Welcome to OSU and the SPS!

The School of Psychological Science welcomes you as a new psychology Ph.D. student on the Corvallis campus! This handbook is your guide to our graduate program and facilities. Here, you can find answers to many of the questions that arise when planning a graduate career and/or beginning at a new campus and as you progress through the program. Please keep this handbook as a resource during your tenure as a student in the program. You will be able to find updated information on psychology personnel on our website (http://psych.ucsc.edu), where you can access additional information about the department.

The Psychology Department staff and the Graduate Education Committee are all available to assist you with questions pertaining to the rules and regulations of the university. In addition, an enormous amount of information, including forms, policies, workshop and funding opportunities, and other resources can be found at the graduate school website (http://gradschool.oregonstate.edu/)

Good luck with your career as a psychology graduate student!

Sincerely,

The 2016-2017 Graduate Education Committee

Kathleen Bogart
Jason McCarley
Chris Sanchez
Aurora Sherman (Chair)
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OVERVIEW OF THE PROGRAM

The graduate program in Psychology at Oregon State University was developed in response to several observations, including the observation by Boyack et al. (2005) that psychology is a “hub science” which influences a variety of other disciplines, and therefore important to support at the graduate training level. In addition, as of 2015, OSU was the only Carnegie Doctoral/Research-Extensive University in the U.S. that lacked a Psychology doctoral program, and that research and training in Psychological Science is integral to all three of the signature areas in OSU’s strategic plan, and, therefore, the mission of the entire university. More broadly, well-trained practitioners of behavioral science, including those with expertise in research methods and statistics, are highly valuable in the state of Oregon and beyond to tackle problems in health, engineering and technology, and education. These observations, taken together, led to the development of three focus areas in the graduate program: Applied Cognition, Engineering Psychology, and Health Psychology. The Ph.D. program in Psychology was established at OSU in December of 2015, taking its first cohort of students in Fall of 2016.

PROGRAM DESCRIPTION

Our graduate program is designed to focus on the application of psychological research methods, theories and principles to solving practical programs. We anticipate that graduates of our program will be well-qualified to define, assess, analyze, and evaluate problems, in both the private and public sectors, that are based in aspects of behavior. In addition, our graduates will be ready to train future generations of teachers, researchers and practitioners in our concentration areas.

Students concentrating in Applied Cognition are preparing for careers in both academic and applied settings (e.g., government, private industry, and university administration). Students acquire a background in the theories and research that define the traditional and contemporary areas of psychology, especially those related to judgment and decision-making, interpersonal perception and behavior, and teaching and learning. This concentration emphasizes the development of methodological and statistical skills for the purpose of translating basic science into new settings, and extending empirical research to applied settings. Most of the ongoing research projects by the students and faculty are on applied topics that inform important societal problems.

Engineering Psychology is the study of how humans accomplish tasks in the context of human-machine systems, and how we can improve their performance. The program emphasizes the application of fundamental and applied research to the solution of practical problems. Research foci include human perception and motor control, information processing, attention and performance, emotion and memory, mental workload, situational awareness and decision making, cognitive modeling, usability evaluation of systems, and technology use. The graduate program in Engineering Psychology provides research training in these domains with the objective of preparing students for employment in academic, government, and industry settings. Students who enroll in the graduate program of Engineering Psychology are expected to develop a strong background of research skills and a broad knowledge of both cognitive and perceptual psychology.
Health Psychology is dedicated to conducting basic and applied research on determinants of health, illness, and disability. The health psychology area is committed to the mission of Oregon State University and its Signature Area of Improving Health and Wellness, as well as the Strategic Plan of the Oregon Health Authority. The goal of our program is to produce outstanding research scientists who will contribute to the understanding of how psychological processes intersect with physical and mental health and wellness in diverse populations with regard to age, gender, ethnicity, socioeconomic background, and health status. To this end, our program provides training in the development and use of psychological theories, research findings, and methodologies to elucidate issues in physical and mental health. The health area is applied by nature, because it solves real world problems and promotes health and well-being.

We expect that the Ph.D. in Psychology can be completed by full-time students in 4-5 years of intensive study and research activity. The M.S. is not a terminal degree, but could be obtained en route to the Ph.D. in order to ensure that students design and conduct research prior to beginning their dissertation as part of our commitment to strong foundational experiences in empirical research methods. Funding for students comes usually for Graduate Teaching Fellowships.
ACADEMIC

Graduate Advising and Support

The SPS Ph.D. in Psychology uses an apprenticeship model for advising. Students are admitted to a graduate area (Applied Cognition, Health, or Engineering) and to work with a primary advisor. The student-advisor relationship is very important, because the advisor will provide mentorship for all aspects of a students’ graduate career at OSU, including selection of program of study, research, and program milestones. It is recommended that the advisor serve as the first point of contact for questions about these issues.

It is possible for a student to develop collaborations with faculty members in addition to those with their advisor. In this case, the student must receive approval from their primary advisor before beginning such a project.

Registration

The general catalog and schedule of classes website lists available courses. Use MyOSU to determine your registration period and proceed to register. The OSU Schedule of Classes is available online and contains academic regulations and registration procedures that apply to all students in the university, as well as the final examination week schedule. The online catalog is the source for up-to-date changes for the current and immediately upcoming term. It is your responsibility to register for the appropriate number of credits that may be required for any funding eligibility and/or to meet the requirements of the continuous enrollment policy. Problems arising from registration procedures, such as late registration, adding or withdrawing from courses after deadlines, or late changes from letter or S/U grading are resolved through the petition for late change in registration filed with the Graduate School. A late registration fee may be applied.

Students are responsible for staying current on registration requirements that may supersede the Graduate School requirements (i.e., international, financial aid, veteran’s).

Minimum Course Loads

Course load requirements for graduate students are established by the Registrar and the Graduate School. You are considered a “full-time” graduate student if you are registered for 9–16 credits in a given academic term. You are considered a “part-time” graduate student if you have less than nine credits. If you are a degree-seeking student, you must be registered for a minimum of three graduate credits in any term you wish to be enrolled and access university resources, including the term of the final defense.

Students are responsible for staying current on course load requirements that may supersede the Graduate School requirements (i.e., international, financial aid, veteran’s)

Continuous Graduate Enrollment

All graduate students enrolled in a degree program must register continuously for a minimum of 3 graduate credits each term (fall, winter, and spring terms) until all degree requirements are met, regardless of student’s location. Students on approved leave are exempt from the continuous enrollment policy for the term(s) they are on leave.
Graduate students who use facilities or faculty/staff time during summer session are required to register for a minimum of 3 credits during the summer session. Students defending in the summer term are required to register for a minimum of 3 graduate credits.

Students may appeal the provisions of the continuous graduate enrollment policy if extraordinary circumstances arise by submitting a detailed request in writing to the Dean of the Graduate School. Scheduling difficulties related to the preliminary oral exam or the final oral exam are not considered an extraordinary circumstance.

Graduate assistantship eligibility requires enrollment levels that supersede those contained in this continuous enrollment policy. Various agencies and offices maintain their own registration requirements that also may exceed those specified by this continuous enrollment policy (e.g., those of the Veterans Administration, Immigration and Naturalization Service for international students, and those required for federal financial aid programs.) Therefore, it is the student’s responsibility to register for the appropriate number of credits that may be required for funding eligibility and/or compliance as outlined by specific agency regulations under which they are governed.

NOTE: Students who are pursuing a certificate only are not subject to the continuous enrollment policy.

**Grade Requirements and Program of Study**

A grade-point average of 3.00 is required: 1) for all courses taken as a degree-seeking graduate student, and 2) for courses included in the graduate degree or graduate certificate program of study. Grades below C (2.00) cannot be used on a graduate program of study. A grade-point average of 3.00 is required before the final oral or written exam may be undertaken. Enforced graduate-level prerequisite courses must be completed with a minimum grade of C. Programs may have more stringent grade requirements than those prescribed by the Graduate School.

**Incomplete Grades**

An “I” (incomplete) grade is granted only at the discretion of the instructor. The incomplete that is filed by the instructor at the end of the term must include an alternate/default grade to which the incomplete grade defaults at the end of the specified time period. The time allocated to complete the required tasks for the course may be extended by petition to the University Academic Requirements Committee. You can obtain the form from the Registrar’s Office. It is the student’s responsibility to see that “I” grades are removed within the allotted time.

**ADMINISTRATIVE**

**Graduate Education Chair:** can answer questions about policy and resources. Currently Jason McCarley (Jason.mccarley@oregonstate.edu).

**Office Administrator:** can answer questions about space, schedules, paychecks, maintenance, on the job injuries, etc. Shirley Mann, Reed Lodge first floor. (Shirley.mann@oregonstate.edu)
General Psych Coordinator: can answer questions about scantron, ecampus, teaching Gen Psych. Ameer Almuaybid (ameer.almuaybid@oregonstate.edu).

Student Records: Both federal and state laws permit Oregon State University staff to release directory information (e.g. name, address, degree program, birth date) to the general public without your consent. You can prohibit the release of directory information to the public by signing the Confidentiality Restriction form available from the Registrar’s Office. It will not prohibit the release of directory information to entities of Oregon State University that have a “need to know” to accomplish their required tasks. It further will not prohibit Oregon State University departments from including your name on mailing lists for distribution of materials that are essential to your enrollment at Oregon State University.

Paychecks
Students must register with Human Resources in order to initiate payments. See http://hr.oregonstate.edu/. Graduate students are paid monthly nine months out of the year. Payment is available by check or direct deposit. Payday is the last working day of each month. You will receive ½ month of pay for September and ½ month for June. OSU uses EmpCenter for time reporting. http://mytime.oregonstate.edu Students who have earned a master’s degree receive an additional $80 per month.

Key Policy & Deposit
Graduate students are loaned a key to the exterior of Reed Lodge and a key to the graduate student office (Reed 117). Students may be given access to a key for their advisor’s lab. Lab keys also open the Reed third floor study rooms and the third floor conference room. See Shirley Mann for the key request form. This should be taken to the OSU Access, Lock and Key Shop for issuance of keys.

Access Lock & Key Shop Hours
Hours: Monday – Friday
11:00am - 3:00pm
Phone: (541) 737-3565
Location: 560 SW 15th, Corvallis, OR 97331

Graduate Student Office Policy
Desk space is generally available for graduate students in Reed 117, the graduate student office. Faculty and graduate students have mailboxes in Reed 117. Students are advised to check their mailboxes on a regular basis. The Graduate Student Success Center in 203 Memorial Union offers a space with couches, computers, and meeting rooms.

Emergency Maintenance
If you notice a need for building maintenance (e.g. heater, air conditioner, leaks, etc.), please inform Shirley Mann. If a building maintenance emergency occurs after hours, please contact Facilities Services at 541-737-2969. If there is a security or public safety issue, please call campus security at 541-737-3010.

Study Rooms Reed Third Floor
The General Psychology Research Coordinator, Ameer Almuaybid
(Ameer.Almuaybid@oregonstate.edu), is tasked with allocating and scheduling study room use. A representative from each lab (e.g. lab manager, designated grad student, PI) should contact the coordinator with scheduling requests on behalf of the lab.

Psychology Research Participant Pool

Doing research and allowing students to participate in research is standard within the discipline of psychology. The SPS operates a Human Subjects Research Pool in which students from certain psychology class are offered the opportunity to participate in research studies. In addition to aiding the department in conducting research, such participation serves several functions for students, among them a first-hand look at the research enterprise and an opportunity to contribute to the knowledge base in psychology in the same way that previous generations of students have.

The department’s subject pool operates according to the following guidelines, which all faculty and instructors are expected to follow:

1) Every on-campus section of Psychology 201 and Psychology 202 during the regular academic year will offer participation in research as an extra credit option. Instructors of other Psychology Department courses have the option to choose to offer extra credit in their classes for research participation. If they include this option in their course, they will follow the Psychology Department Subject Pool procedures below.

2) Instructors will offer an alternative to research participation for gaining the extra credit. This alternative shall be roughly equivalent to the research option in terms of time commitment, and will be specified on the instructor's course syllabus.

3) One unit of extra credit will be given for each half-hour of participation, up to a maximum specified by the instructor.

4) Students will sign up for studies using the SONA online system. Procedures for using the system will be explained by instructors and noted in their syllabi. The postings in SONA will contain the name, location, time, and description of the study as well as the name, email, and phone number of the investigator.

5) For-credit study participation will be closed down at the end of Friday of week 10. Instructors will be able to obtain from SONA lists of their students who participated in research starting Saturday.

6) Students will be subject to the restrictions listed on SONA for the study (e.g., “Pregnant women only,” "right-handed people," "those who have never participated in this particular experiment before," etc.).

7) Credit for participation in a study attaches to only one class (i.e., students can’t “double-dip” and get credit in multiple classes for participation in a single study.) Students must specify the class to which they want the credit to go.

8) Students who show up on time for a study and complete the informed consent process but
don’t finish the study will get a suitable amount of partial credit as indicated in the project's proposal that has been approved by the IRB.

FINANCIAL SUPPORT

Teaching Assistantship and Research Assistantship

A graduate teaching assistantship (GTA) offers financial support for your education and teaching experience. Ph.D. students who meet the eligibility requirements will be considered for annual teaching assistantships, which generally include tuition waiver, 85% paid health insurance, and a stipend. Teaching assistantships (TAs) may include leading a discussion, delivering lectures, grading papers, or supervising a laboratory. TA duties will typically be assigned for 20 hours/week.

Stipend and working conditions are set by the collective bargaining agreement that the graduate student union, the Coalition of Graduate Employees, has with the university. More information about the graduate student union can be found at http://cge6069.org.

The SPS Ph.D. Program makes an effort to ensure GTA opportunities for all Ph.D.-level students. The Graduate Education Committee has adopted the following as priorities for funding graduate students:

- The student is making satisfactory academic progress.
- The student’s performance in previous assistantships is satisfactory.
- The student is actively engaged with the SPS academic community (e.g., attending colloquia, working with faculty) while enrolled in the graduate program.
- A student who is employed full time elsewhere does not have priority for funding.

Graduate Teaching Assistants (GTAs) must participate in the online FERPA training and quiz module before beginning teaching duties. Students who are not native English speakers will be required to take the internet-based TOEFL (iBT) before they can be appointed as TAs. Students who receive a score of less than 22 on the speaking subtest of the TOEFL will be required to take further English language training, with costs to be covered by SPS.

More details on teaching assistantships can be found at http://gradschool.oregonstate.edu/finance/graduate-assistantships.

More details on the requirements for international TAs can be found at http://gradschool.oregonstate.edu/finance/graduate-assistantships/international-graduate-teaching-assistants.

Research assistants typically work on a faculty research project. The money funds the research also funds the assistantship position. The research grant market is highly competitive, and funding agencies expect results, thus your professors need the most motivated graduate assistants who are capable of getting the work done, communicating results, and being a team player. In exchange, you get hands-on experience with cutting-edge research in your field of interest. You may eventually be able to tailor your duties to conduct specific research that leads to the completion of your degree.

Assistantship appointments range from 0.20 FTE to 0.49 FTE (FTE meaning full-time employment). An assistant on a 0.30 FTE appointment, for example, is expected to provide 156 hours of service during a 13-week academic term. When a student is offered an assistantship, the administering academic department provides the details of the appointment (e.g. contract dates, FTE, monthly stipend, expectations of position).
All graduate assistants are required to be enrolled in a minimum of 12 credit hours during each term of appointment.

**Grant Guidance**

Ph.D. students are encouraged to apply for grant funding. Doing so has a number of benefits. Grantwriting is a valuable and marketable skill. Receiving grants and even simply applying is noteworthy on a CV. Small grants may provide funding for travel, participant payments, or supplies, while large grants may fund a research assistantship, stipend, benefits, travel, and supplies.

After discussing grant submission plans with your advisor, contact Eric Dickey, College of Liberal Arts Research Program Administrator, Eric.Dickey@oregonstate.edu. He can help with grant writing skills and the application process. For any grant or fellowship opportunity not funded by OSU, you must contact Eric to see if the application needs to be entered into Cayuse, OSU’s grant management administration system.

Selected small grants:
- APA Early Graduate Student Researcher Award  
- Loren Frankel Student Research Award [http://www.apa.org/about/awards/div-51-frankel.aspx](http://www.apa.org/about/awards/div-51-frankel.aspx)
- Mental Health Dissertation Research Grant to Increase Diversity: [http://www.apa.org/about/awards/nih-mental.aspx](http://www.apa.org/about/awards/nih-mental.aspx)

Selected large grants:
- National Institutes of Health ([https://researchtraining.nih.gov/programs/fellowships/F31](https://researchtraining.nih.gov/programs/fellowships/F31)).

Useful links from the graduate school:
- Scholarships and fellowships administered by the graduate school: [http://gradschool.oregonstate.edu/awards](http://gradschool.oregonstate.edu/awards)
- Fellowships at OSU and beyond: [http://oregonstate.edu/dept/grad_school/fellowscholar.php](http://oregonstate.edu/dept/grad_school/fellowscholar.php)
- Tuition support programs: [http://gradschool.oregonstate.edu/finance/tuition-support-programs](http://gradschool.oregonstate.edu/finance/tuition-support-programs)
- Graduate travel award: [http://gradschool.oregonstate.edu/awards/travel-award](http://gradschool.oregonstate.edu/awards/travel-award)

**The Graduate School**

What is the Graduate School?

- The Graduate School at OSU assures quality and consistent interpretation of Graduate Council policies related to graduate education across all programs. The *OSU Catalog* is the official source for information regarding OSU graduate education policy and procedures. It is the student’s responsibility to refer to the catalog for this information.
- The Graduate School supports students throughout the academic lifecycle, from admissions to degree completion.

- The Graduate School offers an array of professional development opportunities specific to the success of graduate students. Topics covered in these offerings include: research and ethics, teaching and facilitation, writing and communication, leadership and management, career skills, grad life and wellness. Please visit the Graduate School links to browse our student success offerings.

a. University Emergency Contacts

OSU is dedicated to providing a safe and secure learning and living environment for its community members. The Department of Public Safety provides resources, information, emergency phone numbers, and protocols for maintaining personal safety. Sign up for OSU Alerts to get timely messages delivered right to your phone or inbox regarding university closures and other emergency situations.

2. Academic and Support Resources

OSU offers a wide array of academic and support resources designed to meet graduate student needs. Some of the more commonly used resources are included below. For a more complete list, please visit the Graduate School's Student Resources web page. Note that some services are campus-specific. See also OSU Cascades Campus Life and ECampus Student Services for services specifically provided to graduate students pursuing degrees or certificates via those specific venues.

- **Campus Safety** – Emergency phone numbers, university alerts
- **Career Development Center** – Resume/CV, networking, job search strategies
- **Childcare and Family Resources** – University child care centers, child care assistance
- **Counseling and Psychological Services (CAPS)** – Individual and group counseling
- **Cultural Resource Centers** – Cultural based community centers, social support
- **Disability Access Services (DAS)** – Academic accommodations
- **Equal Opportunity and Access (EOA)** – Employment accommodations, discrimination or bias response
- **Financing your education** – Funding options and information, graduate awards
- **Graduate Student Success Center (GSSC)** – Lounge, study space, printing, reservable meeting rooms
- **Graduate Writing Center** – Writing workshops, groups, and 1:1 writing coaching
- **Health Insurance** – Plans for graduate students and graduate employees
- **Human Services Resource Center (HSRC)** – Food pantry, housing and food stamp assistance
- **Institutional Review Board (IRB)** – Review for human subjects research
- **Office of International Services (OIS)** – Visa and immigration advising
**Ombuds Conflict Management Services** – Informal, impartial conflict resolution advising

**Recreational Sports** – Dixon Recreation Center, intramural sports

**Statistics Consulting Service** – Graduate student research statistical advising

**Student Health Services (SHS)** – Clinic and pharmacy

**Student Multimedia Services (SMS)** – Poster printing, equipment and laptop loans

**Transportation Alternatives** – Bike, bus, SafeRide

**Transportation and Parking Services (TAPS)** – Parking permits, maps

**Valley Library** – Reference and research assistance, study spaces, research tools

## TEACHING

Your experience as Ph.D. student will train you as a psychological scientist. And just as importantly, it’s meant to get you ready to train your own students, the people who will be the next generation of teachers, researchers, and practitioners in psychology. The Ph.D. program in SPS therefore requires that you serve at least one year as a teaching assistant. The program also offers TA-ships as a method of student support, providing means to reduce tuition costs and help cover your living expenses during the years of your graduate study.

Your responsibilities as a TA may include planning and delivering lectures, holding office hours, and grading assignments. As you do these things, you’ll generally work under the supervision of an experienced teacher, who will help you to determine the structure and content of the course, and to develop a syllabus, lesson plans, slides, and other materials needed to conduct the class. The aim is to provide you with guidance and support while develop your pedagogical skills and confidence. For students planning a career in academia, a TA position is an excellent training ground for issues of pedagogy, lesson planning, and classroom culture.

## Some Specific TA Responsibilities

Your supervisor will discuss your job duties and expectations when you are assigned a specific course to TA. However, there are a number of general responsibilities you’ll hold regardless of which particular class you might be asked to assist with.

### Sexual Harassment Policy

Oregon State University is dedicated to promoting and fostering a safe environment for all students, staff, and faculty. As a student or TA, you should be aware of how to prevent sexual harassment of your peers, university staff, or the undergraduate students that you teach or supervise. You are also entitled to a workplace free of sexual harassment directed toward you.

The website for OSU’s Office of Equal Opportunity and Access provides the definition of sexual harassment, explains the university’s policy on harassment, and provides resources and reporting options for people who have experienced harassment. The URL for the office is [http://eoa.oregonstate.edu/sexual-harassment-and-violence-policy](http://eoa.oregonstate.edu/sexual-harassment-and-violence-policy).

The office also provides a series of online training videos on sexual harassment prevention at [http://eoa.oregonstate.edu/sexual-harassment-prevention](http://eoa.oregonstate.edu/sexual-harassment-prevention).
There are two confidential resources to discuss reporting options: Center Against Rape and Domestic Violence (CARDV) provides 24/7 confidential crisis response at 541-754-0110 or 800-927-0197, and OSU Sexual Assault Support Services is available weekdays at 541-737-7604.

**Maintaining Student Privacy.** The privacy of students’ educational and financial records is protected by a federal law known as FERPA (the Family Education Rights and Privacy Act of 1974) and by Oregon state law and regulations. These laws protect the privacy of all student records maintained by the university, including electronic and paper records.

As a TA, you are responsible for complying with the laws that protect student privacy. This means, for example, that you may not share student records with any unauthorized person, including even the parents of dependent students. It also means that you must not store student records on any shared computers or hard drives.

Before you are allowed access to student records as a TA, you will be required to complete an online training module that gives you more information on FERPA and FERPA compliance. This module is currently housed on the MyOSU Portal, under the “Employee” tab. Once in the “Employee” tab, look for the section called “Employee Quick Links,” located on the right side of the screen. In that section, you should a plus (+) sign next to “FERPA Training”—click that plus sign and then look for the “GRA, GTA & Student Employee Training” link. Additional guidelines on faculty and staff responsibilities under FERPA can be found at [http://registrar.oregonstate.edu/sites/registrar.oregonstate.edu/files/ferpa-dosl.pdf](http://registrar.oregonstate.edu/sites/registrar.oregonstate.edu/files/ferpa-dosl.pdf).

**Accommodating Students With Disabilities.** Students with disabilities have the right to an equal opportunity to learn, and an equal opportunity to participate in and benefit from the academic community. As a TA, you have the responsibility provide reasonable accommodations to students with documented disabilities.

The university office of Disability Access Services (DAS) will notify you by email if a student in your class has a documented disability, and will identify appropriate accommodations for the student. If you receive an email from DAS, please review it and submit any requested information. Feel free to contact DAS if you have questions or concerns.

Please also be sure to maintain student confidentiality, especially around other students. You can find more information on your responsibilities as a staff member at [http://ds.oregonstate.edu/facultyguidelines](http://ds.oregonstate.edu/facultyguidelines).

DAS also offers training on classroom accommodations. If you are interested, you can learn more about these training programs and enroll at [https://pace.oregonstate.edu/catalog/disability-access-services-faculty-training](https://pace.oregonstate.edu/catalog/disability-access-services-faculty-training).

**Submitting Grades.** Depending on the course for which you are the GTA, you may submit student grades online at the end of the term. Your supervisor will provide a link to the website and instructions on how to upload the grades as the end of submission deadline approaches.

**Performance Evaluations.** Your performance as an instructor will be assessed in two ways. First, your students will complete an online student evaluation of teaching at the end of the term. This will provide quantitative ratings of your effectiveness along with qualitative
feedback and suggestions. Second, your supervisor will complete an employee evaluation form that discusses how well you’ve met your job expectations, and will meet with you to discuss it. Supervisor evaluations form part of the annual review process.

**PSYCHOLOGY GRADUATE PROGRAM REQUIREMENTS**

**Designated Area**

As described above, graduate study at OSU SPS is divided into three areas, Applied Cognition, Engineering Psychology and Health Psychology. Students are admitted to work with one or more advisors in a main area. It is generally expected that students will begin and end their programs in the same area, but not required. Students may pursue additional research opportunities within and across areas, as their responsibilities and interests dictate.

**Graduate School Requirements**

Please note that these requirements are IN ADDITION TO any requirements imposed by SPS. It is your responsibility to make sure that you are meeting both SPS and Graduate School requirements. Be sure to visit the graduate school website often for changes, updates, news, and forms: [http://gradschool.oregonstate.edu/current-students](http://gradschool.oregonstate.edu/current-students). In addition, please see the appendix for their Ph.D. Completion flowchart.

**General Graduate School Requirements include:**

- Developing a Program of Study with your program. The POS is a plan for completing your degree. This POS should be complete and filed with the graduate school before completing 5 quarters of coursework. You can make revisions to the POS at any time, and especially before submitting paperwork for degrees and graduations.

  Preliminary Oral Exam: At least 6 weeks before your Preliminary Oral Exam submit your signed program of study to the Graduate School. At least 2 weeks before your Preliminary Oral Exam schedule your Oral Preliminary Exam by submitting the online Exam Scheduling Form (after your program of study has been approved by the Graduate School).

  Final Oral Defense of Dissertation: At least 2 weeks before your Final Oral Defense of Dissertation:
  
  Submit a diploma application *except for spring, see below for commencement deadlines
  
  Schedule your Exam by submitting the online Exam Scheduling Form to the Graduate School
  
  Deliver or email pretext pages of your thesis to the graduate school. Get the pre-text pages template and thesis formatting guide.
  
  Give dissertation to your whole committee at least two weeks in advance of your scheduled defense date.

**Thesis Submission**
A final and corrected copy of your thesis or dissertation must be uploaded to ScholarsArchive within 6 weeks after your Exam or before the first day of the following term, whichever comes first, to avoid having to register for the minimum of three graduate credits the next term.

**Scheduling Exams with the Graduate School**

Use the exam scheduling form to schedule examinations. Please submit your exam scheduling form as soon as you schedule your exam but no later than two weeks before the exam date. For guidance on scheduling a meeting, please see "How to Schedule a Meeting."

**Time to degree**

Doctoral students beginning their program in fall 2016, or later, have 9 years to complete all work, including course work, thesis (if required) and all examinations. Request an extension of this time limit by submitting a petition to the Graduate School.

**Program Milestones**

**Coursework and POS approval.** The Psychology Ph.D. Program requires a minimum of 111 credits, including at least 36 credits of dissertation research. The program is organized into core requirements for all students, along with additional work in a concentration area composed of electives, the nature of which is defined primarily by the student’s research focus. The core requirements are in research methods, professional issues, and basic content in psychology. The required core curriculum provides a critical foundation in quantitative and research methods, core theory in Psychological Science, Ethics, and Professional Issues. In accord with OSU Graduate Council Policy, no more than 15 credits of blanket numbered classes, excluding dissertation, thesis, or internship credit, may be used toward the 111 credit minimum. Course requirements and scheduling (subject to possible change) are shown in the table below:

<table>
<thead>
<tr>
<th>Course (SCH)</th>
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<th>Total SCH</th>
<th>When Taught</th>
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<td>Annually; ST sequence should start in Fall of first year</td>
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<td>ST512 (4)</td>
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<td>PSY514 (4)</td>
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<td>PSY521 (1)</td>
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<td>Annually; Teaching Practicum is 2/1/1 credits over 1st year</td>
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<td>Grad Developmental Science</td>
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<td>PSY561 (4)</td>
<td>Grad Social Psych</td>
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<tr>
<td>PSY581 (4)</td>
<td>Grad Clinical Research &amp; Theory</td>
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<td>PSY591 (4)</td>
<td>Grad Health Psych</td>
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<td>Field Exp in Human Services</td>
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<td>PSY526 (4)</td>
<td>Psychology of Gender</td>
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<td>PSY533 (4)</td>
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<td>Perception</td>
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<td>PSY544 (4)</td>
<td>Learning &amp; Memory</td>
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<tr>
<td>PSY548 (4)</td>
<td>Consciousness</td>
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<tr>
<td>PSY554 (4)</td>
<td>Social Development</td>
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<td>PSY556 (4)</td>
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<td>PSY566 (4)</td>
<td>Psychotherapy</td>
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<td>PSY583 (4)</td>
<td>Behavior Modification</td>
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<td>PSY585 (4)</td>
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<td>PSY594 (4)</td>
<td>Psychology of Meditation</td>
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<td>PSY595 (4)</td>
<td>I/O Psychology</td>
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<tr>
<td>PSY599 (4)</td>
<td>Special topics (vary)</td>
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<tr>
<td>PSY613 (4)</td>
<td>Advanced Quant Methods</td>
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<tr>
<td>PSY643 (4)</td>
<td>Applied Cognition</td>
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<tr>
<td>PSY649 (4)</td>
<td>Advanced Engineering Psych</td>
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<td>PSY697 (4)</td>
<td>Grad Sci Teaching/Learning</td>
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<td>PSY698 (4)</td>
<td>Health Psych Across Lifespan</td>
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<tr>
<td>PSY699 (4)</td>
<td>Special Topics (vary)</td>
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<td>PSY501 (1-16)</td>
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<td>PSY503 (1-16)</td>
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<td>PSY603 (1-16)</td>
<td>Dissertation</td>
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</table>

As required by the Graduate school, students are required to convene a committee meeting before earning 18 credits to present and discuss a Program of Study (POS). This meeting is to present the courses finished by the time of the meeting and a plan for meeting the required coursework up to Preliminary Exams. The POS will be periodically updated and refiled with the graduate school; changes should be discussed with your advisor.
First Year Project (FYP). To ensure that Ph.D. students are quickly integrated into research labs, to supplement the required statistical and methodology course work, and to begin training in public presentational style, students are required to complete a small, empirical research project in some relevant area of Psychology during their first year of study. Students may conduct an experiment, survey, content analysis, or use another methodology, or analyze data from an existing database (secondary data analysis). This project may also be a full or partial replication of a prior published study, as long as there is sufficient justification for the replication.

Many of these projects will be grounded in the faculty advisor's work, but the student’s efforts are expected to be meaningful and substantial enough to merit some form of authorship (presentation or publication). Faculty advisors take the responsibility to assist students in framing their research question(s) and helping design the FYP. Students and advisors should carefully consider the first year timeline and the role of IRB approval in the decision to collect new data. Check the IRB website for student office hours (http://research.oregonstate.edu/irb/resources-student-researchers).

Paper Description: By the last day of instruction of the first year (date posted in the Schedule of Classes) each student will submit an APA-style written report of the project. The written report should describe the general question considered, provide some review of the relevant research literature, present the data collected or examined, and discuss the implications of the work for psychological theory and application. The application of the project is especially important to develop in our program, because of the applied nature of the Ph.D.

Students and mentors should be aware that the FYP requirement is intended to be a substantial and serious exercise, potentially leading into the second year Master’s-level project. It would also be ideal if some aspect of the FYP led to a conference poster or paper presentation, and/or publication, but publication is not required. Most project papers will be in the range of 10-15 pages in length (depending on the topic and research area). The submitted paper should be a finished piece of work and not an early draft. Students and advisors should work out their own schedule of drafts and feedback before the final version is submitted. Each student will have had her or his main advisor read and comment on earlier versions of the FYP paper well before the last day of instruction deadline.

The deadline (last day of instruction) is a firm requirement that students are expected to meet. Failing to meet the deadline will jeopardize academic standing, and, therefore, possibly also jeopardize future TA assignments. However, students in good standing may request an extension of this deadline by filing a petition form with the GEC. Petitions must have the support of the major advisor.

Approval of Project Proposal: By the end of classes of Fall term, students and major advisors should turn in the approval form for their FYP to the chair of the GEC and the contact person for their area. The approval form will be available on our website and asks students to provide a brief description of title, hypotheses, variables, data source, preliminary data analysis plan, and IRB approval timeline if needed. Major advisors are asked to provide a brief narrative of the connection between the project and our graduate learning outcomes.
Submission and Approval of Final Paper: By the deadline, students need to have turned in a final draft of their FYP paper to their advisor and have their advisor sign off on the title page indicating they have received it. The title page will be submitted to the chair of the GEC to check for timely submission. If approved, the paper is sent to the area contact person for final filing. If not approved, the student will have 30 days to resubmit. If the revised paper is not approved by the advisor, the area will be informed to determine an outcome. Students cannot submit the completed first year project as part of their dissertation.

Absolute deadline for completion of FYP
The final deadline for the approval of the FYP paper is the first day of classes of the student’s second year (usually first day of classes of Fall term). After this date, the advisor is no longer obliged to consider revisions to the first year paper, and the GEC will recommend that the student immediately be placed on academic probation. Note that the project summary is separate from the colloquium presentation (below), which is also required.

Presentation: Students are also expected to make a brief (30 minute) research presentation during the Spring term of their first year during the SPS Colloquium series (described below). It is a good idea for mentors to provide time for students to practice their FYP presentations well in advance of their colloquium date so that they can help students calibrate the format, timing, and any other issues that might be needed. Thus, the timeline for creating the FYP is rather truncated and should be well in hand by the beginning of Spring term. Please note that Colloquium dates vary from year to year, so students and mentors will need to closely coordinate with the Colloquium coordinator to settle on the exact date of their presentation.

Feedback: Mentors should provide feedback to students after the presentation and feedback on the presentations should be included from the GEC in the first year evaluation process. Students can consult members of the GEC for feedback prior to the first year evaluation if they wish.

Master’s Degree/Second Year Project (SYP)
All students are expected to complete a Masters-level thesis (or Second Year Project if not requesting formal degree conferral). The thesis or SYP is expected to be a substantive research effort that demonstrates theoretical application to an empirical research question, commensurate with published manuscripts in the field. This thesis may be related to the student’s first-year project, but it is not required.

**Thesis requirements.** Each student’s Master’s thesis is evaluated by a faculty committee composed of three members (the Master’s committee). Two of the committee members, including the chair, must be current tenure-related Psychology Department faculty. The third member must be an OSU tenure-related faculty in an allied field outside of Psychology. OSU requires an additional member, the Graduate Council Representative (see the graduate school website). The composition of the Master’s Committee must be approved by the GEC prior to the Master’s proposal, via the Committee Composition Form.

Prior to beginning the Master’s project, the student must first obtain approval of the project and submit to the GEC an approved Proposal Form, which is signed by all members of the committee. At the completion of the project, the student is expected to complete both an APA-
styled manuscript, and an oral defense of the project to their committee. An oral-defense will only be scheduled if the committee unanimously agrees to proceed after first reviewing the thesis document. It is possible that revisions may be required to the document prior to scheduling a defense. Once the document is approved, students must send the final approved thesis/project document to the committee no later than 2 weeks prior to the oral defense date. Master’s committees are required by the graduate school to include a Graduate Council Representative.

Upon successful completion of these requirements, the committee will sign and submit the Milestone Completion Form to the GEC indicating that the student has completed the Master’s project to the committee’s satisfaction (no more than 1 dissenter vote). Note that additional graduate college paperwork will be required if the student requests formal degree conferral.

Eligibility for the Master’s degree will include successful completion of 45 course credits including thesis credits (a maximum of three slash courses can count), in addition to the requirements above:

ST 511, 512, 513  
PSY 521 (3 terms)  
PSY 523  
PSY 514  
PSY 571  
Any two of the basic content core  
Any one of the available electives offered in the student’s first two years  
Thesis credits (to reach 45)  
One year of Teaching Assistantship

Importantly, in order to meet graduate school requirements for the formal conferral of the degree, the oral defense should be completed no later than the beginning of the 7th week of the quarter in which the Master’s is to be awarded. Please see the graduate college website for additional discussion on degree timelines (http://gradschool.oregonstate.edu/progress/deadlines).

**Second year project requirements.** Students who have earned a prior MA or MS degree, and who petition to waive getting an OSU Master’s degree, would still complete a second year research project, but would not be required to convene a committee and undergo the oral proposal and thesis defenses. As for the first year project, the student’s advisor would be involved in the development and final approval of the project, and the area head would also review it. For the SYP, students could choose the form of their research project from the following options:

a) a grant proposal  
b) an extension of their first year project (making it substantially different, but connected)  
c) a new empirical project  
d) a meta-analysis

Regardless of choice of format, students and advisors are cautioned that the timeline for completion of this project is short so the project should be carefully defined up front. In the absence of the formal proposal defense process, it is up to advisors to fully guide and approve
this project (no approval of the GEC need be sought). Work completed for the SYP should not be submitted as part of the student’s dissertation.

**Deadline:** in general, SYPs should be completed no later than week 10 of the Spring term of the student’s second year.

**Major Preliminary Exam**

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 clinical health, developmental psychopathology, emotion, or cognitive neuroscience) and to demonstrate their scholastic competence in this area. The Prelim exam will usually be conducted in the student’s third year, after the SYP and major coursework have been completed and approved.

Each student’s Major Preliminary Examination is designed and evaluated by a faculty committee composed of four members (the Major Prelim Committee). Three of the committee members, including the chair, must be current tenure-related Psychology Department faculty. The fourth member must be an OSU tenure-related faculty outside of Psychology, but in a field related to the prelim topic. Additional qualified committee members, beyond the above 4 members, are permitted, but not required. The committee shall not exceed 6 members in total. The composition of the Major Prelim Committee must be approved by the GEC prior to the Major Preliminary Exam proposal, via the Committee Composition Form.

The major preliminary examination must take one of two forms—a written examination or a review paper. Each form will include an oral defense. Areas can choose one of these forms or allow either option on a case-by-case basis.

The written examination is designed by the Areas and based largely on a reading list developed by the Area Faculty Prelim Committee with optional input from students. In developing the list and constructing the examination, committees should remember that the goal of the Major Preliminary Examination is to demonstrate students’ grasp of a broad area within psychology. The formal examination may be given either in one sitting or as a take-home exam, as agreed upon by the Area Prelim Committee. The Area 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.” A “pass” is awarded only if the Prelim Committee unanimously agrees. Likewise, “pass with distinction” is awarded only via a unanimous decision from the Prelim Committee. In the oral defense, students are expected to defend their exams and demonstrate their competence within a relatively broad area of psychology to the Faculty Prelim Committee. If the committee finds it useful, the oral defense can be made open to other faculty who want to attend.

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. The topic is chosen with input from the student. In the oral defense, students are expected to defend their papers and demonstrate their competence within a relatively broad area of
psychology to the Faculty Prelim Committee. If the committee finds it useful, the oral defense can be made open to other faculty who want to attend. The Prelim Exam is graded on both the paper and the oral defense as “pass with distinction,” “pass,” or “fail.” A “pass with distinction” is awarded only if the Prelim Committee unanimously agrees. A “pass” can be awarded with one negative vote from the Prelim Committee.

For either format, a Proposal Form must be approved by the Major Prelim committee and submitted for approval to the GEC before the student begins the preliminary exam. 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. Once approved, the student MUST then complete the preliminary examination within 8 weeks from the date of initial approval. Failure to complete the prelims within this timeframe will result in an automatic failure of the prelims.

The Major Preliminary Examination must be completed prior to the end of the student’s third year in the graduate program (usually Spring term). Upon successful completion of the Major Preliminary Examination, the Major Prelim Committee will submit a signed Milestone Completion Form to the GEC for documentation. Once acknowledged by the GEC and Department Chair, the student will officially be advanced to doctoral candidacy (ABD) and notified.

Failure of Prelims

If a Ph.D. student fails their preliminary exams, it may lead to dismissal from the program or academic probation. At the discretion of the Area faculty (to be determined by a majority vote of faculty in the student’s core area), and with approval of the GEC, the student may be permitted to attempt the preliminary exam a second time. A second attempt is not guaranteed. If approved, the student must form a new preliminary exam committee and complete a new prelim proposal. The members may be the same as the members of the first prelims committee, but the reading list and topic must be different. Further, 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, and vice-versa. Failure of the preliminary exam a second time will result in automatic dismissal from the program.

Dissertation Proposal

Within one calendar year of being advanced to candidacy by completing first and second year projects (or M.S.) and passing their preliminary exam, students should prepare, and successfully defend to a faculty committee, their dissertation proposal. The proposal shall demonstrate the student’s in-depth knowledge of a research topic along with a detailed outline of the empirical research to be conducted for the dissertation. The literature review of previous research should be complete. The proposal should describe all the relevant details regarding questions or hypotheses, predictions, methods, data analysis, etc. Piloting of measures and procedures is strongly encouraged. Generally, a proposal will be approximately 25 pages of text (excluding the Reference List) but the length depends on the topic of study.
Dissertation projects can be multi-study, partial replication studies (if carefully justified), multi-method, or make use of secondary data analysis as appropriate, and can make use of any empirical methodology in Psychology.

To defend their proposal, the student must convene a meeting of their dissertation committee, which must include at least three faculty members in SPS, one of which is outside their home area to ensure uninformative of standards across SPS, as well as one faculty member outside SPS but in an allied field (or in Psychology if outside OSU), and a Graduate Council Representative (GCR; see http://gradschool.oregonstate.edu/progress/graduate-committee) to orally defend their proposal. The student’s major advisor has final say over when a proposal is ready to be defended; of course the student will have already responded fully and carefully to detailed feedback from the major advisor (and key committee members, if needed) well before the defense. The committee must have a minimum of two full weeks to read the written document before the defense date.

During the proposal defense, the student will usually give a brief (15-20 minutes) overview of the proposed topic and literature review, and then answer questions from the faculty committee about the proposed research. In most cases, the faculty will offer suggestions for improving the research plan. Within two weeks of the proposal defense, the student (with the advisor’s assistance) will prepare and submit to the GEC a two-page maximum abstract of the proposal, reflecting the questions and design as agreed upon during the meeting. The committee members must sign the abstract to indicate formal approval of the plan. The signed abstract must be filed with the chair of the GEC, who will keep the abstracts on file for consultation by future students. The abstract can be referred to during subsequent committee meetings as well as during annual reviews of student progress.

Students who have not received signed approval for their dissertation proposal abstract within one year of officially advancing to candidacy will be recommended for academic probation or removal from the program, unless a petition is approved for an extension of this deadline.

**Dissertation Project**

Once the dissertation proposal is approved, students will work on the dissertation project. When the major advisor is satisfied that the student has produced a defendable document, the dissertation defense can be scheduled with the committee. The committee must have a minimum of two full weeks to read the written document before the defense date. Also see the graduate school website for additional deadlines.

The dissertation is defended in public forum, the date of which is announced in OSU Today. Location of the defense is scheduled with the graduate school.

**Binding the Dissertation.** Please see the graduate school requirements here: http://gradschool.oregonstate.edu/progress/thesis-guide. The SPS maintains bound copies of dissertations for reference in our library. Your advisor will also appreciate a copy, and you will want a bound copy for yourself as well. These are the requirements for binding of the final, accepted, signed off document.
To be submitted to the School of Psychological Science:

GENERAL FORMAT:  Black Binding, Gold lettering (no italics, 18 point News Gothic font) on book spine and front cover

For SPS Dissertations:
  “Basic Binding Square back” in “New Black” binding material (less than 1 inch thick)
  “Library Standard Rounded back”  “New Black” binding material (over 1 inch thick)

On spine:
Top 1/3  Center (include periods)  Bottom 1/3
First Name  Last Name  Ph.D.  Year

On front cover:  Everything centered

Top 1/3  Title of the dissertation

Center of face  Name

Committee Membership Requirements from the Graduate School

Committee membership

i.  Graduate Council Representative

A Graduate Council Representative (known as a GCR or Grad Rep) is required for all doctoral committees, all M.A.I.S. committees, and all master's degrees involving a thesis. Your GCR represents the OSU Graduate Council and ensures that all rules governing committee procedures are followed. Your GCR must be present at your formal exam(s), and will be responsible for some of the paperwork that the Graduate School requires. Per Graduate School guidelines, the GCR will also lead your committee’s roundtable discussion following your final oral exam. Your GCR must be a graduate faculty member outside your major and minor area.

The GCR is a full voting member of your graduate committee. Many students select a GCRs who can also add disciplinary expertise. Select your GCR using the online GCR list generation tool
(http://gradschool.oregonstate.edu/forms#gcr) and be sure to allow ample time for this selection process. If you run into difficulty finding a GCR to serve on your committee, you can re-generate the list until you find someone who is willing to serve.

ii. Policy on non-OSU committee membership

Your graduate committee guides your coursework and research and serves as your final examining committee. It is generally expected that all committee members or approved substitutes must be present for all formal meetings with the student (e.g. final oral exams). If you have a special case in which a committee member may need to participate remotely, you and your committee must assure that all the conditions for remote participation are met.

If the faculty member is not a member of the Graduate Faculty or is not approved for the role proposed, your major department/program will need to nominate the proposed member to act in those roles using the Nomination to Graduate Faculty form. Committee structure is evaluated when your program of study is received by the Graduate School and when you schedule your formal examination(s).

Deadlines from the Graduate School

Deadlines related to Program of Study, Exam Paperwork, etc. Please following the following link for the minimum deadlines as defined by the Graduate School. Programs can require a more rigorous set of deadlines. Students are expected to check with their program and the Graduate School regarding specific deadlines unique to the term and academic year they plan to complete their degree requirements.

Colloquium Series

To aid in the development of their research programs, and departmental culture, during their first year at OSU SPS, all new graduate students must formally participate in the departmental colloquium series. Sometime during this first year (usually in Spring term), graduate students will present at the colloquium series. Usually these presentations will focus on the student’s First-year Project, but other presentations of research outside of this first-year project will be permitted, as deemed appropriate by the student’s advisor. Students may petition for an extension to this requirement, but should do so in the term prior to their colloquium (usually Winter term). Failure to complete this presentation requirement could lead to the student being placed on academic probation.

After the first year, students are still expected to maintain regular and active participation with the colloquium series. This includes not only regularly attending the departmental colloquium, but also likely presenting during the remainder of their time at OSU SPS. Lack of attendance, engagement, etc. will be negatively reflected in the student’s annual review, and could lead to the student being placed on academic probation.
PROGRAM LEARNING OUTCOMES AND ASSESSMENT

SPS Graduate Learning Outcomes. In addition to the Graduate Learning Outcomes (GLOs) required by the OSU Graduate School, which include a) conduct research or produce creative work, b) demonstrate mastery of subject material, c) conduct scholarly & professional activities ethically, and d) effectively communicate in the field of study, the SPS has additional learning outcomes. These are:

a) Professionalism: students are expected to learn and exhibit professional values, including following APA ethical standards in the conduct and reporting of research, as well as competence in working with, educating, and researching diverse populations. In general, we expect students to learn to “think like a psychologist.”

b) Science: We expect students to evaluate, generate, and disseminate research on biological, cognitive, developmental, social, and environmental bases of behavior; display critical, scientific thinking and the understanding of psychology as a science, including understanding of major concepts, theoretical perspectives, and empirical findings in the field; and integrate and apply research-based knowledge to solve real-world problems and promote well-being.

c) Pedagogy: we expect students, whether or not they plan to hold careers in academia, to learn to teach major psychological constructs and evaluate the acquisition of knowledge in psychology.

All learning outcomes, those internal to SPS and those at the Graduate School level, are assessed yearly, although not all benchmarks linked to each outcome are possible to complete annually.

Annual Progress Report and Student Evaluation. Near the end of each year that a student is enrolled in the program, the Chair of the GEC will ask for a self-assessment of each student’s progress toward degree. This request will be communicated via email and can be completed via return email or hard copy. The primary objective of this self-assessment is to facilitate the student’s progress toward their degree by identifying any potential impediments and, when relevant, to suggest any interventions that might be necessary or helpful. A secondary objective is to generate data and documentation relevant to program assessment. Finally, these reviews will help bring to the attention of faculty any extraordinary achievements being made by its students. This is a common process in most graduate programs to support student progress through the program.

The process should take place in three steps;

a) Prepare documentation of your progress in the most recent academic year and your goals for the next

b) Have a meeting with your advisor in which you provide this documentation to her or him ahead of time and then discuss your progress in the program

c) Submit a final document to the Chair of the Graduate Education Committee which includes any changes suggested by your advisor. It is appropriate, even encouraged, that you seek out guidance in preparing your evaluation documents; your advisor should be prepared to provide help, as can the Graduate Education Chair.
The required elements of the progress report are listed in Appendix 2: Template for Student Annual Progress Report (pp.xx).

Checklist of Activities

Year 1
Fall
- Complete your teaching orientation at the Graduate School
- Register for classes
- Complete your online FERPA training
- By the end of finals week, submit your first-year project form to the Graduate Education Committee and the head of your area
- If needed, apply for IRB approval to run your first-year study

Spring
- Assemble your graduate committee
- Give your first-year colloquium presentation
- Hold a program of study meeting with committee (could also be Fall of second year)
- Present a proposal for your 2nd year/Master’s thesis project to your committee
- Before the last day of instruction, submit a write up of your first-year project to your committee

Year 2
Fall
- If needed, apply for IRB approval to run your second-year study

Spring
- Submit your 2nd-year project/Master’s thesis and orally defend it before your committee

Year 3
Fall
- Prepare a reading list for your preliminary exams and submit it to your committee for approval

Winter
- Pass your preliminary exams

Spring
- Submit a dissertation proposal and orally defend it before your committee

Year 4-5
- Collect, analyze, and write up your dissertation data
- Submit and orally defend your dissertation

Coursework
- PSY507 Graduate Teaching Practicum (2/1/1 credits F/W/S)
- ST 511 (Year 1, Fall)
- ST 512 (Year 1, Winter)
- ST 513 (Year 1, Spring)
- PSY 521 Issues in Professional Psychology (Year 1)
- PSY 523 Ethics in Psychological Research (Year 1)
- PSY 514 Research Methods 1 (Year 1)
- PSY 571 Graduate Psychometrics (Year 1)
- Basic Core Content _____
- Basic Core Content _____
- Basic Core Content _____
- Concentration Elective: _____
- Concentration Elective: _____
- Concentration Elective: _____
- Concentration Elective: _____
- Concentration Elective: _____

Additional Activities
- Give a conference presentation
- Submit a grant proposal
- Submit a manuscript for publication
- Take on a service role in a professional organization
- Serve a summer internship

POLICIES AND PROCEDURES

Who To See for What You Need
Initial questions on day-to-day issues, and clarification of general program requirements/expectations, should be directed first to your Advisor. Your advisor can then either address these simple concerns, or refer you to the appropriate administrative unit/contact/policy as necessary.

All specific questions on formal degree requirements or milestones should be directed to the GEC committee. Informal requests for information or clarification can be sent directly to the GEC chair (contact information listed below). Importantly, any change to degree requirements must be formally submitted and approved using the Petition process (IV.) detailed below, and cannot be waived by the Major Advisor alone.

Issues with payroll or facilities should be directed to the administrative staff. The current contact information is listed below.

GEC Chair: Dr. Aurora Sherman (aurora.sherman@oregonstate.edu)
Administration: Shirley Mann (shirley.mann@oregonstate.edu)

Mentoring Resources for Graduate Students
Your primary mentoring resource is your Advisor. However, students are also encouraged to speak with other OSU faculty as needed to supplement this primary mentoring experience. The OSU graduate college and other OSU units (e.g., Library, IRB office, Office of Human
Resources) also routinely offer supplemental activities and coursework that may be useful for SPS students in terms of professional and personal development. Students are again encouraged to pursue these additional activities as necessary, and as time permits, to support their studies while at OSU SPS.

**Petition-able Actions**

Note that this process is solely for OSU SPS degree requirements, and the OSU graduate college, administration, etc. may have separate petition processes that are required for any of their managed degree/employment requirements. It is the responsibility of the student to manage any requirements external to OSU SPS, and ensure compliance with these procedures. The following degree requirements may be formally petitioned for change through the OSU SPS Petition process (III.):

1. Time extensions for any degree milestone
2. Transfer/waiver of coursework
3. Transfer/waiver of degree milestones
4. Change of Major Advisor/Area
5. Other concerns not captured above (e.g., leave of absence), but that deal with degree requirements and directly impact a student’s standing in the degree program

Any petitions for time extensions or that are related to milestone completion dates must be submitted at least 8 weeks prior to the respective due date to allow for full consideration and completion of the petition process. Any petitions that are not submitted consistent with this timeframe will likely not be approved prior to the original due date, and thus the student may experience negative repercussions as a result. Any petitions for transfer/waiver of coursework or degree milestones must be made within 1 calendar year from the initial start of degree studies in the OSU SPS program (i.e., usually first day of Fall term for new students). As a general rule, it is in the best interest of all parties to submit a petition (if necessary) sooner rather than later, although this may vary with situation.

**Petition Process**

To file a formal petition, please download or obtain a copy of the Petition Form. The student petitioner will complete this form, and is responsible for providing adequate evidence/documentation/justification to support the submitted petition. As such, submission of a completed Petition Form does not in any way guarantee approval. OSU SPS faculty are also under no obligation to consider, or seek out, any additional evidence that is not formally included within the initial submission of the Petition Form, regardless of whether it helps or hurts the petition. Further, no changes to the petition will be permitted once the petition has been formally submitted. Double jeopardy also applies; students will not be allowed to submit multiple petitions for the same situation. For example, a student may not petition for multiple time extensions on the same milestone. Multiple petitions for the same milestone will only be considered in the most extreme of circumstances, and only if the original petitioning situation has changed drastically. Please note that the evaluation of an additional petition as permissible will be determined by the GEC at their discretion, and there is no guarantee that an additional petition will be deemed allowable. In these situations, students are strongly encouraged to discuss their situation with the GEC prior to submitting an additional petition.
To submit a completed Petition Form, students will first submit the completed form to their Major Advisor of record. Students will also simultaneously notify the GEC chair that a petition has been submitted, in order to ensure timely processing. The Major Advisor will either approve or disapprove the petition, and then submit to the Area Unit for subsequent consideration. The Area Unit will then submit their recommendation to the GEC committee for consideration. The GEC will make the final determination for each petition, at which the point the petition will be forwarded to the Department Chair who will acknowledge that the process has been completed. At this point, the student will be notified by the GEC regarding the outcome of their petition. A petition is not considered approved until it has been formally approved by the GEC, and receipt acknowledged by the Department Chair.

Each individual step of this approval process is expected to be completed within a 2-week timeframe, and the student will be formally notified if this time period is exceeded at any level. All decisions are final, and if the student feels they have been treated unfairly, they do retain the option to follow the Grievance procedure (V.) detailed below.

**Grievance Procedure**

If a student feels they have been treated unfairly regarding any aspect of the degree program (separate from University employment issues, or issues outside OSU SPS), the student may file a formal grievance with the GEC. Note that this procedure does not necessarily deal with the nature of an outcome of a given situation, but merely ensures that a given outcome was derived equitably and that the outcome is appropriate. This grievance procedure should not be confused with, or used in place of the Petition Process (IV.).

To file a formal grievance, the student will submit a Grievance Form with all required documentation and supporting evidence directly to the GEC. The GEC is under no obligation to consider any information not contained within the initial filing of the grievance.

The GEC will consider the formal grievance, and investigate whether any transgression has occurred. If no transgression has been identified, the grievance will be closed and the decision sent to both the student and Department Chair for acknowledgement. If the committee does recognize that there has been a transgression, a detailed plan of action (including next steps) will be sent to the student, and to the Department Chair for acknowledgement. This solution may include the formation of ad-hoc committees, reconsideration of completed petitions, etc. but the nature of the solution resides solely on the discretion of the GEC. This process will be completed within a 30-day timeframe, and the student will be notified if this timeline is expected to be exceeded. The determination of the GEC is final, and not subject to appeal within OSU SPS.

After completion of the OSU SPS grievance procedure, if the student still feels they have been treated unfairly, the student is encouraged to contact an Oregon State University Ombudsman for formal mediation external to OSU SPS. Additional information on external grievance procedures is also available at the OSU Graduate College website (http://gradschool.oregonstate.edu/progress/grievance-procedures).

**Grievance information from the Graduate school**
All students desiring to appeal matters relating to their graduate degree should follow the Grievance Procedures for Graduate Students. These procedures are available at http://gradschool.oregonstate.edu/progress/grievance-procedures. Graduate assistants, whose terms and conditions of employment are prescribed by the collective bargaining agreement between OSU and the Coalition of Graduate Employees, American Federation of Teachers Local 6069, should also refer to that document and seek guidance from OSU’s Office of Human Resources.

University and SPS Policy on Student Conduct
Per both the OSU student code (e.g., 576-015-0020, 576-015-0025, 576-015-0030, and others) and the APA Code of Conduct (2010; http://www.apa.org/ethics/code/), SPS students are expected to conduct themselves with the utmost professionalism at all times, as representatives of both OSU, the SPS, and the field more broadly. Note that this includes their actions while on OSU property/events, but may also be applied to off-campus activities as deemed appropriate by the GEC. Any violations of these codes of student conduct will be rigorously evaluated by the GEC, and as necessary, appropriate repercussions will be determined up to and including dismissal from the SPS program. Any questions about whether a given activity falls outside of these ethical codes should be submitted directly to the GEC chair prior to the activity.

Academic Probation and Dismissal
If at any time the faculty of the department feels that a student is not making appropriate academic progress, it is possible that a student will be placed on academic probation, formally determined by the GEC. If a student commits a violation of existing policies on student conduct or professionalism, it is also possible that a student will be placed on academic probation. Annual performance reviews, or failure to meet degree milestones can also result in academic probation status.

Should a student be placed on academic probation, specific steps and a deadline for completion of these steps will be given to a student. Successful completion of the specified steps will result in a return to satisfactory status. However, students who fail to return to satisfactory status will not be allowed to register for coursework, and the faculty will meet to formally vote on the student’s termination from the program. A dismissal notice may be given to a student at any time of the year, but is most likely to occur between terms. Should a dismissal be issued mid-term, students will be allowed to complete the term, contingent on their ability to successfully and adequately complete their job duties for the given term.

Dismissal from the program will normally only follow unsuccessful return to satisfactory status following academic probation, or failure to return from on-leave status. However, in cases deemed serious/heinous enough to warrant immediate dismissal, the faculty will convene immediately and formally vote on the student’s immediate dismissal. Should such a case arise, this dismissal from SPS will be effective immediately, regardless of time point during the term.

Leave of Absence & In-Absentia Status
Every term (except summer, although this may be required depending on the status of each individual student OR if the student plans on utilizing any OSU resources during the summer
(term) students must either register for classes at a level consistent with graduate school requirements or petition for on-leave status. Students must first petition OSU SPS for this leave of absence, and upon approval of the departmental petition, the department will coordinate with the student to complete the required petition for a leave of absence with the OSU Graduate School. Please see the graduate college website for more information for submitting a petition for a leave of absence with the graduate school (http://gradschool.oregonstate.edu/progress/deadlines), this includes restrictions on both regular/planned leave, and amount of Family Medical Leave. Students who are petitioning for on-leave status must also officially withdraw from any coursework/credits prior to submitting the petition. A date of return must be specified for all departmental leave of absence petitions.

Leave of Absence status is available to eligible students who need to suspend their program of study for good cause. The time the student spends on approved leave will be included in any time limits prescribed by the university relevant to degree completion. Students on approved leave may not a) use any university facilities, b) make demands upon faculty time, c) receive a fellowship or financial aid, or d) take course work of any kind at Oregon State University. Leave of Absence/Intent to Resume Graduate Study Forms must be received by the Graduate School at least 15 working days prior to the first day of the term involved. Family Medical Leave (FML) may be granted at any point during a term. FML inquiries should be directed to medical.leave@oregonstate.edu. NOTE: Students who are pursuing a certificate only are not subject to the Leave of Absence Policy.

Prior to admission to candidacy, and pending approval by the student’s primary advisor, area head, GEC and department chair, up to 1 academic year (3 terms) of leave will be automatically granted, provided the student is currently in good standing. After admission to candidacy, students will be eligible for an additional year of leave of absence, if in good standing. Extensions beyond the 1 year maximum will not be granted initially, but will require a re-petition at least 4 weeks prior to the specified return date listed in the most recent petition. Valid extensions for on-leave status beyond 1 year include: temporary medical, financial or family difficulties that impede performance of normal job duties OR internship/teaching/temporary work opportunities that are directly relevant to student training and will further the student’s professional development. Extension requests must also include evidence of serious intention on the part of the student to return to the program to complete their Ph.D., including an updated date of return and timeline for degree completion. These additional requests are approved at the discretion of the GEC. Please note that in these situations, it is highly likely that students will still be required to enroll in the minimum credit enrollment per term (subject to OSU graduate school policy), even when on departmental-approved extended leave.

Upon expiration of on-leave status, students must either enroll in courses or petition for an extension of their leave. Failure to either register or obtain an approved on-leave status will result in dismissal from University enrollment. Should this occur, you will then be required to re-apply to the program, as a new student. Readmission is not guaranteed.

Unauthorized Break in Registration
Degree seeking graduate students who take an unauthorized break in registration relinquish graduate standing at the University. To have graduate standing reinstated after an unauthorized break, students are required to reapply to their program (complete the online graduate admission application, pay the application fee, and may be required to register for three graduate credits for each term of unauthorized break in registration). It is advisable that students in this situation state that they are applying for readmission in the application packet. A reapplication does not ensure admittance to the program.

**Changes in the Program**

There will be occasions when the Psychology faculty will change aspects of the graduate curriculum and/or this graduate handbook. Each spring, the graduate committee will review the handbook and ask the faculty representatives from the three research areas to meet with their respective faculty to review the curriculum and this document. Suggested changes will then be brought forth for the department chair and advisory committee to decide which changes to implement. Suggestions for change (and clarification) are also welcome from graduate students. *Each cohort of students is governed by the version of the handbook in effect during the year they enter graduate training at OSU.* If special circumstances occur, students are welcome to submit a petition to the graduate committee requesting changed requirements in their case.
Appendices
Rubric for Scoring/Providing feedback for Colloquium talks

Name __________________ Date_________ Occasion ______________________

PRESENCE
- body language & eye contact
- contact with audience
- poise and dress
- composure
- minimal distracting mannerisms

LANGUAGE SKILLS
- correct usage
- appropriate vocabulary and grammar
- understandable (rhythm, intonation, rate of speech)
- spoken loudly enough to hear easily
- talk is spoken, not read

ORGANIZATION
- clear objectives that are followed
- logical structure and plan
- signposting
- appropriate theme or take-home message
- ends on time

MASTERY OF THE SUBJECT
- pertinence
- appropriate theoretical and empirical grounding
- appropriate presentation of methodology & findings
- appropriate implications, limitations, future directions
- able to answer questions fully & accurately
- overall shows evidence of critical thinking

VISUAL AIDS
- slides fully proofread, readable
- examples/illustrations appropriate & professional
- audio, video worked properly, not distracting

OVERALL IMPRESSION
- good communication
- interesting study/presentation

TOTAL SCORE _______ / 30
Date: _______________________

**Student Information:**
Name:__________________________________________
OSU ID#:______________________________________

Email:__________________________________________
Year of 1st Enrollment: __________

Expected graduation date:______________________
Advisor:_______________________________________

**Please select the reason for petition:** (only select 1, separate forms are required for separate issues)
Add/drop degree coursework
Transfer degree credits
Transfer degree milestones
Time extension for degree coursework
Time extension for degree milestones
Other policy extension
Change of advisor

**Please provide a detailed explanation of your request.**
Feel free to attach an additional page, or any supporting documentation. Remember to justify WHY you feel this request should be considered, and any information you would like the Department to consider. If you are requesting any kind of extension, make sure to also explain how and when you plan to complete the milestone/coursework.

---

**FOR DEPARTMENTAL USE ONLY**

**Student’s Advisor:**
Do you approve this petition? Yes No
Please provide any relevant comments or explanation.

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<th>Signature:</th>
<th>Date:</th>
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**Track Committee:**
Do you approve this petition? Yes No
Please provide any relevant comments or explanation.

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<th>Signature:</th>
<th>Date:</th>
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**Graduate Education Committee:**
Do you approve this petition? Yes No
Please provide any relevant comments or explanation.

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<th>Signature:</th>
<th>Date:</th>
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**Department Chair:**
Do you acknowledge receipt of this completed petition and determination? Yes No

Signature:__________________________________________ Date:______________________
Annual Review of Progress through Psychology Ph.D. program

This evaluation should take place in three steps:

a) Prepare documentation of your progress in the past year and your goals for the next
b) Have a meeting with your advisor in which you provide this documentation to her or him ahead of time and then discuss your progress in the program
c) Submit a final document to the Chair of the Graduate Education Committee (Dr. Sherman) which includes any changes suggested by your advisor. It is appropriate, even encouraged, that you seek out guidance in preparing your evaluation documents; your advisor should be prepared to provide help, as can the Graduate Education Chair.

Elements of the report should include

1. Updated Program of Study that includes grades for completed courses (if completed)
2. Time line towards completion of M.S. or Ph.D. degree that indicates the following
   a. Date of completed meetings (Master’s proposal meeting, Dissertation proposal meeting, prelim defense, etc.)
   b. Date of IRB submission (if appropriate)
      i. Title of Advisor approved research/thesis
      ii. Type of Research (IRB Exempt, Expedited, Full Board)
      iii. Noteworthy issues
   c. Date of IRB approval or status (if appropriate; submit most recent email of approval from IRB)
   d. Date data collection began (or will begin)
   e. Writing timeline for all relevant research projects (i.e., projected dates by which you will complete each element, leaving time for your advisor to read and provide feedback on each section, and time for you to revise each section at least twice, based on advisor feedback). If completing a major program milestone that requires graduate school approval, it will be helpful for you to look at the last possible date to defend and submit a revised project using the graduate school deadlines and work backwards to figure out when each section needs to be done. Note that it would be highly unusual for a thesis or dissertation to be accepted without any revisions based on feedback from the committee, so you need to plan time for that.
   f. Expected date of any planned defense (this date should be grounded in reality and selected with reference to graduate school deadlines, where you are in your program progress right now, any travel planned by yourself and your advisor, etc.).
3. List courses taught and description of your duties, responsibilities, etc. Note anything about the experience that you feel is relevant to the review (what you learned, what you’d change, what you want to do in the future, other classes you’d like to TA, etc.).
4. List all publications, conference presentations, and anything (manuscripts, conference presentations) under review. Include the date(s) and title(s) of your SPS Colloquium presentation(s). Describe your contribution to each publication or presentation.
5. List research in progress. Describe your contribution to each project. Include the timeline to completion.
6. Describe briefly and generally your lab responsibilities and activities (e.g., Lab manager? Experimenter for research not related to research? Work in multiple labs?)

7. List Awards, Honors, grants.

8. Include your most current C.V. and any professional documents you have prepared (e.g., research statement, teaching statement, diversity statement).

9. A list of goals and associated deadlines for your second year in the M.A.I.S. program.

10. Anything else that might be relevant to the review (e.g., any professional activity that served the Department faculty, students, or program generally, extracurricular activities, life events, etc.).
Position Information

<table>
<thead>
<tr>
<th>Employee Name</th>
<th>Satisfactory Academic Progress</th>
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<tbody>
<tr>
<td></td>
<td>[ ] Meets Expectations [ ] Does NOT Meet Expectations</td>
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<tr>
<th>Department</th>
<th>Major Professor, name:</th>
<th>Signature:</th>
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<tr>
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<tr>
<th>Position Number</th>
<th>Appt % (FTE)</th>
<th>Appt Basis (term; 9 mo.; or 12 mo.)</th>
<th>Job Location</th>
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Position Duties

Primary Duties (taken from the position description)

Overall Evaluation (required)

The supervisor provides comments substantiating the overall performance rating. If there are areas in which the Graduate Assistant is expected to improve his/her performance, they should be noted in this section.

- [ ] Exceeds Expectations [ ] Meets Expectations [ ] Does NOT Meet Expectations

Comments: (example text in italics, replace as necessary)

A. Overall [Graduate Assistant] exceeds the general responsibilities outlined in the position description.
B. [Graduate Assistant] meets the general responsibilities outlined in the position description, but [Supervisor] would like to see more self-started initiative related to finding ways to improve the [research tasks/teaching assignments].
C. [Graduate Assistant]'s attitude towards responsibilities laid out in the position description, is not congruent with the expectations of a graduate level appointment.
D. [Supervisor] is committed to exploring mechanisms for creating a valuable and manageable experience for [Graduate Assistant] and the department.