. 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 set of comprehensive exams.

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.

PSYCHOLOGY DEPARTMENT AND GRADUATE SCHOOL FORMS

1) Advising Committee

- a) Advising Committee Form and First-Year Plan Form
 - i) To be turned in to graduate secretary by end of fall term of first year.

2) Student Evaluation

- a) Student Evaluation Forms
 - i) Will show up in your mail box fall term for 3rd-year students (and above), winter term or 2nd-year students, and spring term for first-year students
 - ii) To be filled out with your committee and turned in to the graduate secretary in a timely manner

3) Clearance for Research with Human Subjects or Vertebrate Animals

- a) Needed when using animal or human subjects
 - i) Available via Graduate School website

4) First Year Project/Master's Degree

- a) Application for Advanced Degree
 - i) Submitted online via Graduate School website
 - ii) Check on Graduate Program bulletin board outside Room 130 Straub for dates of deadlines for each term
 - iii) If presenting a Master's thesis to the Graduate School you will need a style manual (available at the UO Bookstore and at the Graduate School)
- b) Departmental Completion of First Year Project
 - i) To be turned in to graduate secretary when requirements for the Master's have been met and committee members have signed the form. This form should be turned in to graduate secretary by November 15 of second year. Send an electronic copy of your paper to the graduate secretary.
 - ii) Graduate School Statement of Completion of Requirements for Master's Degree Processed by the graduate secretary
- c) Permission to Re-Register in the Graduate School
 - i) Available on the Graduate School website, to be turned in to graduate secretary
 - ii) Purpose: To keep the student in the system after receiving a masters degree

5) Supporting Area

- a) Supporting Area Proposal Form
 - i) To be signed by the Supporting Area Committee and Main Advisor
 - ii) 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 for the Ph.D.
 - i) To be turned in to the graduate secretary after completing the supporting area and obtaining the required signatures

6) Major Preliminary Exam and Advancement to Candidacy

- a) Preliminary Exam Proposal Form

- i) To be signed by the Preliminary Exam Committee
 - ii) To be turned in to the graduate secretary before taking prelim exam
 - b) Preliminary Exam Completion Form
 - i) This form (with the signatures of the committee) is to be turned in to the graduate secretary along with an electronic copy of the Prelim reading list and exam (or paper)
- 7) Advancement to Candidacy for the Doctoral Degree**
- a) After completion of all departmental requirements (all but dissertation), the Graduate Secretary will begin the online process of Advancement to Candidacy.
- 8) Dissertation**
- a) After Advancement to Candidacy, student sends an email to the graduate secretary naming the dissertation committee. The Graduate Secretary then notifies the Graduate School.
 - b) The Graduate School requires a spacing of at least six months between official declaration of the dissertation committee and the date for the final oral defense
- 9) Final Oral Defense**
- a) Application for Advanced Degree (Ph.D.) via Graduate School website.
 - b) Check on Graduate Program bulletin board outside Room 130 Straub for dates of deadlines for each term at the Graduate School (also available via Grad School website)
 - c) Follow the Graduate School's guidelines regarding Confirmation of Agreement to Attend and requirements for submitting abstracts
 - d) Follow Graduate School's guidelines for formatting of abstract and final dissertation
- 10) Leave of Absence or In Absentia**
- a) Procedure for Approving *On-leave* and *In Absentia* for Graduate Students
 - i) Application for On-Leave Status
 - (1) May apply for a maximum of three academic terms **prior to advancement to candidacy**
 - (2) This form available from the graduate secretary or Graduate School
 - ii) Application for In Absentia for Doctoral Candidates
 - (1) May apply for a maximum of three academic terms **after advancement to candidacy**
 - (2) This form available from the graduate secretary or Graduate School
- 11) Petitions**
- a) Departmental Petition for Waiver of Requirement
 - i) Typically an email from student to the Graduate Education Committee Chair
 - b) Graduate School petition forms are available via their website

Composition of First-Year Committee

All students should have a three-member first-year advising committee. Committee members should be chosen fall term. 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: _____
(student name)

Print Faculty Name	Faculty Signature	Date
_____	_____ (Chair)	_____
_____	_____	_____
_____	_____	_____

Completion of First-Year Research Project

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

Written paper is entitled: _____

Paper was presented on _____

Paper was completed on _____

Committee Members (please print)

Signatures*

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

Date of Completion _____

Please email an electronic version of your First Year Paper to the Graduate Secretary at 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.

Advising Committee for: _____
(student name)

Print Faculty Name	Faculty Signature	Date
_____	_____ (Chair)	_____
_____	_____	_____
_____	_____	_____

Supporting Area Proposal

Student's Name _____ Student's Major Area _____

Student has met with his/her Supporting Area Committee, and together they propose that the requirement be met the following way:

- 1. Courses (two or more) 1) _____
- 2) _____
- 3) optional _____

Please describe how the courses listed above define your supporting area:

2. Assignment (see description for choices):

Supporting Area topic or description:

Supporting Area Committee (Signatures required):

_____, Chair Date: _____

Advising Committee Chair (Signature required):

_____ Date: _____

GEC Approval _____

Date: _____

Major Preliminary Examination Proposal

_____ 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 _____ Paper and Oral Defense _____

Proposed academic term of Preliminary Exam _____

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 (signatures required)

_____,Chair

Date _____

GEC Approval _____

Date _____

Completion of Major Preliminary Examination

_____ has completed the Major Preliminary Exam.

Date of Exam _____

○ If Written Exam: Exam Topic _____

○ If Paper/Oral Defense: 1. Paper given to committee on _____

2. Paper Topic _____

3. Oral Defense Date _____

The overall grade is: (please check one)

_____ Pass with distinction

_____ Pass

_____ Fail

Committee Members (Signatures required):

_____, Chair Date _____

Please attach a copy of the reading list and either (a) the questions from the written exam or (b) a copy of the paper and discussion questions.

GEC Approval _____ Date _____

Department of Psychology Dissertation Proposal Approval Form

_____ has completed a dissertation proposal consisting of a written document including the background, method, and plans for data analyses. 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

_____ Proposal approved with specified changes; another meeting not required

_____ Proposal not approved; a second meeting required

_____ Other (specify) _____

Dissertation

Title _____

Student signature _____

Committee Members (signatures required)

_____ Chair

Date: _____