Cognition and Cognitive Neuroscience

Graduate Student Handbook 2015–16

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CCN Area Faculty
Welcome

August 2015

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,

Julie Boland

CCN Area Chair
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 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 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:

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 satisfactory report of the 619 research project, as detailed below. Usually 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 advisor/mentor. As your career interests develop, it’s possible to take on additional projects with other faculty (within or between areas), and occasionally to switch primary mentors if necessary. You should feel free to approach any of the faculty either for general advice or to discuss potential research projects.

A primary function of the 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 CCN 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 mentor. Mentors can provide an initial orientation to this array of important resources. Working together with the mentor is a key component to success in meeting the goals of graduate education. Make sure to stay in close contact with your mentor.

- 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, please discuss these topics as part of the annual student progress review while focusing on ways to strengthen the mentoring arrangement in the coming year.
- 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
- 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
- Career choice advice and job placement

Conferences to assess progress between each student and his or her advisor should take place regularly, and 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 and accomplishments over the prior 12-month period. Based on this document and feedback from the advisor 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.
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/.

A student must petition the area for modification of the conditions of academic standing. The petition should provide the reasons for the previous performance and explain how those conditions have changed and present specific plans for future study. The Program Area Chair must approve the petition.

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

<table>
<thead>
<tr>
<th>COURSES</th>
<th>619 AND RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Stats Courses (e.g. Psych 613 &amp; 614)</td>
<td>Psych 619 Independent Research (each term)</td>
</tr>
<tr>
<td>2 CCN Core Courses</td>
<td></td>
</tr>
<tr>
<td>1 Psychology Breadth Course</td>
<td>Approx. 10 hrs per week</td>
</tr>
<tr>
<td>1 Non-Psych Cognate Course (4 cr.)</td>
<td>research project activities</td>
</tr>
<tr>
<td>Psych 605 Ethics Seminar (1 Cr.)</td>
<td>Complete 619 Draft</td>
</tr>
<tr>
<td>2 CCN Survey Courses (Psych 741 &amp; 742)</td>
<td>Complete Final Report</td>
</tr>
</tbody>
</table>

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 advisor at some point in their studies. Also, in the first year, most students receive formal and informal training in the use of computers employed in research. Each term, most 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 weekly Forum series, which is the area’s series of research talks. Over the course of their time in the program, students are expected to 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.

Research competence is central to the attainment of the Ph.D. degree. Prior to 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’ ongoing 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. A preliminary draft of the project report must be submitted to the advisor and a second reader in the student’s second year. Students are expected to have produced a final, satisfactory report no later than summer of the second year.

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 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.

**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:

(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.

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

<table>
<thead>
<tr>
<th>Cognition and Cognitive Neuroscience Course Requirements</th>
</tr>
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<tbody>
<tr>
<td>Psych 634 Human Neuropsychology</td>
</tr>
<tr>
<td>Psych 644 Computational Modeling</td>
</tr>
<tr>
<td>Psych 722 Decision Processes</td>
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<tr>
<td>Psych 744 Perception</td>
</tr>
<tr>
<td>Psych 746 Human Performance</td>
</tr>
<tr>
<td>Psych 643 Theory of Neural Computation</td>
</tr>
<tr>
<td>Psych 721 Mathematical Psychology</td>
</tr>
<tr>
<td>Psych 743 Human Learning and Memory</td>
</tr>
<tr>
<td>Psych 745 Psychology of Language</td>
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<tr>
<td>Psych 747 Models of Thinking</td>
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</tbody>
</table>

(c) One advanced seminar (800 or 900 level) on a topic in cognition and cognitive neuroscience. 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 articles 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) **Four 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 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.

http://www.rackham.umich.edu/help/graduating/candidacy_deadlines/

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.

**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 two types: (1) teaching; (2) dissertation research (prospectus and dissertation). 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). 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 insofar as possible and reasonable.

**Post-Candidacy Course Work**

Once students have achieved candidacy, they may enroll in one course per term. Auditing is also permitted. In the term when defending the dissertation, the student must be enrolled at the full-time level. Below are the links to the Rackham website which will be useful for doctoral degree deadlines and preparing for your dissertation.

https://www.rackham.umich.edu/current-students/policies/doctoral/phd-students/doctoral-degree-deadlines
https://www.rackham.umich.edu/current-students/dissertation

**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 for more information on forming your committee:

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

Dissertation Committee Recommendation and Approval is processed online; cf.

http://www.rackham.umich.edu/current-students/dissertation/committees/guidelines-dissertation-committee-service


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 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 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/current-students/dissertation

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.

**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. The following table outlines a representative example of one study that, if completed successfully, would lead to receipt of the Ph.D. degree.
## Sample Plan of Study and Research

### Precandidate

<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall</th>
<th>Winter</th>
<th>Sp/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses</strong></td>
<td>Stats I</td>
<td>Stats II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CCN Survey Course (e.g. 741)</td>
<td>CCN Core Course I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognate I</td>
<td>Cognate II</td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Plan 619</td>
<td>Pilot 619</td>
<td>Collect 619 Data</td>
</tr>
<tr>
<td></td>
<td>Apply for External Funding</td>
<td></td>
<td>Aux. Research Project</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>Teaching Academy</td>
<td>Teach (GSI) one section (Psy 340 preferred)</td>
<td></td>
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<tr>
<td><strong>Service</strong></td>
<td>Possible assistance on a committee</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Fall</th>
<th>Winter</th>
<th>Sp/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses</strong></td>
<td>CCN Survey Course (e.g. 742)</td>
<td>CCN Core Course II</td>
<td>Workshop (e.g. fMRI, ISR)</td>
</tr>
<tr>
<td></td>
<td>Psychology Breadth Course</td>
<td>Advanced Seminar</td>
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<td>619</td>
<td>619</td>
<td>Complete 619 by Aug. 30</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Aux. Research Project</td>
<td>Aux. Research Project</td>
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<tr>
<td><strong>Teaching</strong></td>
<td>GSI appointment</td>
<td>GSI appointment</td>
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<tr>
<td><strong>Service</strong></td>
<td>Forum Committee</td>
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# CANDIDATE

<table>
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<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Sp/Summer</th>
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<tbody>
<tr>
<td><strong>Three</strong></td>
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<tr>
<td>Courses</td>
<td>Advanced Seminar</td>
<td>Submit conference paper</td>
<td>Workshop</td>
</tr>
<tr>
<td>Research</td>
<td>Write up 619 for publication</td>
<td>Explore Dissertation Options</td>
<td>Dissertations Pilot</td>
</tr>
<tr>
<td></td>
<td>Submit conference paper</td>
<td>Narrow Dissertation options</td>
<td>Submit conference paper</td>
</tr>
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<td></td>
<td>GSI appointment</td>
<td>Workshop</td>
<td>Dissertations Pilot</td>
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<td>Social Committee</td>
<td>Workshop</td>
<td>Dissertations Pilot</td>
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<tr>
<th>Year Four</th>
<th>Fall</th>
<th>Winter</th>
<th>Sp/Summer</th>
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<tbody>
<tr>
<td>Courses</td>
<td>Begin prospectus plan</td>
<td>Finalize Committee (Jan/Feb)</td>
<td>Diss. Research</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td>Hold Prospectus mtg.</td>
<td>Postdoc planning</td>
</tr>
<tr>
<td></td>
<td>(By Dec) - Draft Prospectus</td>
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<td>Prepare CV/cover letter</td>
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<tr>
<td></td>
<td>Aux. Research Project</td>
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<tr>
<td>Teaching</td>
<td>GSI appointment</td>
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<td>Service</td>
<td>Admissions Committee</td>
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<table>
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<tr>
<th>Year Five</th>
<th>Fall</th>
<th>Winter</th>
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<tbody>
<tr>
<td>Courses</td>
<td>Hold Diss. Cmte. Meeting</td>
<td>Complete thesis by early March</td>
</tr>
<tr>
<td>Research</td>
<td>Write dissertation introduction</td>
<td>Schedule defense before Rackham deadline</td>
</tr>
<tr>
<td></td>
<td>Finish data collection</td>
<td>Graduate!</td>
</tr>
<tr>
<td></td>
<td>Apply for Postdocs &amp; Jobs</td>
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</tr>
<tr>
<td>Teaching</td>
<td>Teach own seminar (optional) (Fall or Winter)</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>Department Associate or Grad Committee</td>
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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 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).

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 the fMRI center's website (http://sitemaker.umich.edu/fmri.training.course/home), 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:


**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 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: https://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.

**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 CCN 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, 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://crlt.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:

http://www.lsa.umich.edu/psych/research/subjectpool

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 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:

http://www.lsa.umich.edu/psych/undergraduate/curriculum/independentstudycourses.

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.

The Psychology Research Fair is offered in the middle of Winter term each year to 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](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. 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.
CTools Environment: Course Web Pages

Courses at Michigan typically use the CTools portal — link from www.umich.edu homepage — to organize materials and correspond with students. Resources and training on using Ctools are available as Tutorial Videos, accessed by Ctools Help button. This platform is undergoing a transition to a new one beginning in Fall 2015.

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.

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 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/](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.

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/

Graduate school academic policies:
http://www.rackham.umich.edu/current-students/policies/academic-policies/section5

http://www.rackham.umich.edu/plan/

Tracking your progress to degree with Grad Tools:  http://gradtools.umich.edu/

The Rackham School of Graduate Studies has assembled a set of tools in the CT tools environment to help doctoral students navigate through their degree requirements. This set of tools is collectively called Grad Tools. A unique feature of Grad Tools is the Dissertation Checklist, which presents the process for completing the doctoral degree in one personalized view. The Checklist features include:

- All required and recommended steps for the PhD
• Links within the steps to official forms, resources, and deadlines
• Completion dates of required steps/milestones once they are satisfied

To create your own Grad Tools site, you will need to go to the following Rackham website: http://gradtools.umich.edu/ This is not required of graduate students, but it is highly useful and recommended.

Rackham offers many helpful workshops on professional development, interdisciplinary studies, and social events with students in other graduate programs. Check their website often to see upcoming opportunities.

**Continuous Enrollment Policy**

The Registration and 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:

https://www.rackham.umich.edu/current-students/policies/academic-policies/section3#31

**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 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:

https://www.rackham.umich.edu/current-students/policies/academic-policies/section3#31
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 department’s web pages:

http://www.lsa.umich.edu/psych/graduate/fundingopportunities

Benefits Package

All students are covered by the following health and dental benefit plans during their five years of study:

- BCN GradCare Health Insurance
- Prescription Drug coverage
- Dental Insurance Option 1
- Single Person Coverage

If you need additional coverage for family members, please see the SAA office. Any changes to the default package can be made through Wolverine Access within 30 days of September 1st. Please see this website for more details about your benefits:

https://hr.umich.edu/benefits-wellness/health/health-plans/gradcare

If you have Health Insurance through other means, and do not need GradCare please notify the SAA Office, and “waive” your coverage on Wolverine Access.

The department’s Student Academic Affairs office can provide information and address any issues with your funding, appointment, benefits, paychecks, and any other questions about your support package.
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 department graduate program webpage for award competitions and deadlines.

https://www.lsa.umich.edu/psych/graduate/fundingopportunities

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.
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.

http://www.lsa.umich.edu/psych/graduate/currentstudents

- How to request Permissions for courses
- How to request permissions for your own students
- Financial Matters: Debit, Paydates, HSIP, Takes
- Candidacy Forms
- Masters Forms and Requirements
- Dissertation Committee Forms and Requirements
- Dissertation Defense Tools
- Other useful links about Benefits, CSCAR, Rackham...
- Internship and Career resources
- Professional Organizations
- Recent Jobs Advertised to UM Psych PhDs

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 Mary Mohrbach, the area Admin. Asst. on the first floor. If Mary isn’t available, you can also ask any admin staff in the main department office on the first floor.
Student Academic Affairs Office

1343 East Hall, Phone: 764-2580, Fax: 615-7584
psych.saa@umich.edu

Brian Wallace, Student Administration Manager
bwallace@umich.edu, 764-9179
Manages graduate and undergraduate academic programs, including curriculum coordination, advising, and fiscal support.

Miaisha Peoples, Graduate Student Services Assistant
miaishap@umich.edu, 764-2580
Supports undergraduate students in a variety of ways including coordination of transportation for Project Outreach and Detroit Initiative, and overseeing Web Grades.

Christina Griffith, Student Administration Assistant Intermediate
tinagrif@umich.edu, 647-3936
Supports graduate program and graduate students in areas of admissions, award applications, records maintenance and events planning.

Danielle Joannette, Academic Program Financial Coordinator
dljoanet@umich.edu, 763-2131
Provides graduate and undergraduate support, with a particular focus on graduate student funding, and GSI appointments.

Megan Leonard, Time Scheduler
mwolgast@umich.edu, 764-5605
Maintains the time schedule and course guide for all graduate and undergraduate courses. Provides contracts for GSI appointments.

Saroya Jamal, Honors Program Coordinator, ADP Program Coordinator, Academic Advisor
saroyaj@umich.edu, 764-5724
Provides academic advising to undergraduate students; coordinates Honors program for Psychology and BBCS students.

Jennifer Taylor, Undergraduate Program Administrator, Peers Program, Advising Coordinator
jliddico@umich.edu, 647-6243
Oversees academic advising for undergraduate students; facilitates Inter Club Council (ICC) for student groups; plans concentration-related events.

Sheri Circel, Subject Pool and Web Grade Coordinator
scircele@umich.edu, 764-9279
Coordinates the Subject Pool for introductory Psychology classes and oversees the Web Grading system.

Fiona Lee, Associate Chair of Academic Affairs
fionalee@umich.edu, 764-0430
Graduate chair for the Department of Psychology programs.
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.

EMERGENCY 911
Sexual Assault Prevention and Awareness Center 24-Hour Crisis Line 936-3333
University Hospital Emergency Dept 936-6666

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

Elective Tuition Refund Plan-Medical Withdrawals 764-5182 https://www.uhs.umich.edu/tric
Rackham Graduate School 764-4400 http://www.rackham.umich.edu

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

Department Information
Psychology Department 764-7429 http://www.lsa.umich.edu/psych/
Graduate Program www.lsa.umich.edu/psych/graduate
Student Academic Affairs Office 764-2580 psych.saa@umich.edu

Computing Assistance
University Computing Center Consultant 764-HELP
Psychology IT ehts@umich.edu

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.

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: https://www.rackham.umich.edu/current-students/policies/disability-accommodation
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). Check with the SAA office for more information.
CCN Area Faculty

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3030 East Hall / 734.764.4488 /
jeboland@umich.edu

Nick Ellis
Professor of Psychology and Linguistics, Research Scientist, English Language Institute
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Visiting Scholar
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Bill Gehring
Arthur F. Thurnau Professor
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Stephanie Preston
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