

# Cognition and Cognitive Neuroscience

## Graduate Student Handbook

2023

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# Welcome

August 2023

Dear Students:

On behalf of the Cognition and Cognitive Science Faculty, Staff, and Graduate Students, welcome to the University of Michigan and the CCN Area!

This Student Guide is the roadmap to your program. This book includes instructions on how to register for classes, program requirements, and the people who will provide support and answers to your questions.

The Student Guide was put together at the request of our current students. We hope this document will prove to be helpful to you. Our students are critical to the mission of the program. We welcome your suggestions for improvement.

Sincerely,

A handwritten signature in blue ink that reads "Thad A. Polk".

Thad Polk

CCN Area Chair

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## Program Overview

This guide provides information specific to students in the Cognition and Cognitive Neuroscience (CCN) Area within the Psychology Doctoral Program at the University of Michigan, and augments the general information provided by the H.H. Rackham Graduate School. This guide is a concise description of the basic structure of the CCN program, and is intended to provide helpful guidelines for planning your studies over the course of the five-year program. The guide does not replace seeking advice from your advisor, other faculty members, and advanced graduate students.

### Program Scope

The University of Michigan Psychology Graduate Program is one of the largest and best Ph.D. Psychology training programs in the world. We utilize the full resources of the University of Michigan to provide comprehensive and interdisciplinary training experiences in research and teaching. Graduate students routinely work with many faculty members in different areas and at various research centers. More than 90% of the students who began their graduate studies in Psychology since 2000 have completed their Ph.D.'s. They also achieved candidacy and completed their degrees more quickly than the average student in the social sciences division of Rackham Graduate School. We prepare our students for careers in colleges and universities, in governmental agencies, in industrial plants and unions, in research organizations, in clinics, policy institutions, and in schools.

The objectives of this Ph.D. program are to permit the student to achieve:

- A general knowledge of the broad subject matter of psychology
- Mastery of a specialized field
- Competence in organizing, interpreting, and communicating effectively
- Experience with creating new research findings
- Professional skills relevant to their field of specialization.

At its best, graduate education requires an intensive and intimate form of instruction. Psychology Department faculty members are very accessible to students, and research opportunities are available in a wide variety of labs and projects. Although the department is one of the largest in the country, we have developed procedures that not only allow each student freedom in planning an

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individualized program of study, but also permit collaborative work with multiple faculty, other graduate students, undergraduates, and staff members.

The Department of Psychology offers Ph.D. training in six Areas (Biopsychology, Clinical Science, Cognition & Cognitive Neuroscience, Developmental, Personality & Social Contexts, and Social), along with three joint Ph.D. programs offered in conjunction with other university units (Combined Program in Education & Psychology, Joint Program in Social Work and the Social Sciences, and the Joint Program in Women's Studies & Psychology). The area programs and joint programs serve as the core focus for graduate training. The research life requires vibrant interaction and feedback among others knowledgeable about research. The active community life in the program requires participation in related colloquia and brown bag series, offered daily within the department, and regularly across the campus in related units such as the Institute for Social Research, the medical school, schools of Social Work, Public Health, Information, and Education, and many affiliated research programs. Graduate study requires enthusiastic immersion in the wealth of research activity constantly available across the programs.

Psychology Student Academic Affairs (SAA) in the Department of Psychology oversees the administration, funding, and records of Graduate Students following the Rackham Graduate School Academic Policies that govern all graduate programs at the University of Michigan. Students are responsible for knowing the policies and procedures in the Rackham guide, as well as the requirements of their program and the Psychology Department. Students should maintain frequent communication with advisors, Area Chairs, and the Student Academic Affairs office throughout the course of their studies to ensure that all requirements are fulfilled.

The Cognition & Cognitive Neuroscience Area Faculty invite admissions, establish required courses, approve degrees, and evaluate students' progress in our program. A guiding principle of the CCN Area is that its students conduct research on problems related to cognition, and a study plan must be prepared accordingly. Each student must have a primary advisor or co-advisors, and follow a uniquely defined program of study tailored to his or her background and interest in consultation with those advisors. The dissertation work also follows the same guiding principle.

As a graduate student, you are simultaneously a member of five units:

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1. the University of Michigan,
  2. the Rackham School of Graduate Studies (often called Rackham),
  3. the College of Literature, Science, and the Arts (LSA),
  4. the Department of Psychology, and
  5. the Cognition and Cognitive Neuroscience Area.

University, Rackham, LSA, Psychology Department, and CCN Area policies help to assure steady progress throughout your graduate training. You were specifically admitted to graduate school as a member of this area, and your training will be supervised and evaluated within the area. The area is responsible for the structure of the graduate program and can make changes when deemed necessary as long as requirements of the Department and of Rackham are met.

### **Goals of Graduate Study**

Although students seek the Ph.D. for many different reasons, the doctoral program in Psychology is based on three components:

1. Training in fundamental theories, methods, and research findings;
2. Training in the design, conduct, and ethics of research; and
3. Teaching experience in academic settings.

Many career paths may result from this training – traditional careers in research and college teaching, as well as careers in government agencies, private industry, etc. In all cases, a unique component of the Ph.D.'s expertise is that of understanding and executing research. Thus, training in research expertise is the central component of graduate study in our program, and this is reflected in the time students are expected to devote to research related activities. We highly value the development of skills associated with planning, conducting, writing and publishing research articles for peer-reviewed journals.

### **Basic Structure of the Program**

The graduate program is divided into two phases: pre-candidacy and candidacy. Pre-candidacy comprises the first two years of study. During this period, students become familiar with major theories and prior research findings, and acquire the depth of knowledge considered necessary to conduct independent research. A student formally achieves candidacy in Cognition and Cognitive Neuroscience when she or he has taken the required courses, and has turned in a satisfactorily report of the 619 research project, as detailed below. Usually

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students reach candidacy at the end of their second year in the program. After becoming a candidate, students focus primarily on their dissertation and are also encouraged to work on other projects within their areas of interest.

## Mentoring

Each student entering the CCN area program within the Psychology Ph.D. program will be matched with an initial pair of advisors/mentors. One of these will be designated your primary mentor, who supervises your 619 and meets with you regularly (typically weekly). The second mentor offers an additional perspective and may supervise or co-supervise some of your research projects. You will probably meet with your secondary mentor less regularly. As your career interests develop, it's possible to take on additional projects with other faculty (within or between areas), and switch primary or secondary mentors if necessary. You should feel free to approach any of the faculty either for general advice or to discuss potential research projects.

An important function of the primary mentor (also called "advisor") is to guide work on a 619 research project (undertaken with the mentor) and to advise the student in the choice of courses that meet candidacy requirements. In addition, a major strength of the program at Michigan is the variety of opportunities with the faculty within the CNN program, the larger department, and at other research institutes and laboratories on campus. Students often work on "auxiliary" or secondary research projects with other faculty at Michigan in addition to their main research guided by their primary mentor. Mentors can provide an initial orientation to this array of important resources. Working together with your mentors is a key component to success in meeting the goals of graduate education. Make sure to stay in close contact with your mentors.

Another important function of the primary mentor is to guide your course selection, following the general constraints listed in this handbook under "Formal Course Work." Before approaching the Area Chair to ask for an exception, students should first discuss their choices with their primary mentor, and cc the primary mentor on any requests to the Area Chair.

All first year students attend a mentoring workshop and learn about developing mentoring plans with their primary mentors. The use of such a plan is strongly recommended. To be effective, the mentoring plan should be reviewed at least



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once per year; modifications can be made, if necessary.

Effective mentoring relationships allow both parties to raise issues, solve problems, and adjust processes to work for both the graduate student and faculty member. Informal discussions should take place throughout the year. In addition to discussing your research, use the list below as a starting point to generate conversations relevant to your professional development. These topics can also be discussed as part of the annual student progress review while focusing on ways to strengthen the mentoring arrangement in the coming year.

#### Mentoring Topics List

- Progress toward degree requirements
- Academic advising (courses and teaching)
- Meeting schedule (frequency, duration, content)
- Attendance at relevant group meetings and seminars
- Feedback methods and timeliness
- Research projects planned and in progress
- Maintaining research records
- Resource needs
- Training needs/IDP-related goals (see below)
- Work environment
- Collaboration with, and supervision of, other team members
- Publications and authorship policies
- Attending professional meetings
- Work schedule, leaves, and vacations
- Support and encouragement
- Awards and Fellowships
- Career choice advice and job placement

Students are encouraged to use the resources at [myidp.sciencecareers.org](http://myidp.sciencecareers.org) to work out an individual development plan (IDP) at least once per year, for example at the start of the Winter term. Students can then share this plan with their mentors, and plan how to acquire the skills needed to meet professional goals.

Conferences to assess progress between each student and his or her advisor should take place regularly, and annual assessments are required at the end of Winter Terms throughout each student's time at Michigan. Toward the end of each winter term, students are asked to complete a progress report describing their activities

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and accomplishments over the prior 12-month period. Along with the progress report, **students must also submit research plans for the spring/summer term, with a copy sent to the SAA Office in order to receive their summer funding.** Based on these documents and feedback from the advisors and other faculty who know the student's work, each student's progress is reviewed by the area faculty immediately after the end of the winter term. Based on this review, the student will receive a letter that provides feedback and recommendations for future goals and timelines.

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# Program Requirements

## Academic Standing

All students in the Cognition and Cognitive Neuroscience Program must maintain satisfactory academic standing as required by Rackham and the Department of Psychology. Please read carefully, and if you have any questions or need clarifications, contact your academic advisor.

A student in good academic standing meets the following:

- is making satisfactory progress toward the completion of degree requirements and is within the time limits of the degree program, including approved extensions
- has a faculty mentor who is guiding them in research
- is demonstrating an ability to succeed in the degree program; and
- has a cumulative grade point average of 3.00/4.00 (B) or better.

A student with a cumulative GPA below a “B” (3.00/4.00) cannot be recommended for a degree. For more information, please see the Rackham Graduate School Academic Policies guide, especially sections 4 and 5:

[http://www.rackham.umich.edu/policies/academic\\_policies/](http://www.rackham.umich.edu/policies/academic_policies/).

Students will be notified in writing if they are not in good standing. Notification letters will indicate the progress necessary to regain good standing and the timeframe in which the progress must be completed. The timeframe is referred to as the "probationary period" and the student is "on probation" until the required progress is completed. If the required progress is not met within the required timeframe, the student will no longer be eligible for funding and may be dismissed from the program.

A student on probation when last enrolled in the Graduate School who wishes to be reinstated, must petition the Area Chair, the Associate Chair for SAA, and Rackham to modify the conditions of academic standing. The petition should: provide reasons for the poor academic record; explain how conditions that produced this poor performance have changed; and present specific plans for improvement. All three parties (Area Chair, Associate Chair, Rackham) must approve the petition before a student can be reinstated.

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## **Timeline and Expectations**

The CCN Doctoral program is designed with the expectation that the typical student will achieve his or her Ph.D. within five calendar years or 10 terms of full-time registration during the Fall and Winter terms.

### ***Pre-Candidacy Requirements***

The formal requirements for the Ph.D. in the Cognition and Cognitive Science area of psychology include different expectations for the pre-candidacy (before you are a candidate for a Ph.D. degree) and post-candidacy phases. For pre-candidates (entering students), there are three types: (1) completion of course requirements; (2) regular attendance at CCN forum; (3) completion of the 619 research project plus a writing requirement. All students are to complete these requirements to achieve candidacy by the end of their second year of study unless otherwise arranged. A summary of CCN pre-candidacy requirements appears in Table 1. A suggested timeline appears in Table 1A.

**Table 1. Requirements for CCN Precandidates (first and second year)**

<b>COURSES</b>	<b>619 AND RESEARCH</b>
2 Stats Courses (e.g. Psych 613 & 614)	Psych 619 Independent
2 CCN Core Courses	Research (each term)
1 Psychology Breadth Course	Approx. 10 hrs per week
1 Non-Psych Cognate Course (3 cr.)	research project activities
Psych 506 Ethics Seminar (1 cr.)	Complete 619 Final Report
2 CCN Survey Courses (Psych 741 & 742)	Complete Review Article

**Table 1A. CCN Graduate Milestones for Pre-Candidates (Suggested)**

<b>Year 1</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
Courses	Stats 1 CCN Survey Course (741/742) Cognate I Psych 506 (Ethics, 1 credit)	Stats II CCN Core Course I Cognate II	
Research	Plan 619	Pilot and collect data for 619  Submit summer funding plan together with annual report. Funding plan should contain sketch of 619 (aims, methods)	Continue Collecting 619 data
Teaching	Psych 609 Teaching academy (1 credit)	Teach (GSI) one section (Psych 240 preferred)	
Service	Forum Introductions	Forum Introductions	
<b>Year 2</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
Courses	CCN Survey Course(741/742) Psychology breadth course	CCN Core Course II Advanced Writing Seminar (Psych 808)	Workshop (fMRI, ISR)
Research	619 Apply for External Funding	Submit Review Article to area by April 30	Complete 619 by August 30  Submit Review Article to journal (opt)
Teaching	GSI Appointment	GSI Appointment	
Service	Recruit or Social Committee	Recruit or Social Committee	

Research competence is central to the attainment of the Ph.D. degree. Prior to

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dissertation work, students should also engage in a range of research experiences. Among these, students must work on and complete an independent project advised by CCN faculty. Under the course number Psychology 619, first and second year students formulate the designs, run the subjects, analyze the data, and write reports of relatively small, self-contained projects under the close supervision of members of the area faculty. Such projects are expected to be components of faculty members' on-going research programs, and students learn as apprentices on projects. The primary purpose of the "apprenticeship" character of these projects is to permit students to learn many of the basic skills and perspectives required for good research. Typically, "the 619" is a project within a larger research program of a faculty member. The 619 report is not expected to be at the level of originality as the dissertation, nor is it necessary that it will be accepted for publication. However, writing the 619 in APA format is required.

At the end of Year 1, students should submit their summer research plan as part of their annual report to the Area. The plan should include the specific aims and a sketch of the method for their 619 project. (All students are required to submit a summer research plan in order to obtain summer funding, but typically this has gone only to the SAA office.) Students are expected to have produced a final, satisfactory 619 project report before candidacy can be achieved. Please note that for your 619 to be accepted by the department your study need only be well-planned and rigorously conducted; it is not required that your results be 'significant', match your hypothesis, or publish-ready.

Students are also required to write a Review Article on a topic linked to their research interests. This will typically be written during the second year, most often in conjunction with an advanced writing class (Psych 808) when offered. Any departure from this default mode will need to have prior approval by Area Chair in discussion with the faculty advisor. The review may ultimately be published in a professional journal and/or used as the basis of a dissertation chapter or the introduction to an empirical paper. It is fine if there is some overlap in the topic of the 619 and the Review Article, or the Review Article and the dissertation. The Review Article will need to be approved by two readers, the primary advisor plus a second reader (who will be the instructor of Psych 808 if taking the writing class).

Timeline for completion of the 619 and of the Review Article.

Option 1. Complete the 619 final report by the end of Winter in Year 2, and the Review Article by the end of Summer in Year 2.

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Option 2. Complete the Review Article by the end of Winter in Year 2, and the 619 final report by the end of Summer in Year 2.

Besides the formal and explicit research requirements described, the tradition of the program is to encourage each student to engage in a rich variety of other research activities such as attending talks outside of the area. Typically, students engage in additional research projects with faculty other than their primary advisor at some point in their studies. Each term, students attend at least one of the informal research group seminars (lab meetings) that faculty mentors hold for their research programs. In addition, students are required to attend the CCN Forum series, which is the area's series of research talks. Over the course of their time in the program, students are expected make presentations at one or more of the Forums. Students are also expected to engage in service activities through area committee assignments and voluntary participation, as well as possibly service in departmental and university activities.

### **Formal Course Work**

Students who have completed graduate-level work prior to enrollment at Michigan should consult with their Area Chair and faculty advisor about the possibility of applying those courses to fulfill requirements.

Requests for substitutions and exemptions of required courses should be made in writing to Student Academic Affairs with the endorsement of the student's Area Chair and faculty advisor. Cognition and Cognitive Neuroscience course requirements include the following: As noted above, students should get the endorsement of their primary advisor prior to approaching the Area Chair, and cc the faculty advisor on any requests made to the area chair.

**(a) Two graduate-level statistics courses (e.g., Psychology 613 & 614).** It is recommended that students take the most advanced statistics courses their backgrounds will permit. You must earn at least a B- to apply a class toward this requirement. If a student enters with advanced training in statistics, they may substitute more advanced courses via petition to the Area Chair, if they have the endorsement of their primary mentor.

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**(b) Two graduate "core" courses in cognition and cognitive neuroscience.** Core courses include:

Psych 643 Theory of Neural Computation

Psych 644 Computational Modeling

Psych 721 Mathematical Psychology

Psych 743 Human Learning and Memory

Psych 744 Neuroscience of Perception

Psych 745 Psychology of Language

Psych 746 Attention and Cognitive Control

Psych 747 Models of Thinking

Psych 748 Expertise: cognitive, perceptual and motor skill learning/performance

Psych 841 fMRI methods

**(c) One advanced seminar (800 or 900 level) on a topic in cognition and cognitive neuroscience.** This course may be taken after advancing to candidacy. Advanced seminars often have an 808 designation and include such courses as: *Aging and Cognition*, *Current Topics in Cognitive Neuroscience*, *Cognitive Neuroscience of Action*, *Language and Mind*, *Complexity and Emergence*, and *Current Topics in Cognition*.

**(d) Breadth requirement:** Any course in another area of psychology, such as social, developmental, or biopsychology. See the Graduate Program web page for a listing of these courses.

**(e) CCN Survey Courses (Psych 741 & 742).** This foundational course sequence, which covers basic and complex processes in cognition together with fundamental methods for studying them, is taken over two semesters, typically one course in year 1 and one in year 2. It is run as a seminar where students read and discuss drawn from a representative list of important readings approved by the faculty. Students analyze, critique, and integrate the readings to appreciate the interrelations among various topics in the field. Comprehensive exams (the equivalent of 'prelims') are included at the end of each of these courses.

**(f) Three credits of "cognate" courses taken outside of the Psychology Department.** It is recommended that cognates be taken in fields consistent with the student's substantive or technical interests. For example, a student interested in computer simulation of cognitive functions would likely take appropriate artificial intelligence courses in the Computer Science Department. Students who anticipate doing research in areas such as decision making and stochastic



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modeling are counseled to elect introductory probability theory and mathematical statistics courses as cognates, in addition to taking other applied statistics courses that fulfill the statistics requirement. For students interested in Cognitive Neuroscience, Neuroanatomy classes offered in the medical school are good matches as cognates.

As far as possible, the area tries to entertain students' requests and proposals, if well justified, in terms of training goals and achievements. Petitions for alternative means of satisfying various program requirements must be written, and include an explicit and detailed rationale establishing the equivalence of the proposed and standard means of satisfying a particular requirement. Petitions are submitted with the advisor's approval to the area chair.

### **Recommendation for Candidacy**

Achieving candidacy is an important milestone in the progress to the Ph.D. degree. It certifies that you have demonstrated through coursework, prelim courses, research, and service that you are ready to take on the dissertation required for the Ph.D. Students achieve candidacy with their specific area program, and then become Ph.D. students in the department as a whole. Students should make every effort to achieve candidacy by the beginning of their third academic year. Rackham has a "grace period" into September to allow students to complete the paperwork and become a candidate for that term. It is important to be aware of the deadlines for applying for candidacy.

<https://lsa.umich.edu/psych/portal.html>

Please note: you must be enrolled for at least 8 credits (full-time) in the academic year term before applying for candidacy; e.g., Winter term enrollment for Fall candidacy.

The Recommendation for Candidacy form is processed online. Please email the area chair when you and your mentor agree that you are ready to apply for candidacy. The Area Chair must send an email to the Psychology SAA office indicating approval for Recommendation for Candidacy form to be initiated. The Recommendation for Candidacy form is initiated by the Graduate SAA Office in the online system.

Before candidacy, if students wish to change their area program or joint program affiliation, they must formally apply to the second program. Students from other

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units (e.g., Kinesiology; Computer Science; etc.) may also combine their studies there with a joint concentration in the CCN area. Because candidacy requires meeting the requirements of a specific area program, this may delay progression to candidacy. Students should consult with their mentor, the area or program chair of interest, and the SAA chair.

## **Master Degree**

After candidacy has been granted, students may optionally apply for an M.S. or M.A. degree in Psychology through Rackham Graduate School.

## ***Post-Candidacy Requirements***

The post-candidacy requirements must be fulfilled prior to receipt of the Ph.D., and are of three types: (1) teaching; (2) dissertation research (prospectus and dissertation), maintaining enrollment and amassing the required course credits. Teaching is a required part of graduate training even if special circumstances prevail; for example, if outside fellowships are obtained, the number of teaching terms will be reduced, but some teaching is still required. Typically, students will complete three semesters of teaching prior to achieving candidacy. CCN students often choose to serve as Graduate Student Instructors (GSIs) for Introduction to Cognitive Psychology (Psych 240) as an initial appointment in order to learn while teaching core content in the area program.

After the 619 project is complete, students are expected to exercise more independence and personal initiative in research. Research is the central focus in graduate training, and should be an ongoing aspect of the graduate experience. Each term, students enroll with their advisor in courses for research credit (PSYCH 995 Dissertation candidate (6-12 credits)).

After achieving candidacy, students take fewer formal courses and more research credits. A typical schedule is shown in Table 2. During these years, students should focus on preparing themselves for the job market. This will likely take the form of publishing research in scholarly journals, presenting research at conferences, and teaching a variety of classes. Although we impose no specific requirements for publication of research articles, it is important to note that almost all post-graduate positions expect one's vita to include publications in scientific journals, and so the CCN graduate program encourages its students to produce

multiple publications in so far as possible and reasonable. Students should work closely with their mentors to target the best outlets (both journals and conferences) for their research.

Students should also discuss teaching goals with their mentors, including the possibility of teaching their own seminar after developing a track record of successful teaching. Teaching your own seminar to a small group of motivated seniors can be rewarding, especially if it is closely tied to your dissertation research. It is also a way to enhance your teaching portfolio. Students who are accepted to teach their own course will receive guidance to insure that the workload is equivalent to a more traditional GSI appointment.

Table 2. A typical schedule for the years after achieving candidacy.

<b>Year 3</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
Courses	Advanced Seminar		Workshop (?)
Research	Write up 619 for publication Explore dissertation options Auxiliary research project	Submit conference paper Narrow dissertation options	Dissertation Pilot Auxiliary research project
Teaching	GSI Appointment	GSI Appointment	
Service	Committee	Committee	
<b>Year 4</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
Courses			
Research	NIH style or grant proposal style prospectus draft  Auxiliary research project	Finalize dissertation committee (Jan/Feb) and hold prospectus meeting Auxiliary research project	Dissertation research Job search/postdoc planning/CV/cover letter Auxiliary research project
Teaching	GSI appointment		
Service	Admissions committee	Admissions committee	
<b>Year 5</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
Courses			
Research	Dissertation committee mtg Apply for postdocs/jobs	Complete thesis by early March and schedule defense before Rackham deadline Graduate!	
Teaching	Teach own seminar (optional)	Teach own seminar (optional)	
Service	Department associate	Department	

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	or SAA committee	associate or SAA committee	
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## Post-Candidacy Course Work

Once students have achieved candidacy, they may enroll in one formal course per term. Auditing is also permitted. In the term when defending the dissertation, the student must be enrolled at the full time level.

[http://www.rackham.umich.edu/help/graduating/doctoral\\_degree\\_deadlines/](http://www.rackham.umich.edu/help/graduating/doctoral_degree_deadlines/)  
<http://www.rackham.umich.edu/downloads/oard-dissertation-timeline.pdf>

## Doctoral Dissertation

The major goal of the post-candidacy period is the preparation, completion, and defense of an acceptable doctoral dissertation, based on research conducted during this period. Producing a successful dissertation involves several successive steps:

### (A) Dissertation Chair

The student should work closely with their research advisor to plan a dissertation and see the process through to completion. It is critical that you maintain regular contact with your dissertation chair throughout the process.

### (B) Committee Formation

As early as possible, but at least six months prior to the planned completion date, the student and chair should file the form to set up an official dissertation committee, and hold a prospectus meeting. It is best to include all committee members in the dissertation planning, and to discuss the timeline for the research with them.

In consultation with a faculty advisor, a student selects the members of the dissertation committee. This committee should be formed as soon as possible after the student has achieved Candidacy.

Please see Rackham's website:

<http://www.rackham.umich.edu/current-students/dissertation/committees>

for more information on forming your committee.

Dissertation Committee Recommendation and Approval is processed online; cf.

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<http://www.rackham.umich.edu/downloads/oard-dissertation-committee-guidelines.pdf>  
<http://www.rackham.umich.edu/downloads/oard-dissertation-committee-worksheet.pdf>

Students should review the committee guidelines before completing the committee worksheet. The worksheet is initiated by the student and then forwarded to the Psychology SAA office to submit online. As the request moves through the workflow, each approver (student, advisor) will receive email triggering a request for action.

### **(C) Prospectus**

Students write a dissertation prospectus containing: (1) an abstract of the specific aims of the investigation; (2) the background and significance of the proposed research, including the conceptual framework; (3) the research design and methods of procedure, including measurement techniques to be used, if applicable; (4) analysis strategies to be followed; (5) a tentative timetable. The proposal should approximate that of a small grant proposal, 15-20 double-spaced pages in length.

The dissertation committee then meets as a group to discuss the proposal. A draft document should be given to committee members two weeks before the meeting date. At the meeting, the student provides a 20 to 50 minute talk on the planned research (time set by committee chair), and the faculty ask questions and discuss the plans. The student then leaves the room, and the committee discusses whether the prospectus will be approved.

After approval of a dissertation prospectus is indicated on the Approval of Dissertation Prospectus form, signed by the dissertation committee at the prospectus meeting, and countersigned by the Area Chair, it should be forwarded to the Psychology Student Academic Affairs Office. At that time, the Psychology Student Academic Affairs Office will prepare the Dissertation Committee Form and submit it to Rackham. The Dissertation Committee form should be submitted to Rackham at least six months before your defense.

### **(D) Dissertation Preparation**

Rackham has several steps that must be followed once you reach this stage of your program. See Appendix C – Oral Defense Checklist. Prior to the dissertation defense, students register online for a Rackham Group Pre-Defense meeting, at which time format guidelines are reviewed along with the requirements for doctoral degree completion. More information about the Pre-Defense Meeting is

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available from the Rackham website.

The student and dissertation committee chair are responsible for scheduling the oral defense and insuring that the committee evaluations are submitted to Rackham on time. The dissertation committee is expected to approve the dissertation (or recommend changes required before approval may be granted) after the oral defense. The dissertation chair is responsible for collecting committee signatures and filing the necessary forms with Rackham.

It is highly advisable to circulate a draft of the dissertation as early as possible for committee members. It is wise to meet individually with the committee members to see if any concerns need to be addressed before holding the meeting. A final draft must be circulated at least two weeks before the defense occurs.

### **(E) Oral Defense**

The final step in the dissertation process is the presentation and defense of the dissertation to your Committee. This is a formal meeting that, based on Rackham policy, is open to any member of the public. However, as it is an examination, students should consider whether it is appropriate to invite friends and family members from outside of the academic community who may not understand the intense academic questioning that can occur. No audio or video recording of the defense is permitted without advance consent of the candidate and all committee members. Celebration of the completion of the defense is best scheduled for a separate location or occasion.

At the defense, the meeting begins with the committee conferring privately in the room. Then, the candidate is invited into the room, along with any other attendees. The candidate presents a formal talk (the length of talk set by committee chair) summarizing the research. Then, the audience and committee engage in questioning and discussion.

Next, the committee deliberates privately. In some program areas, the committee also meets separately with the candidate during this period, and then confers again privately. Finally, the candidate is given feedback from the committee and told the outcome of the examination. Often, changes to the written dissertation are required for final approval. The changes may be requested for review by the committee, or by the chair alone, at the committee's discretion.

**Please note:** You must be registered for 8 credits of Psych 995 in the term in which

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you defend. Oral defense deadlines for students who are defending in a given term fall very early for the purposes of inclusion in graduation ceremonies. These are followed by “grace period” deadlines that allow you to complete the requirements later in the term, but receive the degree in the next term without registration.

**PLEASE FOLLOW THE RACKHAM WEBSITE FOR ALL DISSERTATION DEADLINES:**

[http://www.rackham.umich.edu/help/graduating/doctoral\\_degree\\_deadlines/](http://www.rackham.umich.edu/help/graduating/doctoral_degree_deadlines/)

The student is responsible for completing the required steps for graduation during the term of the defense. If additional terms of enrollment are required for any reason, the student may be required to pay tuition.

**(F) Post-Defense**

Once you submit all revisions to your committee chair for approval, you can register online for a Rackham Post-Defense Meeting. The meeting must take place before the appropriate Degree deadline. This meeting verifies that all documents are submitted in the required format.

## **Professional Development**

### **Publications**

While not required, it is a good idea to have publications on research. Ask your faculty mentor about the possibilities of your ongoing research. Is it publishable? What is needed to make it publishable? Most students have one or more publications when they finish. Collaborating with different faculty on writing different projects is a good way to get lots of publications, as well as learning a lot.

### **Research Presentations**

Giving talks while you're here is good practice for job talks, and an important activity as a scientist. The weekly CCN Forum is a good place to give a talk to a friendly, receptive audience. Graduate students typically give at least 2 talks at Forums during their stay here. Students often give a Forum talk (as practice) when they are ready to give a poster or paper presentation at a conference, and then again as practice for a job talk. Most students also give presentations at some point at conferences such as the Midwest Psychological Association and the Cognitive

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Science Society. Other avenues of presentation include poster presentations at conferences and brown bags for other groups at the U of M.

## **Committee Service**

Committees are contexts to work with others in the program, to offer input into the program, and to play an active part in the program. Some examples of committees are: Student Application Review, Faculty Search, Graduate Student Representative on the SAA committee, the department executive committee, and many Rackham and university committees. If you have ideas about changing and improving offerings in the area or department, you should consider participating in the appropriate committee. Since students are nominated to most committees, you should contact present committee members so that people know you are interested, or let the area chair know. All graduate students in the area play an important role during the recruitment process for new students each Winter term.

## **Acquiring Professional Skills**

Later in your graduate training, you will need to learn about things like writing grants, the job search process, etc. Talk to faculty, post-docs, and out-going graduate students about these issues. Attend talks by visitors, colloquia, UM faculty and students, and keep an eye on talks offered by other areas and departments for those of interest. Take advantage of any "How To Be A Professional Academic" seminars that you can find in the department, [Rackham](#), and Career Center. Take the initiative to organize one on your own with the help of the SAA office. Find other students who are interested, and talk to faculty members who might help out. There are written sources that describe the duties and expectations of an "academic". One highly recommended source is the *Compleat Academic* (2009), Darley, J.M., Zanna, M.P., and Roediger III, Henry L. (eds.), American Psychological Association.

## **The Curriculum Vita**

Each student is required to prepare a curriculum vita by the beginning of the second year in the program, and to revise it annually. Copies are to be provided to the Psychology Department graduate office and the area office when the annual progress meeting takes place (in May).



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## **Professional development seminar**

It is recommended that students enroll in a Professional Issues seminar, preferably by year 3 or 4. These seminars are taught either within the Cognition and Cognitive Neuroscience area, or across areas, so check upcoming listings.

## **Methods workshops**

Students frequently require training in specific research methods in order to increase their efficiency and competence in an area. There are several workshops that are held regularly to meet these needs. One of them is an fMRI course that is held every August. More information about this course can be obtained from <https://courses.lsa.umich.edu/fmri-training-course/>, and arrangements can be made to take this workshop for academic credit. In addition, the area has organized a workshop that we intend to hold regularly to develop students' programming skills for applications like Eprime and Matlab. The Institute for Social Research offers short workshops in the spring and summer that target specific statistical and survey techniques. The department has funds to pay for training that are awarded through application to the Student Academic Affairs office.

## **Statistics Training**

The Institute for Social Research holds a summer workshop series on topics in statistics that are often helpful to psychology students: <http://si.isr.umich.edu> In addition, graduate students are eligible for free individual consultations on statistics at any time through the Center for Statistical Consultation and Research: <http://cscar.research.umich.edu>.

## **Practica**

Students may decide, prior to graduation from the program, to complete one summer of practicum or internship with an industrial or academic partner. These are arranged typically after the first year of study. Although this is not a program requirement, it is a recommended experience for those seeking non-academic positions after completion of the Ph.D. Students will pursue arrangements for these experiences in consultation with their advisors. Internships can be formal (paid official internship program/position) or less formal (ad hoc, or one-of-a-kind arrangements for work and training). Faculty members can assist students in finding placements for these internships. Internships are most effective when planned in detail by the student with approval in advance by the student's

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advisors and the person supervising the internship.

## **Social Events**

The area typically holds an event each term to gather the area members and afford opportunities for informal interaction. These events are important for getting to know area members, and for discovering common interests. Recruitment weekend for new students also involves area members in many activities, and is important to welcoming incoming students. The area faculty requests your active involvement, and appreciates your contribution to area life.

## **Career Options**

Graduate students can make use of the university's Career Center in pursuing non-academic jobs, and can make individual appointments with advisors there who specialize in placements for Ph.D. students: <http://careercenter.umich.edu>. They also offer career fairs with employers each fall, and individual interviews with companies on campus.

Rackham Graduate School also offers programs about non-academic career opportunities for Ph.D.'s.

The UM boasts one of the largest living body of alumni in the world. Join the alumni association as a student, and go to their career events and join their network: <http://alumni.umich.edu>

Career advisors recommend joining LinkedIn (<https://www.linkedin.com>) as soon as possible, and building connections to other students and alumni while maintaining an active presence there.

The department funds visiting speakers to meet with graduate students each year. If there is an industry or government office of interest to you, feel free to suggest speakers and serve as their host. Contact the SAA to arrange a visit.

For academic careers, there are many websites that post job listings for both faculty and post-doctoral fellows (e.g., <https://www.postdocjobs.com>). A good place to start is the professional society associated with your field of research (e.g., the Cognitive Science Society, Cognitive Neuroscience Society, etc.)

Your mentor will be your biggest asset in your job search, so be sure to discuss your career interests and directions with them often during your training.

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## Additional Graduate Training Programs

### Formal Models and Methods Specialization

Some significant research in Cognition and Cognitive Neuroscience relies on formal models and methods, the subject of what is sometimes called “mathematical psychology.” Students who seek special competence in such approaches can do so via the program's formal models and methods specialization. In addition to the previous requirements, students who wish to pursue this specialization must do the following:

- (a) Obtain a master's degree in statistics, mathematics, industrial and operations engineering, or computer science.
- (b) Successfully complete Psychology 721, "Formal Models and Methods (Mathematical Psychology)."
- (c) Develop expert-level competence in a particular modeling or analytic technique. This is done through the completion of a project under the close supervision of a faculty member who specializes in that technique. The plans for such projects are developed jointly by the student and faculty member. They are approved by the area chair (in consultation with other area faculty) in advance.

Students who elect the formal models and methods specialization can expect to take somewhat longer to complete their graduate studies (typically about one extra year is required).

### Cognitive Science Certificate Program

Many C&P students who are interested in cognitive science or cognitive neuroscience participate in the Cognitive Science Certificate Program. Students in this program receive training in computational methods for studying cognition, and have the opportunity to interact with students from Philosophy, Linguistics, and Computer Science. More information can be obtained from the Weinberg Institute, <http://www.lsa.umich.edu/weinberginstitute>

### LIFE Program

The Life Course: Evolutionary and Ontogenetic Dynamics (LIFE) is a joint international PhD Program of the Max Planck Institute for Human Development,

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the Freie Universität Berlin, the Humboldt-Universität of Berlin, the University of Michigan, the University of Virginia, and the University of Zurich. The program recruits doctoral and postdoctoral students from one of the relevant disciplines (biology, psychology, sociology, anthropology, educational science, natural resource, and other relevant disciplines) who are interested in a life course perspective in human behavior. As an international and interdisciplinary program, LIFE offers students unique training in the dynamics of human behavior on different time scales and will include opportunities for research abroad at a cooperating institution. The program involves students at U-M, the University of Virginia, The Max Plank Institute for Human Development, Humboldt University, the Free University of Berlin and the Chinese Academy of Sciences in Beijing. For U-M students, participation involves participating in classes and seminars, attending four one-week academies over the course of two years and developing collaborative research projects. For more information, see <http://sites.lsa.umich.edu/life/>.

### **Graduate Teaching Certificate Program**

A graduate teaching certificate program for those interested in documenting their teaching skills: [http://crt.umich.edu/um.gtc/introduction\\_to\\_program](http://crt.umich.edu/um.gtc/introduction_to_program).

## **Conducting Research**

### **Responsible Conduct of Research Course**

All students are required to complete the RCR course (1 credit) every four years while in graduate school. This is a requirement for federally funded research that has been extended to all students. The department offers the course in Winter term each year.

### **Department Subject Pool**

The department runs a participant pool for research studies, and as a graduate student, you are eligible to apply for hours from Introduction to Psychology students each term. The applications are due on the first day of each academic term (Fall, Winter, and Spring/Summer). The available participants are allocated to each experimenter. There is a guidebook for researchers and policies to follow when interacting with pool participants. The pool is run by the Student Academic Affairs office:

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A description of Subject Pool can be found here:

<https://lsa.umich.edu/psych/undergraduates/subject-pool.html>.

Anyone who wants to request an allocation will need to be added to the SharePoint website. Please send an email to [subject.pool@umich.edu](mailto:subject.pool@umich.edu).

Before any data collection takes place in any form, you must have your study plan approved by the Institutional Review Board (IRB) [www.irb.umich.edu](http://www.irb.umich.edu). You should consult your mentor about applying to the IRB for study approval. It is YOUR RESPONSIBILITY to make sure all of your research activities are in compliance with IRB policies at all times. All Psychology Graduate Students are also required to obtain PEERRS Certification before they conduct research with human or animal subjects. See <http://my.research.umich.edu/peerrs/> for details. It is recommended that you obtain this certification sometime during your first term in the PhD program.

## **Supervising Undergraduate Research Assistants**

With approval from a faculty advisor, graduate students may engage undergraduates as research assistants to work on research projects for course credit. Typically, the undergraduate will register for one of the Psychology undergraduate independent study courses; however, graduate students are not able to serve as the main sponsor of an undergraduate honors thesis. The courses are described at:

<https://lsa.umich.edu/psych/undergraduates/major-in-psychology-or-bcn/independent-study-courses.html>

There are restrictions on the number of credits undergraduate students may take in each of the independent courses. Please encourage students to consult the Psychology Student Academic Affairs Office if they have questions about independent study credit. As always, graduate student researchers contact SAA staff with questions. Researchers may recruit undergraduate research assistants by advertising on the Department of Psychology Research Listings. You can view the list of current projects on the Psychology Undergraduate Program web page under “Research Opportunities.” Requests to have research listings posted to the website should be sent to [psych.saa@umich.edu](mailto:psych.saa@umich.edu).

The Psychology Research Fair is offered in the middle of Winter term each year to

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provide opportunities for undergraduates interested in research to meet with graduate students and faculty, and to interview on the spot for openings on research projects. This is a great way to find students to work with on your own research.

The University Research Opportunities Program provides entering undergraduates with access to research projects for course credit. Again, this requires a faculty member to participate as the main supervisor for the undergraduates, but graduate students often work with UROP students.

The Psychology Honors Program, the Cognitive Science Honors Program, and the Neuroscience Honors Program all provide a year-long research opportunity for students working on a senior project. While graduate students may work closely with honors students, they must be supervised by faculty.

## **Human Subject Incentive Payments**

Many studies are conducted outside of the department pool, and involve payment to participants. These activities are governed by the policies of the Institutional Review Board. All payments given to study participants need to be processed through the University's Human Subject Incentive Payments (HSIP) system through Wolverine Access. <http://www.treasury.umich.edu/hsiptrainingresources.htm>. If you would like to pay participants from your debit funds or a Rackham award, please see the SAA office.

# **Teaching**

## **GSI Appointments**

Students in the program assist faculty with teaching by serving as a Graduate Student Instructor, or GSI, during their training. The course instructors hold weekly meetings of all GSIs for their course to help with section planning, and your peers are great resources for help.

In the first term, a Teaching Academy is held with first year students to introduce them to teaching at Michigan. Then, in the second term, students hold a part-time (.25) GSI appointment and teach one section of a course. Following that, each student teaches for five terms as a (.50) GSI. This includes responsibility for teaching three sections (small groups of 20-30 each) of undergraduate students.

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The responsibilities for teaching each course are outlined in a contract, along with hourly work expectations. It is important to monitor the time spent on teaching, and to let the instructor and your mentor know if problems arise in your teaching assignment. Also, you must notify the instructor and the SAA office if you are unable to teach any section as planned.

Information about upcoming courses and available GSI positions is circulated during the preceding term, and each graduate student must submit an application for positions of interest. If you are scheduled to teach (terms 2 through 7), you must submit an application. If interested, you can apply to teach your own class of 30 for the final GSI appointment. This must be submitted a year in advance to the SAA office for college approval.

### **CANVAS Environment: Course Web Pages**

Courses at Michigan typically use the CANVAS Portal — <https://ctools.umich.edu/gateway/>

Under FOR STUDENTS select Canvas Student Guide

<https://documentation.its.umich.edu/node/396>

### **CRLT**

The Center for Research on Learning and Teaching is a university-wide unit dedicated to helping faculty and graduate students with their teaching assignments. Individual consultations are available to assist you as an instructor, and consultants can visit your classes to give you feedback on how to further improve your teaching. Workshops and presentations are offered throughout the year: <http://www.crlt.umich.edu>. Graduate student instructors can attend additional training courses through CRLT as well.

### **Sweetland Center for Writing**

The Sweetland Center for Writing, a comprehensive writing center, exists to support student writing at all levels and in all forms and modes. To accomplish this mission, Sweetland oversees the College of LSA's First-Year and Upper-Level writing requirements, offers one-to-one tutoring for undergraduate and graduate students in our faculty-led Writing Workshop and undergraduate Peer Writing Center, and teaches writing courses from the 100 to the graduate level.

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Sweetland provides support for all multilingual and international students, offering a range of credit-bearing courses, special sessions at our Writing Workshop and Peer Writing Center, and peer-to-peer conversation groups. They also assist those who are teaching multilingual students with resources and seminars.

## Course Enrollment Policies

### Registration

- Information about registration may be found on at “Student Business” on “Wolverine Access” (<http://wolverineaccess.umich.edu/>).
- Students may add, drop, and swap classes from the Registration page once their enrollment appointment begins and before the add/drop deadline dates. See Registrar’s Office website for deadline dates. <http://www.umich.edu/~regoff/>
- Students who want to add, drop, or modify courses after the deadline date must use the Add/Drop Approval form available from the SAA or Registrar’s Office.
- Any course for which a drop is registered after the “drop” deadline will appear on the permanent record as “W”.

There is no early registration for non-Business School students at Ross School of Business. Students must contact the instructor of the course by email to request permission to enroll. The Ross School often offers half term courses, and does not use a letter grade scale system. Be sure to check that courses in any non LSA school or college will count toward your degree requirements.

### Visiting (Auditing) a Course

With the permission of the advisor and the course instructor, a student may enroll in a course as a visitor (auditor), rather than for credit. A visit (audit) will not be counted toward degree credit requirements. Full fees will be assessed at the current rate of tuition. After registering for the course online via Wolverine Access, the student must register for this status in person at the Registrar’s Office, and present a Drop/Add form with the signatures of both the instructor and the student’s department graduate chair or advisor. Before enrolling, the student must confer with the instructor to reach an agreement on what will constitute



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satisfactory completion of the course.

## **Adding, Modifying, Dropping and Repeating a Course**

Students are urged to change course selections only after consultation with their advisors. The Registrar's Office evaluates revised course elections to determine if an adjustment in fees is necessary. **Be certain to register for each term in a timely manner to avoid late registration fees.**

Through the third week of classes in a full term (or the second week of classes in a half term), students may add or drop a course, change status from credit to visit (audit), or increase or decrease the hours for a course within the range listed in the Time Schedule on its website: <http://www.umich.edu/~regoff/>. Departmental approval is necessary to change course elections. A student who seeks to drop the only course for which he or she is registered must follow procedures for a term withdrawal as outlined on the Registrar's website.

After the third week in a full term (or the second week in a half term), and until the last day of classes of that term or half term, students must obtain signed approval from the course instructor and the chair of the home department or program before an add, drop or change of status from credit to visit (audit) can be made. Students should contact the department or program administrator for election worksheets or contact the Registrar's Office, 1210 LSA Building, 500 S. State St. Note: Any course for which a drop is registered after the third week in a full term (or the second week in a half term) will appear on the permanent record as "W" (withdrawn).

No changes to a course are allowed after a grade has been assigned. Retroactive changes to a course or credit are exceptions to normal policy, and permission is granted only for unusual reasons and with approval from the department or program. Petitions must be submitted to Rackham OARD for approval. Additional information and procedures for changing courses is available at the University Registrar's website. Students may repeat a course with permission of the advisor and course instructor. Credits for the course may not be earned beyond the limit set by guidelines of the department or program. Each election and grade for a course that is repeated will remain on the transcript, and will be counted into the grade point average as separate elections.

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# Rackham Graduate School Policies

## **CRLT Sexual Harassment Workshop**

All newly admitted graduate students must attend a workshop on harassment policies on campus, available in the Fall or in the Winter semester. Be sure to sign up and attend within your first two terms.

## **Doctoral Degree Process**

For information and forms relating to the Rackham Graduate School doctoral degree process please visit the websites listed below:

Rackham Doctoral Students homepage:  
[http://www.rackham.umich.edu/doctoral\\_students/](http://www.rackham.umich.edu/doctoral_students/)

Graduate school academic policies:  
<http://www.rackham.umich.edu/policies/academic-policies>

Navigate your degree:  
<http://www.rackham.umich.edu/students/navigate-degree>

Rackham Doctoral Degree Resources  
<http://www.rackham.umich.edu/doctoral-degree-resources>

## **Continuous Enrollment Policy**

The Continuous Enrollment Policy for Ph.D. students calls for students to register in each fall and winter semester until they complete their degrees unless they are on a leave of absence approved by Rackham. The policy is designed to improve the likelihood that students will complete their Ph.D. degrees without imposing any new financial burden on students or on graduate programs. Each school and college has developed a plan to provide tuition support for all Ph.D. students who are making satisfactory academic progress. Please view the Continuous Enrollment Policy in detail at the website below:

<http://www.rackham.umich.edu/policies/registration/plans-for-schools-and-colleges>

## **Leave of Absence Policy**

Ph.D. students may request a temporary leave of absence when certain life events prevent continued active participation in their degree program. Rackham's Leave

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of Absence Policy enables students to officially suspend their work toward their degree for a limited time.

Students who need to take a leave of absence may request a leave as early as six months prior to the semester they are requesting a leave up through the drop/add period of the term. A leave will be granted to students for documented illness (either physical or mental) or injury, to provide care or assistance for family or dependents, or to meet military service obligations. A one-time leave for one term is granted to a student for other personal reasons.

The Leave of Absence Policy, a checklist for students in Ph.D. programs, and a checklist for faculty and staff in graduate programs are available. Taken together, they provide guidance and information about how the process will work to promote academic planning and to protect students' privacy. Please view the Leave of Absence Policy in detail at website below:

[www.rackham.umich.edu/current-students/policies/doctoral/phd-students/leave-of-absence](http://www.rackham.umich.edu/current-students/policies/doctoral/phd-students/leave-of-absence)

## Financial Support

### Psychology Five Year Funding Plan

Admitted students are ensured financial support for five years of study including four summers. This includes tuition, stipend, and healthcare coverage. Four academic terms of research fellowship and six terms of Graduate Student Instructor appointments are planned for each student. Students are encouraged to seek additional financial support through other fellowship programs (e.g., Rackham Merit Fellowships or NSF Fellowships) or through Graduate Student Research Assistantships (GSRA) in research projects conducted by the advising faculty. In addition, students will serve as a Graduate Student Instructor (GSI) while in the program. Financial support requires that the student remain in good standing within the program. The specifics of the graduate aid package are included in your admission letter, and questions can be addressed by the department's Student Academic Affairs office in East Hall. Other hourly employment may be available through your research, the department (e.g., grading, proctoring exams, advising on statistics, advising undergraduates). Other opportunities and applications for awards and GSI appointments are available on the Psychology Portal (Graduate Students).

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<https://lsa.umich.edu/psych/portal.html>

## **Benefits Package**

All Graduate Students are eligible for medical and dental insurance. When students are on fellowship funding, their medical insurance is GradCare. For a brief overview of GradCare, please go to the following website: <http://www.uhs.umich.edu/gradcare>

New students will be automatically enrolled in GradCare and Dental Option 1 beginning September 1st of their first year. The Benefits Office will send an email to new enrollees with instructions on how to elect additional benefits. Students are required to complete online benefits selections within 30 days of their first day of eligibility or they will receive the default insurance option. If you are not electing health care coverage through GradCare, please notify the SAA Office of the alternate source of your health care coverage (764-2580 or [psych.phdprogram@umich.edu](mailto:psych.phdprogram@umich.edu)).

When students are in employment status (as a GSI, GSRA or GSSA), they are eligible for any medical coverage through the Benefits Office. The Benefits Office will send an email to newly appointed students with the additional coverage options.

Information about benefit eligibility can be found on the following website:  
<http://benefits.umich.edu/benefitgroups/grads.html>

For more information regarding benefits, feel free to contact the Benefits Office at 615-2000 locally, or 1-866-647-7657, or [benefits.office@umich.edu](mailto:benefits.office@umich.edu).

## **Research and Fellowship Awards**

### **Competitive**

In addition, please seek out awards you may be eligible for, and please nominate yourself for all competitions you can find in consultation with your mentor. Associations for research and graduate study have regular award competitions. Check the psychology department portal (Graduate Students) for award competitions and deadlines.

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<https://lsa.umich.edu/psych/portal.html>

### **Non-competitive**

Rackham Graduate School has research funds available on a non-competitive basis for all pre-candidates and all candidates, along with annual travel fund eligibility for attending conferences, and emergency funds for unplanned expenses. Be sure to apply for the research funds once as a pre-candidate and once as a candidate. These funds can support many unfunded aspects of research. The travel fund supports both international and national conferences. The emergency funds can pay for unexpected one-time expenses such as major dental needs and travel for funerals. The emergency application is confidential, and can be submitted through the Rackham website.

Annual Funds: The Psychology department also offers Debit Funds for each student, added to each year, to use for conference preparation, research expenses, and other costs related to your studies. These are handled as a reimbursement process based on submitting receipts.

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## Where To Go For Help

The area faculty can serve as sources for guidance, and area events provide regular formal and informal occasions for contact. In particular, the area chair will serve as a source of information and assistance throughout the graduate program.

In addition, you are always welcome to consult the Student Academic Affairs (faculty) chair or its director about your program, or any aspect of your graduate studies. The SAA chair can meet with you confidentially, and assist you in working out any difficulties you may experience. If needed, mediation services are available through the college and through Rackham to quickly resolve any disputes. Addressing any concerns quickly is key to staying on track throughout your graduate program. The SAA director and staff are dedicated to helping you progress as smoothly as possible to meet your goals.

<https://lsa.umich.edu/psych/portal.html>

- Courses
- Doctoral Students Awards and Funding Opportunities
- Candidacy
- Embedded Masters
- GSI Teaching
- Dissertation Forms and Requirements
- Professional Development
- Student Organizations
- Accelerated Master's Degree Program

### **Psychology Five Year Funding Plan**

Admitted students are ensured financial support for five years of study including four summers. This includes tuition, stipend, and healthcare coverage. Four academic terms of research fellowship and six terms of Graduate Student Instructor appointments are planned for each student. Students are encouraged to seek additional financial support through other fellowship programs (e.g., Rackham Merit Fellowships or NSF Fellowships) or through Graduate Student Research Assistantships (GSRA) in research projects conducted by the advising faculty. In addition, students will serve as a Graduate Student Instructor (GSI) while in the program. Financial support requires that the student remain in good standing within the program. The specifics of the graduate aid package are

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included in your admission letter, and questions can be addressed by the department's Student Academic Affairs office in East Hall. Other hourly employment may be available through your research, the department (e.g., grading, proctoring exams, advising on statistics, advising undergraduates). Other opportunities and applications for awards and GSI appointments are available on the P

<https://lsa.umich.edu/psych/portal.html>

Your fellow graduate students are, of course, a wealth of information and support, being in the same boat as you are. In particular, you will be assigned a "student mentor", who will be more than willing to help you out. As you spend more time here, you will get to know other students who will be valuable resources as well. Post-doctoral Fellows are very good career resources. If you have questions about general operations within the building, your best bet is to ask in the SAA office, or any of the Admins on the first floor in room 1004.

# Student Academic Affairs Office

<b>Student Academic Affairs</b>				
psych.saa@umich.edu • 734-764-2580 • 1343 EH				
Subject Pool Questions: subject.pool@umich.edu				
Graduate Program Questions: psych.phdprogram@umich.edu				
<b>Wallace, Brian</b>	Director of Student Academic Affairs	1343 EH	764-2580	bwallace@umich.edu
<ul style="list-style-type: none"> <li>• Manage grad/undergrad programs</li> <li>• Grad student funding</li> </ul>		<ul style="list-style-type: none"> <li>• Curriculum planning &amp; enrollment management</li> <li>• Issues related to student health &amp; academic integrity</li> </ul>		
<b>(Fry) Szust, Kaydee</b>	Undergraduate Program Manager	1343 EH	764-2580	kayfry@umich.edu
<ul style="list-style-type: none"> <li>• Academic advising coordinator</li> <li>• Psychology commencement and other events</li> </ul>		<ul style="list-style-type: none"> <li>• Undergrad student groups</li> </ul>		
<b>Circlele, Sheri</b>	Subject Pool Coordinator	1343 EH	764-2580	scirclele@umich.edu
<ul style="list-style-type: none"> <li>• Introductory Psychology Subject Pool</li> <li>• Transportation</li> </ul>		<ul style="list-style-type: none"> <li>• Service learning courses</li> <li>• Web grading assistance</li> </ul>		
<b>Catanzarite, Julie</b>	Academic Advisor	1343 EH	764-2580	jcatanza@umich.edu
<ul style="list-style-type: none"> <li>• Undergrad academic advisor</li> </ul>		<ul style="list-style-type: none"> <li>• Undergrad programming and event planning</li> </ul>		
	Curriculum Maintainer	1343 EH	764-2580	
<ul style="list-style-type: none"> <li>• Course scheduling &amp; course descriptions</li> <li>• Instructor evaluations</li> </ul>		<ul style="list-style-type: none"> <li>• Final exam scheduling</li> </ul>		
<b>Wolgast, Megan</b>	Graduate Program Coordinator	1343 EH	764-2580	psych.phdprogram@umich.edu
<ul style="list-style-type: none"> <li>• Grad student administrative support &amp; funding</li> </ul>		<ul style="list-style-type: none"> <li>• GSI hiring</li> </ul>		
<b>Watson, Rachel</b>	Advisor & Thesis/AMDP Coordinator	1343 EH	764-2580	rewatson@umich.edu
<ul style="list-style-type: none"> <li>• Undergrad academic advisor</li> <li>• Accelerated Master's Degree Program</li> </ul>		<ul style="list-style-type: none"> <li>• Departmental Honors program</li> </ul>		
<b>Barrett, Abby</b>	Graduate Program Coordinator	1343 EH	764-2580	psych.phdprogram@umich.edu
<ul style="list-style-type: none"> <li>• Grad student administrative support &amp; funding</li> </ul>		<ul style="list-style-type: none"> <li>• Student awards</li> </ul>		
<b>Freeland, Max</b>	Student Admin Assistant Associate	1343 EH	764-2580	maxscf@umich.edu
<ul style="list-style-type: none"> <li>• Academic support regarding programs, courses, majors</li> <li>• Department website</li> </ul>		<ul style="list-style-type: none"> <li>• Community outreach</li> </ul>		



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## Contact Information

Please Note: To reach campus numbers from a campus phone, dial only the last 5 digits. All numbers listed below are within the 734 area code.

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### EMERGENCY - 911

Sexual Assault Prevention and Awareness Center 24-Hour Crisis Line - **936-3333**

University Hospital Emergency Department - **936-6666**

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### General Information

Ann Arbor Directory Assistance - **555-1212**

Campus Information Centers - **764-1817**      <http://www.umich.edu/~info>

University Operator **0** (on campus)

University of Michigan Gateway      <http://www.umich.edu>

College of Literature, Science, and the Arts      <http://www.lsa.umich.edu>

Graduate Guide to Commencement at UM      <http://www.umich.edu/~gradinfo/>

Campus Career Center - **764-7460**      <http://www.careercenter.umich.edu>

Rackham Graduate School - **764-4400**      <http://www.rackham.umich.edu>

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### Course and Registration Information

Office of the Registrar (Main Registrar) - **764-6280**

Calendar      <http://ro.umich.edu/calendar/>

Registering for Classes      <http://wolverineaccess.umich.edu>

Student Financial Operations - **764-7447**      <http://www.finops.umich.edu/student>

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### Department Information

Psychology Department      <http://www.lsa.umich.edu/psych/>

Graduate Program      <https://lsa.umich.edu/psych/portal.html>

Student Academic Affairs Office      **764-2580**      [psych.saa@umich.edu](mailto:psych.saa@umich.edu)

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### **Computing Assistance**

University Computing Center Consultant **764-HELP** <https://lsa.umich.edu/technology-services/>  
Psychology IT [LSATechnologyServices@umich.edu](mailto:LSATechnologyServices@umich.edu) – 734-615-0100

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### **International Students**

International students should consult with the International Center for assistance: <http://www.internationalcenter.umich.edu/intlstudents/> Be sure to seek counsel before dropping below the full time status level of eight credits, as this may affect immigration status.

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### **Students with Disabilities**

There are a number of campus resources available to help graduate students with disabilities navigate the accommodation process. Please consult these resources: <http://www.rackham.umich.edu/current-students/policies/disability-accommodation>

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### **Student Groups in the Department of Psychology**

Some interest groups are active in the department, including the Asian American Psychology Student Association (APSA), Black Student Psychological Association (BSPA), and Latino/a Student Psychology Association (LSPA). More information can be found on the following website: <https://lsa.umich.edu/psych/diversity/organizations-and-resources.html>

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## CCN Area Faculty



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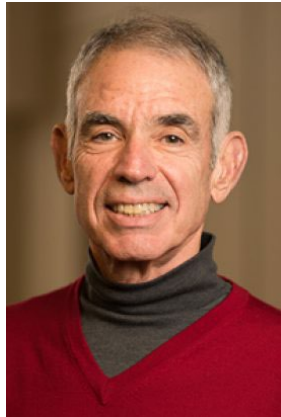
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