

GRADUATE GUIDE
DEPARTMENT OF PSYCHOLOGY
2007-2008
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1) Department Requirements

i) Coursework

All students must have completed all course requirements before the beginning of their fourth year. Students must receive a grade of B- or above in all coursework taken for a letter grade. If a passing grade is not obtained, a student may be asked to repeat the course or take a comparable course.

(a) Registration

Stanford University's quarterly *Time Schedule* may be obtained on-line through Axess, Stanford's computerized student system (<http://www.axess.stanford.edu>). Students should follow the instructions for registration and enrollment in courses using Axess. More information about registration and enrollment can be found at:
http://registrar.stanford.edu/students/about_axess.htm?id=1.

Enrolling in independent study courses takes a few more steps than enrolling in a regular course. The reason for this is that independent study courses can be offered by a number of different faculty members. Instructions for using Axess to sign up for an independent study course can be found at:
http://registrar.stanford.edu/Axess/Studenthelp/enrollment/class_search.htm.

YOU MUST ENROLL IN 8-10 UNITS EVERY QUARTER. If students enroll in fewer than 8 units, they will not be considered a full-time student, will not be eligible for the department's health insurance subsidy, and may not receive their paycheck. If students enroll in more than 10 units, they will be charged a higher tuition rate (over \$3,000 more) for which they will be responsible.

(b) First Year Requirements

All course work should be arranged with the guidance of your advisor. During the first year of graduate study you must take:

- 207 Pro-Seminar for First-Year Ph.D. Graduate students
- At least one approved graduate course in statistics (i.e. Psych 252, [See Statistics requirement](#))
- At least two core courses listed below:
 - 202 Neuroscience
 - 205 Foundations of Cognition
 - 211 Developmental Psychology
 - 212 Social Psychology
 - or 215 Mind, Culture, and Society
 - 213 Personality

Students in each area may be required to take up to two additional non-core graduate courses in their area of specialization. Please consult your advisor about any additional requirements in your area of specialization. Students must receive a grade of B- or better in all of the courses taken for a letter grade.

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At the end of the first year of graduate study, the student must file with the department a written report of the first-year research activities. **The deadline for filing this report is the first Monday in June.** [Please see the Research section of this guide for more information on the First Year Project.](#)

(c) Statistics

Each student is required to take two approved graduate courses in statistics during his or her first 2 years. At least one of these courses must be taken in the first year. Students who did not have an undergraduate course in statistics should take Psych 10/Stats 60 during their first quarter. This is a prerequisite to any graduate statistics course. As a first course, we recommend Psych 252, Statistical Methods for Behavioral and Social Sciences. As a second course, we recommend Psych 253, Statistical Theory, Models, and Methodology. Students must receive a grade of B- or better in all of the courses taken for a letter grade.

(d) Second Year Requirements

By the end of the second year of graduate study you must complete the second statistics course and take three additional courses selected from the core course list for a total of five core courses. Students must receive a grade of B- or better in all of the courses taken for a letter grade.

See below for [University requirements](#) due at the end of the second year of graduate study.

(e) Advanced Course/Minor Requirement

The department requires students to complete 12 units of advanced graduate coursework or a Ph.D. minor in another department. Stanford University requires a minimum of 135 units of coursework (including Graduate Research) for the Ph.D. It is the hope of the department that this requirement will encourage students to supplement and enhance their training in psychology, using resources provided to them throughout the University.

In the event that a student waives the minor requirement in favor of the 12 advanced units, they will fulfill their advanced course requirement by taking either (a) non-core graduate courses required by a particular area, or (b) graduate-level courses in other departments comparable in quality to Psychology's graduate courses. If there is any question about comparability, students should consult their advisors, Student Services, and, in some cases, the Graduate Education Committee Chair before taking the course.

Before taking any courses, students should submit a list of possible outside courses to their advisor for approval. A department Advanced Course form will be provided to the students at the beginning of their second year. **It must be signed by their advisor and the Chairperson of the Graduate Education Committee and returned to the Student Services Office (SSO) by the first Monday of October.** The list may (and probably should) contain a *few* more than the requisite number of courses, so that students have some flexibility in the courses they will actually take without requiring further formal approval. Revision requires submitting a new form with approval by the advisor and the

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Chairperson of the Graduate Education Committee. Students may choose to take advanced coursework on a satisfactory/credit grading basis instead of the letter grade basis. In these cases, students must receive the passing grade to receive credit toward the requirement.

Given the diversity of possible interests in psychology, there are many potentially relevant advanced courses. We ask students to choose judiciously and consult their advisors. If they feel that a particular course might be considered marginal by the faculty, students should include an explicit justification of the course when approval of their advanced coursework is sought. Here are a few criteria that may help student to choose their courses wisely:

- Graduate courses in other departments (usually carrying course numbers in the 200s) are clearly acceptable and require no justification. These are the courses we expect most of you to take.
- Lower-division undergraduate courses (course numbers lower than 100) should be avoided, and always require justification.
- Upper-division undergraduate courses (course numbers in the 100s) are the in-between cases. They range from demanding courses that often have numerous graduate students enrolled in them, to well-known guts. Obviously we want to approve the former and not the latter. We again appeal to your judiciousness, and ask that you provide justification for any course that is not clearly appropriate.

Since the 12 advanced units are in lieu of a minor, it is understood that they will all conform to a theme that the student and their advisor agree upon. Students may take unrelated courses if they wish, but not as part of the 12 unit requirement. Students must receive a grade of B- or better in all of the courses taken for a letter grade.

ii) Research

It is expected that students will spend at least one-half of their time on research from the beginning of their first year to the completion of their Ph.D. During the Autumn quarter of the first year students are expected to choose as a research advisor a member of the Psychology Department faculty with research interests compatible with their own. Their research is to be carried out with the advice and counsel of their advisor. If a student's interests change, they are free to work with a new research advisor. Although students will have one official advisor, they are encouraged to engage in research with other faculty with whom they have mutual interests.

(a) First Year Project

At the end of their first year of graduate study, students must submit a written report of their first year research activities called the FYP. This report should resemble a journal article in their area, and is written with the consultation with their advisor.

At the end of Autumn quarter of their first year of graduate study, students must submit a draft proposal for their FYP. **This FYP proposal must be signed by their advisor and returned to the Student Services Office by the first Monday in December.**

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At the end of the first year, students turn in one copy of their FYP to their advisor and one copy to the Student Services Office. **This report is due the first Monday in June of the first year.**

(b) Doctoral Dissertation Research and Oral Exam

The following guidelines describe the dissertation process for a doctoral degree in Psychology. The process centers on the production of four documents

- (1) the overview of the planned research focus,
- (2) the conceptual analysis of the dissertation area (CADA),
- (3) the dissertation proposal (DP), and
- (4) the final dissertation document (with Oral Exam).

A meeting of the student's research committee is associated with each document. The process is designed to provide students with clear guidance from faculty at all stages of the dissertation process.

A. Prior to initiating the dissertation research, the student should form a research committee, consisting of the advisor and at least two other faculty members. At least two of these committee members must have primary appointments in the department. The student prepares a 1-page overview of the planned research focus, which will serve as the basis for a first meeting of this committee. The student meets with the committee no later than the last day of classes of the spring quarter of the third year. The purpose of the initial meeting is to establish a tentative timeline for the further development of the dissertation research project. A dissertation reading committee form should be completed at this first meeting and submitted to the Student Services Officer.

Subsequent meetings are triggered by the completion of: a dissertation proposal (DP, a conceptual analysis of the dissertation area (CADA), and a final dissertation, although in many cases the committee may meet more frequently as a way for the student to report on his/her progress.

B. After completion of the 1-page overview of the planned research focus, the next two elements of the dissertation research process are the dissertation proposal (DP) and the conceptual analysis of the dissertation area (CADA). The DP should be a description of the proposed research. Ordinarily the DP includes a presentation of preliminary research, perhaps including the first study to be reported in the dissertation.

The timing and sequencing of the DP and CADA will be developed by the student in consultation with the committee. Some students may begin by writing an NRSA proposal in time for submission for the April deadline during the third year of graduate school; this document could then fulfill the DP requirement. In this case, the student would complete a CADA at a later point. Alternatively, students may complete the CADA first, followed by the DP. Regardless of the order of the CADA and the DP, students are encouraged to complete both at a relatively early stage of the research.

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C. While some flexibility in the dissertation process is desirable, deadlines are necessary to encourage progress and allow opportunities for faculty input in a timely manner. One of the two preliminary elements (CADA or DP) must be completed by the end of the third summer quarter and the second should be completed by the end of the fourth spring quarter. Students are encouraged to complete these milestones earlier if possible.

D. Students are free to change the membership of the research committee at any time during the process, subject to consultation with the advisor. A change of advisor is also possible if after consultation with relevant faculty the change appears likely to be beneficial. For the dissertation defense (a.k.a. the [Oral Examination](#)), the student should identify an outside chair, typically someone who has not been a member of the committee until that point, and invite one more faculty member to the committee (for a total of 5 committee members, although more may be added at the discretion of the student)

E. To allow faculty preparation and make most effective use of the meeting time, students should provide the written document to the committee *two weeks* in advance of the meeting.

F. The [Oral Examination](#) will consist of a 40-45-minute presentation of the completed dissertation research to the department. Parents and friends are welcome to attend. Following the presentation, the student and the committee will convene for a discussion of the dissertation and the presentation. The student will have discussed the dissertation project and the timeline during the meetings throughout the 3rd, 4th and 5th years.

The expected timeline for graduate student research is as follows:

Choose one option – A or B

(A)		(B)
FYP		FYP 1 st
		2 nd
DP	PhD Committee meetings	CADA 3 rd
CADA		DP 4 th
CD-ORALS		CD-ORALS 5 th

FYP: 1st year project
CADA: Conceptual analysis of dissertation area
CD: Completed dissertation
DP: Dissertation proposal
ORALS: Dissertation talk

Notes:

1). The research committee is formed in the 3rd year and meets until the time of the Oral Examination.

2). Either the DP (Option A) or the CADA (Option B) will be due at the end of the summer of the third year. The remaining document should be submitted at the end of the spring of the fourth year.

3). The [Oral Examination](#) occurs once the dissertation is finished.

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iii) Teaching

The Department views experience in supervised teaching as an integral part of its graduate program. Regardless of the source of financial support, all students serve as teaching assistants for five Psychology courses during their graduate study. Of the five courses, two of them must be PSYCH 1 and/or PSYCH 10/252/253. Students are prohibited from teaching the first year of graduate study. Students typically progress from closely supervised teaching to more independent work. Some students may be invited to offer a supervised, but essentially independent, seminar during their final year of graduate study.

iv) Student Evaluation

(a) First Year Evaluation

The Department will evaluate progress at the end of the first year of graduate study. As a part of the evaluation procedure each student is required to submit the First Year Project, as a report of his or her first-year research activities. **As noted above, the report is due on the first Monday in June**, and must be made available for the faculty to read prior to the first-year evaluation meeting.

The first-year evaluation is made primarily on the basis of three factors:

- The quality of research carried out in the first year.
- Performance in courses (especially required courses).
- Recommendation of the advisor, including a commitment on the part of the advisor to continue in that role.

Letters will be sent out to all of the first years, outlining their degree progress status. These letters should be discussed with the students' advisors, and a plan should be put in place to ensure appropriate degree progress, if need be.

(b) Second Year and Beyond Evaluations

A similar evaluation is conducted at the end of each year of graduate training. The same criteria are involved in these evaluations as in the first year, except that students are not required to submit a paper to the Department. Letters will be sent out to all of the second year students, outlining their degree progress status. Letters will be sent to advanced students who have not met the degree progress requirements or expectations of the department. These letters should be discussed with the students' advisors, and a plan should be put in place to ensure appropriate degree progress, if need be.

(c) Evaluation Feedback System for Students

The faculty are committed to optimizing students' development. Thus, the primary goal of our evaluation and feedback system is to help students solve problems and make good progress toward their degrees. A fundamental part of this system is frequent and clear feedback.

To ensure that students understand their status in the program during the first 2 years, we encourage students and their advisor to discuss their progress formally in a series of quarterly meetings: in January, April (following the area meetings outlined below), and

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June (following the spring evaluation meeting). It is their responsibility to schedule these meetings. The meetings should involve a discussion of the student's research and course work and of the success of their relationship with their advisor. If problems become apparent during the meetings, specific plans for changes in scheduled course work, advisors, research strategies, research projects, or research areas should be formulated so as to help students move forward in the best possible way. It is especially important that students receive realistic feedback about department sentiment regarding their status following the formal June evaluation. This means their advisor should tell a student in a constructive and supportive way what was said about the student, while protecting the anonymity of the review process.

In order to familiarize the faculty members in their area with their students' progress and to anticipate problems that may occur in the June evaluation meetings, an area faculty meeting should occur during the third week of spring quarter. The week prior to this meeting, students should submit a short written description (one to two pages) of their academic activities. These summaries are circulated to the faculty members in their area. If necessary, they could be read at the June evaluation meeting to ensure that their own view of their progress is an integral part of the evaluation procedure. If there is any question concerning a student's progress, area faculty should solicit information from any other relevant faculty members. The area faculty should inform students as specifically as they can about any reservations they have, and should give students the opportunity to respond to criticisms before the June evaluation meetings.

In the rare case that the faculty recommends during the June meeting that a student leave the program, the student may petition for a review of the decision, and, failing that, may apply to the Masters Program or reapply to the doctoral program.

Students who experience substantial difficulty during their first year, but stay in the program, should benefit from an additional area faculty meeting during the second week of January of their second year, where their progress since the prior June meetings will be discussed. The January meeting will provide another opportunity for students to make any necessary changes in their program, as well as provide adequate warning of the possibility of termination at the end of the second year.

Obviously an adequate advisor/advisee relationship is crucial to the success of these programs. To avoid misunderstandings between students and faculty, students should make explicit their choice of advisors, and are expected to keep the Student Services Office continually informed of their current faculty advisor.

In summary, the evaluation-feedback system involves three basic features:

- A series of regular, individual meetings (in January, April, and June) between faculty advisors and first- and second-year advisees.
- A regular meeting of faculty within areas each April, and a second possible area meeting in January if there are students in the area whose first-year evaluations were problematic.

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- A requirement that students, during their first 2 years in the Department, must conduct research on which their evaluation will be based with an advisor chosen from those faculty members with regular appointments in the Psychology Department.

(d) Petitions

If students find themselves unable to comply with departmental and University guidelines, they may petition for special consideration. Petitions always require an advisor's approval. Certain circumstances arise often enough to have merited their own special petitions. For example, to obtain a leave of absence students must complete a University Leave of Absence Petition, available online at <http://registrar/pdf/leaveofabsence.pdf>. For departmental matters, it is customary to petition the Graduate Education Committee. Certain rules cannot be overturned by petition. If a petition raises a fundamental issue about graduate education, the Graduate Education Committee will refer the matter to the full faculty for a vote.

2) University Requirements

All forms are available on-line at our website:

<http://psychology.stanford.edu/Graduate%20Forms%20and%20Publications.htm>

(Go to : <http://psychology.stanford.edu>, click on the Graduate tab, and then on Forms and Publications). More information can be found in Bulletin, as well.

i) Admission to Candidacy

Admission to a doctoral degree program is preliminary to, and distinct from admission to candidacy. Admission to candidacy for the doctoral degree is a judgment by the faculty of the student's potential to complete successfully the requirements of the degree program. Students are expected to complete department qualifying procedures and apply for Ph.D. candidacy by the end of their second year in the Ph.D. program. **Application for candidacy must be filed as soon as all first and second year requirements are completed and no later than the first day of Autumn quarter of their third year.** The application may be filed before teaching or residency requirements are met, but not before the required course work is completed. The University Application for Candidacy Form is signed by their dissertation advisor. Candidacy, once approved, is valid for 5 years subject to satisfactory academic progress.

Obtain the Application for Candidacy Form on our website

(<http://registrar/pdf/appcanddoct.pdf>), complete the form, obtain their advisor's signature, and return it to the SSO for Departmental approval and processing. Only the name of the dissertation advisor and the field of investigation are indicated on the application -- additional reading committee members and the dissertation title are submitted later.

ii) Dissertation Reading Committee

Each member of the dissertation reading committee will certify that the work is of acceptable scope and quality by signing the final copies of the dissertation, which is then submitted to the Graduate Degree Progress Office. After admission to candidacy and before taking the [University Oral Examination](#) or before approval of [Terminal Graduate](#)

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[Registration](#), students must submit the Doctoral Dissertation Reading Committee Form to the Student Services Office. This form requires the names and signatures of the dissertation reading committee members.

The reading committee consists of the principal dissertation advisor and at least two other readers, usually the same committee formed to review the Dissertation Proposal and the CADA. At least one member must be from the major department. Normally, all members are on the Stanford Academic Council. The student's department chair may, in some cases, approve the appointment of a reader who is not on the Academic Council, if that person is particularly well qualified to consult on the dissertation topic and holds a Ph.D. or equivalent foreign degree. In order to gain approval for a reader who is not on the Academic Council, students must submit an Outside Doctoral Committee Members petition (<http://registrar/pdf/petdoccommem.pdf>) with justification and with advisor approval to the Department Chair and the SSO.

iii) Residency

Effective for students who begin their graduate program Autumn 2001, the residency requirement for a doctoral degree is 135 units.

(a) Residency Credit for Graduate Work Done Elsewhere

After at least one quarter of enrollment, students may request transfer of graduate work done at another university for residency credit at Stanford. A maximum 45 units of coursework may be transferred to meet requirements for a doctoral degree. The Application for Graduate Residency Credit (http://registrar/pdf/grad_res_credit.pdf) must be approved by the department and the Registrar's Office. The Registrar's Office will request from the student's major department a careful analysis of the work done previously and graduate courses for which the previous work will substitute. Graduate credit will be awarded only in those cases where the student received a B or better in the courses to be transferred.

(b) Terminal Graduate Registration (TGR)

All students must have completed all required courses (core courses, statistics and advanced courses) before the beginning of their fourth year. Students should apply for Terminal Graduate Registration (TGR) when they have accumulated 135 units of residency and have filed a Dissertation Reading Committee form, by the Autumn quarter of the fifth year. Once TGR is approved, students register for only one course Psychology 802: TGR Dissertation for zero units. Students may audit classes when they are registered TGR. All student privileges are retained. A reduced tuition rate is charged for TGR quarters.

iv) University Oral Examination and Committee

The Oral Examination will consist of a 40-45-minute presentation of the completed dissertation research to the department. Parents and friends are welcome to attend. Following the presentation, the student and the committee will convene for a discussion of the dissertation and the presentation. The student will have discussed the dissertation project and the timeline during the meetings throughout the 3rd, 4th and 5th years.

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The student's candidacy must be valid and registration is required in the quarter in which the oral examination is taken. The Doctoral Dissertation Reading Committee form must be submitted and recorded prior to scheduling the examination. While a portion of the University oral examination will take the form of a public seminar, all examinations must include a period of private questioning by the official examining committee. The examination should not exceed three hours in length.

It cannot be overemphasized that their faculty advisor must be consulted and informed of their intentions. Of particular importance in formulating their plans with their advisor is timing. Faculty are not obligated to perform in a "teaching/advising" capacity from mid-June until the start of the next Autumn quarter; therefore, orals may be scheduled in the summer only with advisor approval.

(a) Scheduling an Oral Examination

The University Oral Examination Schedule is used to officially schedule the examination. At least a month before the exam, schedule a room with psychrooms@lists.stanford.edu. At least 2 weeks before the oral exam, get the form and a copy of the University Procedures for Scheduling University Oral and submit the form to the Student Services Office.

(b) Examiners

The University oral examination committee consists of at least five members--four examiners and a chair from another department not represented on the committee.

- *Chairperson:* May not be from the Psychology Department or any department in which the advisor has an academic appointment. If an examiner has a joint appointment in two departments, the chair may not be from either department. However, the chair may be from a department in which the advisor has a courtesy appointment. The chair must be a member of the Stanford Academic Council. Academic council members are indicated with an asterisk in the faculty/staff section of the Stanford Directory. A Professor Emeritus may also serve as chair.
- *Examining members:* 4 or more examiners, 3 of which must be members of the Academic Council; a minimum of 2 from Psychology. Should someone outside the Academic Council with unique qualifications be recommended to serve as an orals committee member (e.g., lecturers or scientists outside Stanford), a Petition for Doctoral Committee Members Form (<http://registrar/pdf/petdoccommem.pdf>), with justification and with advisor approval, must be submitted to the Department Chair for signature and then to the Student Services Office.

(c) Voting Procedures

Voting is by secret ballot. Only members of the official examination committee are eligible to vote. Five members of the committee constitute a quorum. To be eligible to vote, an examiner must have been present through a substantial part of the examination and during the final discussion. It is the Chair's responsibility to determine who is eligible

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to vote. Success of an oral examination requires 4 favorable votes out of 5, 4 favorable votes out of 6, 5 favorable votes out of 7, or 6 favorable votes out of 8.

v) Dissertation

Since all psychology graduate students are expected to carry out research throughout the time they are in graduate school, the dissertation should be the culmination of research efforts that have been going on for some years. In cases where it is the only major piece of independent research the student carries out, the dissertation takes on a more prominent role. In either case, it is important to begin thinking about it early.

There are no formal departmental criteria as to appropriate dissertation topics or length. All these matters are decided by students, their advisor, and their committee members, acting in concert. The typical dissertation should approximate a journal article in one of the major journals in their field. It would probably include the results of a series of related experiments, and would have a more extended rationale, background and discussion than the typical journal article. Data analyses would be more thoroughly documented. A good strategy is to cast the lengthier analyses as appendices so that the meat of the dissertation can be submitted for publication with minor revisions. Write concisely.

Some sense of the scope of dissertations may be obtained by looking at earlier dissertations done here. All dissertations are on file in the Department Office and may be borrowed on request (see the front desk in the main lobby of Jordan Hall). Do not copy format from these; the Graduate Degree Progress Office has specific directions for authors in a brochure titled "Directions for Preparing an Doctoral Dissertation" with complete details for preparing and submitting doctoral dissertations, including fees, abstract, paper, text formatting, sample title pages, etc. Students may find a copy from 2003-2004 at <http://psychology.stanford.edu/Forms%20and%20Publications/Graduate%20Program/directions%20for%20doc%20diss.pdf>. Students will receive an updated version of this guide once they've made their appointment with the Registrar's office to discuss their dissertation (usually in the first weeks of the quarter in which they intend to confer their Ph.D. degree).

3) Timetable for Completion of the Ph.D. ([see Ph.D. Degree Progress table](#))

Students are expected to complete the Ph.D. within five years. To be on schedule students should:

- Complete the first-year research project by the first Monday in June of the first year.
- Complete the core and statistics course requirements by the end of the second year, and file for admission to Ph.D. candidacy by end of the second year of study.
- Complete the minor requirement or 12 advanced course units during the third year.
- Set up their Dissertation Research Committee in their third year.

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- Complete their Dissertation Proposal and Conceptual Analysis of Dissertation Area (CADA) by end of the spring of the fourth year (one due at the end of the spring of the third year and the other at the end of the spring of the fourth year).
- Complete 135 units by the end of Winter quarter of the fourth year.
- Declare TGR by Autumn Quarter of the fifth year.
- Complete the dissertation by the end of the fifth year. Students are permitted to submit the dissertation by the end of the quarter immediately following the last quarter they are registered as a student. See SSO for details.
- Schedule Oral Examination once the dissertation is complete.
- Application for conferral of degree by Spring quarter of their fifth year. Students apply for conferral of their degree on Axess (see Academic Calendar for deadlines).

4) Financial Aid

Note: All information in this section is subject to revision. Consult the Student Services Office for details.

All admitted students who have not independently obtained fellowships have received stipend and tuition awards from the Department for their first year of graduate study. An effort (successful to date) is made by the Department to continue support through the Spring quarter of the fifth year, contingent upon satisfactory progress toward the degree. Students are normally provided with financial support in the form a living stipend, a health insurance stipend and 10 units of tuition per quarter (students are not allowed to register for more than 10 units of course work each year, unless they take responsibility for the extra cost). As part of the satisfactory degree progress students are required to complete their coursework by the Autumn quarter of their fourth year and declare TGR (see information in University Requirements section above) by Autumn quarter of the fifth year. Failure to meet these milestones may result in additional tuition charges which will be the responsibility of the student. Department financial aid assignments are made at the beginning of each academic year. Funding sheets, outlining the exact amounts of your living stipend and other funding, will be sent out to all students before the start of each academic year.

The department ensures that each student receives (a) the departmental stipend rate and (b) full tuition and health insurance coverage through Spring quarter of the fifth year. The support mechanism may differ over time. For example, students may be appointed as a research assistant, a course assistant, a fellow, or as a trainee on one of the training grants awarded to groups of faculty members in our department by the United States Department of Health and Human Services. Each funding source has its own unique requirements and regulations, which will be outlined in your funding sheets. In all cases, students will be expected to meet the requirements of the funding source.

The Department depends on a number of its students receiving outside awards (from the National Science Foundation, Department of Defense, Ford Foundation, Office of Naval Research, etc.). **All students with University support are expected to apply to outside agencies for continuing fellowship support.** Information on outside funding is available

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from the Student Services Office, or the Financial Aid office. It is important to start early in Autumn quarter as deadlines for applications to most funding agencies are before the beginning of November.

Financial incentives may be given for a variety of scenarios, including obtaining a fellowship from an outside agency, serving as a head teaching assistant, etc. More information regarding these incentives will be distributed each year, depending on the department's budgetary constraints.

The department is pleased to offer additional funds for the first through fifth year Ph.D students' educational and training related expenses. This can be used for such things as conference travel or research expenses. Each student has been allocated \$1,000 for the 2007-2008 fiscal year (September 1, 2007-August 31, 2008). While we hope Humanities and Sciences will continue to provide funds for this program, there is no guarantee of future funding. Details about these funds will be provided with the funding sheets before the start of each academic year.

5) Additional Information

i) Graduate Student Representatives

Graduate student representatives attend all Department meetings (except for those meetings concerned with the promotion of faculty and evaluation of students). Each representative has one vote. Representatives are expected to communicate the feelings of students to the faculty and report back to their class. Representatives are also expected to serve on various Department committees, but other students who are not representatives may also serve on committees.

The graduate student representatives, one from each year, are elected early in the Autumn Quarter. Each student votes for one candidate from his or her year. If more than two candidates run for one slot, a run-off is held for the two candidates with the highest number of votes. Thus all representatives are elected by a majority of voters.

ii) First-Year Student Sponsorship Program (a.k.a. Big Sibs Program)

For the past several years, first-year graduate students have welcomed incoming students through an informal program of one-to-one student sponsorship. Each year, the first-year representative organizes a list of volunteer sponsors. Each sponsor is assigned to a particular incoming student (usually one with the same area of interest), and contacts that student by mail or by phone prior to his or her arrival. This enables them to answer any questions concerning housing, etc. that the new student may have. The sponsor then helps the new student through the adjustment period upon arrival and periodically checks with and advises the sponsored student at critical points during the first graduate year (e.g., first faculty-student conference; first final exam week; before the first-year project is due). The general feeling of students who were sponsored has been that this program was of tremendous value to them emotionally, socially, and academically.

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iii) Disability Resource Center

Students who have a disability may contact the Disability Resource Center at any time if they require academic adjustments or assistance in securing accessible housing. Please contact the Center at 723-1066.

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iv) Web Resources

ACADEMIC CALENDAR

<http://www.stanford.edu/dept/registrar/calendar>

ADMINISTRATIVE PANEL ON
HUMAN SUBJECTS IN NON-
MEDICAL RESEARCH

<http://humansubjects.stanford.edu/>

AXESS

<https://axess.stanford.edu/>

BECHTEL INTERNATIONAL
CENTER

<http://www.stanford.edu/dept/icenter/>

CARDINAL CARE

<http://cardinalcare.stanford.edu/>

COMMUNITY OF SCIENCE

<http://www.cos.com/>

DEPT. OF PSYCHOLOGY

<http://psychology.stanford.edu/>

DEPT. OF PSYCHOLOGY FORMS
AND PUBLICATIONS

<http://psychology.stanford.edu/Graduate%20Forms%20and%20Publications.htm>

FINANCING GRADUATE STUDY

<http://gradadmissions.stanford.edu/information/financial.html>

GRADUATE STUDENT COUNCIL

<http://gsc.stanford.edu>

GRADUATE STUDENT HANDBOOK

<http://www.stanford.edu/dept/DoR/GSH>

REGISTRAR'S PUBLICATIONS AND
FORMS

<http://registrar.stanford.edu/publications/>

REGISTRAR'S OFFICE

<http://registrar.stanford.edu>

STANFORD BOOKSTORE

<http://www.stanfordbookstore.com>

STANFORD BULLETIN

<http://www.stanford.edu/dept/registrar/bulletin/>

STANFORD COMPUTING AND
COMMUNICATION

<http://www.stanford.edu/home/computing/>

STANFORD FEDERAL CREDIT
UNION

<http://www.sfcu.org/>

STANFORD HOME PAGE

<http://www.stanford.edu/>

VADEN HEALTH SERVICES

<http://vaden.stanford.edu/>

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Proposed Degree Progress Summary

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Courses	207, 2 Core, 1 Stats	Advanced Course Form (Aut), 3 Core, 1 Stats	Finish course work	Complete 135 units	Must register for TGR (Autumn)
Research	FYP Proposal (Dec**.); FYP (June**)		CADA/ Dissertation Proposal (Oct**)	CADA/ Dissertation Proposal (June**)	Dissertation
Teaching		Begin TAing	Continue TAing	Continue TAing	Complete 5 TAships
University Reqs		Candidacy (Smr)	MA Degree (optional) Dissertation Reading Cmte Form (June**)		TGR (Autumn); Disseration (June**); Oral Exam (June**)
Other	Choose Research Advisor (Autumn)	Choose Diss. Research Cmte (June**)	Begin Meeting with Diss. Research Cmte		Oral Cmte and schedule Oral Exam (January**)

**All deadlines are by the first Monday of the month that is specified.