



**THE UNIVERSITY OF MICHIGAN  
PSYCHOLOGY STUDENT ACADEMIC AFFAIRS**

*POLICIES & PROCEDURES MANUAL FOR  
GRADUATE STUDENTS*

*2019-2020*

This manual outlines the rules, traditions, and regulations of graduate training in the Department of Psychology at The University of Michigan. Individual areas within the department may have requirements that go beyond the matters considered here; hence the answer to a given inquiry will sometimes require consultation with the Area Chairs.

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## INTRODUCTION

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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 work with many faculty 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.Ds. They also achieved candidacy and completed their degrees more quickly than the average student in the social sciences division of Rackham Graduate School.

The Department of Psychology offers Ph.D. training in six Areas ([Biopsychology](#), [Clinical](#), [Cognition & Cognitive Neuroscience](#), [Developmental](#), [Personality & Social Contexts](#), and [Social](#)) and three joint programs ([Combined Program in Education & Psychology](#), [Joint Program in Social Work & Psychology](#), and the [Joint Program in Women's Studies & Psychology](#)). Faculty in each Area and Program determine admissions, establish required courses, and evaluate students' progress.

Psychology Student Academic Affairs (SAA) in the Department of Psychology oversees the administration, funding, and records of Graduate Students according to 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 the Psychology Department. Students should maintain frequent communication with advisors, Area Chairs, and SAA throughout the course of their studies to ensure that all requirements are fulfilled.

## STUDENT ACADEMIC AFFAIRS OFFICE

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1343 East Hall  
Phone: 764-2580, Fax: 764-3520  
[psych.saa@umich.edu](mailto:psych.saa@umich.edu)

Brian Wallace, Director

[bwallace@umich.edu](mailto:bwallace@umich.edu), 764-9179

- Manages graduate and undergraduate academic programs, including curriculum coordination, advising, and fiscal support.

Saroya Cicero, Advising Coordinator

[saroyaj@umich.edu](mailto:saroyaj@umich.edu), 764-5724

- Oversees academic advising for undergraduate students; coordinates psychology student organizations; plans major-related events.

Sheri Circele, Graduate Program Coordinator

[scircele@umich.edu](mailto:scircele@umich.edu), 764-2580

- Supports graduate program and graduate students in areas of admissions, award applications, records maintenance, funding and events planning.

Chloe Davenport, Academic Support Assistant

[chloedav@umich.edu](mailto:chloedav@umich.edu), 764-2580

- Provides academic support services to faculty, staff and students and manages SAA front office services.

Kaydee Fry, Honors Program and AMDP Coordinator, Academic Advisor

[kayfry@umich.edu](mailto:kayfry@umich.edu), 764-2580

- Provides academic advising to undergraduate students; coordinates the AMDP and Honors programs for Psychology and BCN students.

Tina Griffith, Graduate Program Coordinator

[tinagrif@umich.edu](mailto:tinagrif@umich.edu), 647-3936

- Provides graduate and undergraduate support, with a particular focus on graduate student funding, admissions and events.

Megan Leonard, Time Scheduler

[mwolgast@umich.edu](mailto:mwolgast@umich.edu), 764-5605

- Maintains the time schedule and course guide for all graduate and undergraduate courses, processes GSI appointments.

Briana Peikert, Academic Advisor

[jliddico@umich.edu](mailto:jliddico@umich.edu), 647-6243

- Advises undergraduate students and assists with event planning and website maintenance.

Sarah Wagner, Subject Pool Coordinator

[sarahwag@umich.edu](mailto:sarahwag@umich.edu), 764-2580

- Coordinates the Subject Pool for introductory Psychology classes and coordinates Project Outreach.

## ACADEMIC REQUIREMENTS

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### A) Academic Standing

A student is in good academic standing if he or she:

- Is making satisfactory progress toward the completion of degree requirements and is within the time limits of the degree program
- Is demonstrating an ability to succeed in the degree program; and
- Has a cumulative grade-point average of 3.00 (B) or better.

### B) Course Requirements

After consulting with the faculty advisor and receiving the endorsement of the student's Area Chair, requests for substitutions and exemptions of required courses should be made in writing to Student Academic Affairs.

- 1) Statistics—Each first-year student must complete a two-semester sequence of statistics (PSYCH 613 and 614) with a grade of B- or better. Clinical students register for this course as Psych 988. Students may choose alternative courses based on their backgrounds and experience with statistics. Please consult with the SAA Chair to discuss options in training.
- 2) Core Courses—Faculty in each area determine the core courses required in their areas. See [Appendix A](#).
- 3) Breadth Requirement—Graduate students must take one breadth course outside their own Area but within the Psychology department, prior to advancement to candidacy. Students in joint programs (i.e., Women's Studies/Psychology, CPEP, Social Work/Psychology) do not need to take a breadth course within Psychology as they already have a broad curriculum. Clinical students are required to take two Breadth courses (see Appendix A).
- 4) Cognate Requirement—Rackham Graduate School requires the completion of a minimum of four hours of graduate-level course work in a discipline different from the student's field of study but related to some aspect of this field. Students should consult with their advisors about which cognates will best supplement their work in Psychology. Clinical students meet the cognate requirement by taking Psych 988.

Students must receive a grade of B- or better in order for the course to fulfill the cognate requirement. Courses offered for "S"/"U" credit fulfill a cognate requirement; however, audited ("VI" grades) courses do not. Graduate-level courses include any courses listed in the [Rackham Graduate School: Programs of Study](#).

Students who have done graduate-level cognate work prior to enrollment at Michigan should consult with their Area Chair and faculty advisor about the possibility of using those courses to fulfill this requirement. Prior cognates must be approved by Rackham. A course in the Psychology program that is cross-listed as a course in another program may satisfy the cognate requirement.

- 5) Teaching Academy— Each first-year student must complete a two-semester sequence of the Psychology Teaching Academy (PSYCH 609). During the winter term students will also complete a .25 GSI assignment as a course component.
- 6) Ethics Course—The Rackham Graduate School requires each graduate student to complete a course on responsible conduct of research and scholarship. Students will fulfill this requirement by taking PSYCH 506 in the winter term of their first year.
- 7) Grades—Core courses, statistics requirements, and cognate coursework must be completed with a grade of B- or better. However, an overall average of "B" is required of all students in graduate programs.

Individual readings or research courses (i.e., Psych 619) will be graded "S" or "Y" if the work is in progress. If "Y" grades are used, faculty will submit a grade upon completion of the research.

Students may receive a grade of Incomplete ("I") only if the work remaining to be done for the course by the end of the semester is minimal and the instructor approves an extension for completing the unfinished work. The instructor must agree to this arrangement and determine a deadline for finishing the assigned work before a grade is given. The notation of "I" remains a permanent part of the academic record. When coursework is completed to the satisfaction of the instructor, the grade will appear on the transcript as, for example, "IB+." The GPA is based only on hours of coursework completed.

Students cannot choose to take a course "Pass/Fail."

Students may drop a course within the first three weeks of a term without consequence. If a student drops a course after the third week, a grade of "W" will be posted to the student's transcript.

#### C) Student Evaluations

Each student's performance will be evaluated every May by the Area or Program faculty. The evaluation will assess progress in coursework, research, and formal and informal teaching. Students are asked to submit a progress report and vita. The funding plan for the coming year will be provided to each student to discuss with their research mentor. In the event that recommendations are made regarding changes in advisor, transfer to another Area, interruption of study, or recommendation to leave the graduate program, a representative of the Area will meet with the student and the Psychology Associate Chair for Teaching and Student Affairs.

#### D) Summer Research

Students are required to submit a brief (1-2 pages) summer research proposal to the SAA Office in May. The proposal will describe the student's planned summer research activities. In early September, students will submit a brief summary of what they accomplished. Both documents will be accompanied by approval of the student's advisor.

#### E) Research Experience and the 619 Project

Students must complete an independent research project as a requirement for candidacy and a master's degree. Students begin their Psychology 619 research project during the first term and complete it during their second year. This project should demonstrate the student's independent research competence in methodology, data analyses, and scholarly interpretation. Students register for 619 credits with their advisor during the first and second years of graduate study, but grades are deferred until the project is completed. The requirement is a finished research paper that is evaluated by two readers, the student's advisor and a second faculty member; the second reader may be a faculty member in another Area or department.

## MENTORING

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The department recognizes the fundamental importance of mentoring in the careers of graduate students. Therefore, graduate students are matched with a faculty advisor in their area prior to the start of their first year. The purpose of the faculty advisor is to act as a career and research mentor as well as to provide guidance about what courses to take, program requirements, research planning and implementation, and generally assist with students' academic plans. In order for this to be successful, it is expected that students and advisors will meet on a regular basis. Students should keep their advisor up to date on their research progress and any changes or additions to their academic experience including course selection, funding plans, research and teaching activities and more. Students are encouraged to seek out additional mentors who will broaden their research interests and abilities. As appropriate, mentors can come from outside the department or University. However, they should add to the quality of the student's research, academic and professional development.

Please see Rackham's resources on Mentorship for further guidance:

[Mentoring and Advising](#)

[How to Get the Mentoring You Want: A Guide for Graduate Students](#)

## ACADEMIC PROCEDURES

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All graduate students are required to register each Fall and Winter term under Rackham's Continuous Enrollment Policy. Students are also required to register during their term of defense, even if the defense takes place during the Spring/Summer term.

### A) Registration

Students can register for most Psychology graduate courses without faculty permission. If students receive the message "permission of instructor required" when they attempt to register for a course, they should contact the instructor directly to receive permission. Instructors will need the student's UM identification number in order to provide permission to enroll.

For Psych 619, Psych 990, and Psych 995, students simply use the [Graduate Student Override Request Tool](#) for permission to enroll. The instructor does not need to contact the SAA Office for an override into these courses. Once the permissions are processed by the Psychology SAA Office, students receive an e-mail stating they can register for the course through Wolverine Access.

When students are enrolled as Candidates, they must elect PSYCH 995 for 8 hours each term and may elect additional courses. As a GSI, the student can elect to register for additional course work without paying additional tuition. As a fellowship student, Candidates may elect either one additional course OR multiple courses for a total of no more than 4 credits each term. A student who does not take any courses during a term may "bank" the free course for the next term. In the following term only, they can either register for courses totaling up to 8 credits or take no more than two courses totaling more than 8 credits. Students using banked courses should consult with the SAA Office before registering. If a Candidate who is not a GSI elects more than the allowed additional courses, that student will pay the cost of the additional tuition.

After the first term, students will receive registration appointments to begin enrolling in courses. Students are expected to register during the early registration period. Students must register for at least one course before the first day of classes. If students do not register before the first day of class, they will be charged a \$50 late fee and may incur late payment fees. The Psychology Student Academic Affairs Office does not pay any late fees.

Students may register for a maximum of 18 credits. Students will need to contact the SAA Office if they will exceed this limit.

### B) Leaves and Re-entry

Before taking a leave, students are required to discuss their options with their advisor and Area Chair, and also the Student Academic Affairs Office. International students are required to consult with the International Center before taking a leave, as US immigration regulations may restrict eligibility.

Leaves are requested through Rackham's Leave of Absence system online: <https://secure.rackham.umich.edu/leave/>

Students on an official leave are not able to make progress towards their degree, and are not eligible for certain University services. Before taking a leave, it is necessary to create a tentative re-entry plan with your advisor and the SAA Office.

There are four types of leaves:

- **Medical:** A student will be granted a leave of absence for a serious physical or mental health condition that prevents continued participation in the program.
- **Family Necessity or Dependent Care:** A student will be granted a leave of absence to take care of a serious circumstance that directly affects a family member, such as a death, serious health condition, financial difficulty, or other critical life situation; or to provide care for a dependent incapable of self-care because of age or disability.
- **Military Service:** A student will be granted a leave of absence for the duration of a military service obligation to the country of citizenship.
- **Personal Reasons:** After completing at least one term, a student may request a one-term, non-renewable leave of absence for personal reasons. No additional documentation is required for this type of leave.

When a student is ready to return from a leave, the SAA Office and advisor should be notified to update the re-entry plan. A request to return from a leave of absence is also completed through Rackham's online Leave of Absence System.

More information and checklists regarding leaves can be found at this website: <http://www.rackham.umich.edu/current-students/policies/doctoral/phd-students/leave-of-absence>

## THE FIVE-YEAR PLAN FOR GRADUATE STUDY

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The Department provides full financial support for ten academic terms over five years for every Graduate Student in good standing.

In general, students serve as Graduate Student Instructors (GSIs) during six terms, and they are supported by various fellowships, grants, and departmental funds during the remaining four terms.

There can be some variation among students regarding the timing of their teaching terms. In addition, there may be differences due to outside fellowships. However, the SAA Office strives to maintain equity in funding and resources. The general model of our five-year plan is shown below.

<b>Year in Program</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
Year 1	Psychology Fellowship (T, S, GC)	GSI (T, S, GC) Psych Fellowship (S)	Psychology Fellowship (S, GC)
Year 2	GSI (T, S, GC)	GSI (T, S, GC)	Psychology Fellowship (S, GC)
Year 3	GSI (T, S, GC)	GSI (T, S, GC)	Psychology Fellowship (S, GC)
Year 4	GSI (T, S, GC)	Psychology Fellowship (T, S, GC)	Psychology Fellowship (S, GC)
Year 5	Psychology Fellowship (T, S, GC)	Psychology Fellowship (T, S, GC)	

*T = Tuition*

*S = Stipend*

*GC = GradCare*

The SAA Office can provide students with up-to-date information on their financial awards, dates of payment, and assist with changes to the funding plan. Students are encouraged to contact the SAA Office with questions or concerns.

There are additional funds from Rackham to handle student emergencies. Information about the Rackham Graduate Student Emergency Funds can be found [here](#).

## GRADCARE AND INSURANCE

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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 1<sup>st</sup> 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.saa@umich.edu](mailto:psych.saa@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).

## GRADUATE STUDENT AWARDS

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There are many financial awards administered by the Department. The Student Academic Affairs Office publicizes the awards and deadlines. A complete list may be found on the [Graduate Student Funding Opportunities](#) web page. The SAA Curriculum Committee reviews applications and selects nominees or recipients for the various awards.

APA Dissertation Research Awards  
APA Student Travel Award  
APF/COGDOP Graduate Research Scholarships  
Barbara A. Oleshansky Memorial Fund  
Barbara Perry Roberson Fellowship  
Blunt Family Fund  
Clyde Hamilton Coombs Scholarship in Mathematical Psychology  
Daniel Katz Dissertation Fellowship in Psychology  
Department of Psychology Dissertation/Thesis Grant  
Edward S. Bordin Graduate Research Fund  
Elizabeth Munsterberg Koppitz Child Psychology Graduate Fellowship  
Eric Bermann Research Award  
Hough Summer Research Fellowship for Psychology & Ethics  
Marquis Award and Rackham/ProQuest Distinguished Dissertation Award  
Mary Malcomson Raphael Fellowship  
Naomi Lohr Award  
Patricia Gurin Award  
Pillsbury Graduate Research Award  
Rackham Barbour Scholarship for Asian Women  
Rackham International Student Fellowship  
Rackham Outstanding GSI Nominations  
Rackham Predoctoral Fellowship  
Roger W. Brown Award  
Ruth C. Hamill Award  
Susan Lipschutz, Margaret Ayers Host and Anna Olcott Smith Awards for Women Graduate Students

## TEACHING AND GSI ARRANGEMENTS

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Teaching and learning are intertwined experiences in graduate school, and the Psychology Department strives to maintain high quality experiences in both endeavors. The Psychology Department endorses the University's commitment to training of future teachers. Therefore, being a Graduate Student Instructor (GSI) in various courses and working to improve one's teaching effectiveness throughout graduate school is considered essential to becoming a skilled professional psychologist.

- A) The GSI expectation for all graduate Psychology students on the five-year plan is one term of teaching at a .25 level and five terms of teaching at a .50 level. The .25 level appointment will occur in the winter semester of the student's first year in conjunction with the Teaching Academy course. Two terms of teaching at the .50 level must occur before the end of the second year, and the other 3 by the end of year four. Students have the opportunity to design and teach their own course in the final term of teaching. The teaching responsibilities are usually in the Department of Psychology, but may be outside the department if approved by the student's advisor and the Student Academic Affairs Chair.
- B) GSI workload can be reduced if a student is supported by non-Departmental funds that include tuition, stipend, and GradCare. No exemptions from teaching are allowed for lesser alternative funding. If a student has full funding from outside sources, the teaching requirement will be reduced to a minimum of two total terms of teaching. The rationale is that students benefit from teaching experience even if not needed for support.
- C) Types of external funding that qualify for a reduction in teaching requirements
- External Fellowships: Awards include student-initiated applications to federal agencies and philanthropic foundations for Graduate Student funding, such as the National Science Foundation, the Ford Foundation, the American Psychological Association, the Department of Defense, and others.
  - University Fellowships: Awards include student-initiated applications to departments such as Rackham, the Institute for Social Research or other departments at the University of Michigan.
  - Faculty Funded Awards: Funding may be derived from research grants and fellowship programs in which the student is selected on the basis of individual merit. This includes GSRA Appointments within the Psychology Department, or elsewhere in the University.

## **GSI TEACHING DEVELOPMENT AND ENHANCEMENT**

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Department of Psychology GSI training is in addition to the mandatory CRLT training required of all first time GSI's. Participation in the fall training session is mandatory for all GSIs who have not attended at least three fall training sessions.

The morning sessions will include a series of workshops. Presenters will include Psychology GSI training directors Brian Malley and Shelly Schreier, other Department of Psychology faculty, and additional University of Michigan professionals (CRLT, CAPS, Office for Students with Disabilities, Psych IT, and library support staff, etc.). GSIs may select which workshops they will attend. Topics will change from year to year, but will include standard workshops such as:

- QPR (behavioral intervention with distressed students)
- Using technology in the classroom
- Working with different learning styles in the classroom setting
- CTools support
- Teaching Certification Preparation

Afternoon sessions will include a keynote topic selected on a rotating basis such as relaxation training, time management, diversity in the classroom, working with diversity in the classroom, and Teaching Certification preparation.

In addition to the mandatory Fall training, GSIs appointed in the Department of Psychology for the first time will also attend a one day workshop at the end of the Winter term or in the spring/early summer as scheduling permits which goes over the "nuts and bolts" of teaching including syllabus preparation, first day of class concerns and lesson planning.

GSIs teaching for the first time in a Winter term will participate in a mandatory, one-day training in December to go over the "nuts and bolts" of teaching in the Psychology Department. In addition to this training, new Winter GSIs also attend a session at the end of January or beginning of February to serve as a "midterm" evaluation as well as the opportunity to provide additional resources and discuss teaching strategies.

Prior to the Fall GSI training, the program directors will solicit suggestions for topics which the GSIs would like to have addressed.

In terms that GSIs are not attending a departmental training session, they are required to complete one CRLT workshop.

## U-M GRADUATE TEACHER CERTIFICATE

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This program offers graduate students at the University of Michigan an opportunity to document professional development as *college-level* instructors and prepare for the faculty job search. The Certificate is coordinated by the Rackham Graduate School and the Center for Research on Learning and Teaching (CRLT) at the U-M. Participants who complete all program requirements receive a U-M Graduate Teacher Certificate. The Certificate does not appear on official U-M transcripts, but may be included on one's curriculum vitae. This program is free and open to all U-M graduate students.

The U-M Graduate Teacher Certificate documents one's professional development in six areas:

- Orientation to college-level teaching and learning
- Exposure to new teaching strategies through seminars and courses
- Experience as a Graduate Student Instructor for at least 2 semesters at the University of Michigan
- Mentorship on teaching from a faculty member
- Consultation on classroom teaching from an instructional consultant
- Preparation of a teaching philosophy statement

For general information about the U-M Graduate Teacher Certificate and its requirements, see: <http://crlt.umich.edu/um.gtc>.

## **DEBIT FUNDS**

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Debit accounts are intended to provide equitable and flexible funding during a student's graduate program. Students must be in good standing in their program. The funds are intended mainly to support students' research and travel expenses to professional conferences. Debit accounts are administered through the Student Academic Affairs Office.

### **Funding Levels**

- The annual funding for debit accounts is \$400/year over five years, for a maximum of \$2,000. In the event of budget fluctuations that affect the department, the annual allowance may be increased or decreased in a uniform manner for all students.
- Students in the Joint Program in Social Work & Psychology, and Psychology & Women's Studies will be allocated \$200/year by the Psychology Department. Students should consult their respective office for information on similar funding from the joint program.
- Students in CPEP will receive funds through their program office.

### **Allowable Expenses**

Debit accounts can be used to purchase consumable research supplies, copying and printing, research services (such as transcription or data analyses), memberships in professional organizations, journal dues, travel to professional conferences, and for professional development. The Student Academic Affairs Office will be the final authority on allowable expenses.

### **Procedures & Authorization**

- Every student must submit requests for debit fund expenditures to the Student Academic Affairs Office. An electronic request form can be accessed on the [Graduate Financial Matters](#) webpage. The request should include an itemized list of expenses as well as the purpose and explanation of the expenditure. Each request needs to be reviewed by the Student Academic Affairs Chair before authorization is granted for the expenditure.
- If receipts are already available, they should be provided with the funds request. If the purchases have not yet been made, receipts must be submitted within two weeks after the expenses have been incurred. Failure to provide the appropriate documentation will result in a freeze on the student's debit account.
- The expected rate of spending is \$400 annually, and the balance of funds in a student's debit account will carry forward each year.
- All student debit accounts expire upon completion of the program.
- Students can monitor their debit funds activity. A link to the tool is located on the Graduate Financial Matters webpage.

## RESEARCH FUNDS

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Research funding is available through Rackham Graduate School by application. Each student is eligible for two non-competitive research awards, one of \$1,500 as a pre-candidate, and a second of \$3000 as a candidate. The website for application information can be found [here](#).

Once a Rackham Research Grant has been received, students may request reimbursement in writing to the SAA Office. An electronic request form can be accessed on the [Graduate Financial Matters](#) webpage. The request should include an itemized list of expenses as well as the purpose and explanation of the expenditure. Each request needs to be reviewed by the Student Academic Affairs Chair before authorization is granted for the expenditure.

## **ADVANCING TO CANDIDACY**

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Before Candidacy is achieved, a student must complete all course requirements specified by the student's Area or program, and pass the preliminary examination. Preliminary exams vary across Areas, and they include different demonstrations of scholarship such as take-home exams, writing grant proposals, and preparing portfolios. Students should consult the Area faculty for details and timelines for completing this requirement. It is usually completed before the start of the student's third year. In order to advance to candidacy, students must be in good standing and have completed the 619 research project.

Please submit the "Approval of Candidacy Status" form and "619 Requirement Completion" form to the Student Academic Affairs Office. With the endorsement of the Area Chair and following a review to confirm that all requirements have been fulfilled, Psychology Student Academic Affairs will recommend to Rackham that the student be advanced to Candidacy. (All required forms can be found on the [Student Resources](#) webpage.)

<b>Term in which student will be eligible for Candidacy (enrollment in course 995)</b>	<b>Tentative Deadline for student's completion of ALL Candidacy requirements (including prelims)</b>
Fall 2015	September 10, 2015
Winter 2016	January 8, 2016

During the term that a student is waiting for Candidacy approval, he or she should register for 8 credits of PSYCH 990. When Candidacy is approved, the Registrar's Office will change all 990 enrollments to 995 for the student.

## **EMBEDDED MASTERS'S DEGREE**

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Students accepted into the Psychology Ph.D. program may elect to apply for a Master's degree and will be able to receive one upon satisfying the requirements listed below. For those students who leave the graduate program, the Master's degree signifies the successful completion of a significant amount of graduate work.

### A) Requirements

- Two-semester sequence of statistics (613/614) with a grade of B- or better
- Psychology 619 research project
- Two core courses within their area of specialization
- One breadth course (courses inside Psychology but outside the area of specialization)
- Four credits in cognate coursework (courses outside of Psychology).
- An overall B average or better
- 24 credit hours of course credit; four of these hours are comprised of cognate coursework

When the requirements are fulfilled, students may apply for the degree by completing the "Checklist for the Degree of Masters of Arts" form. Joint Program students should also complete the "Change of Program or Dual Degree Application" form and have it signed by both programs. A student does not have to be enrolled to receive the Master's degree. (All required forms can be found on the [Student Resources](#) webpage.)

### B) Deadlines

Students who wish to have their names included in the Commencement booklet must apply for graduation through Wolverine Access by the dates shown on the [Rackham Graduate School website](#). Applications for graduation will be accepted until the last day of classes of the term in which the student wishes to receive their degree/diploma; however, those students' names will not appear in the commencement program.

## DISSERTATION

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### A) Dissertation Chair

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

As early as possible, but at least six months prior to the planned completion date, the student and Chair should form 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.

### B) Committee Formation

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. The Psychology Student Academic Affairs Office completes dissertation committee paperwork to forward to Rackham when the [Approval of Dissertation Prospectus](#) is submitted to the SAA Office.

Please take note of the following regulations when forming your committee:

1. Three of the four required members of the committee (including the chairperson and the cognate members) must be of professorial rank, i.e., assistant, associate, or full professor. To be eligible, assistant professors must have received their Ph.D.
2. The fourth and any additional members can be non-professorial academic faculty or people from outside the university. However, appointments of a non-professorial person to a dissertation committee must be accompanied by the person's CV and a supporting memo from the student, co-signed by the dissertation committee chair and the Student Academic Affairs Chair. The Nomination for Special Membership form will be completed by the Psychology Student Academic Affairs Office and forwarded to Rackham.
3. At least two members of the committee must have appointments in the Department of Psychology.
4. Any faculty member with an "unmodified" appointment (i.e., not visiting, not adjunct, etc.) may serve as a cognate member provided he or she is of professorial rank, a regular graduate faculty member in a Rackham doctoral program, and has no appointment in or significant affiliation with the Department of Psychology. Students in the joint programs do not need a cognate member on their dissertation committee.

Please see Rackham's [Guidelines for Dissertation Committee Service](#) and their [Quick Reference Chart](#), for more information on forming your committee.

### 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 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 45 minute talk on the planned research, 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.

Once 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 the defense.

### D) Defense Term Registration and Degree Conferral Deadlines

Students register for 8 credits of Psych 995 in the term in which they defend.

Degrees are conferred by the Board of Regents three times per year—in April, August, and December. The Rackham Graduate School has two deadlines in each term (an early deadline and a late deadline) by which defense requirements must be met. Students who want to have their degrees conferred in the term in which they defend must abide by the early deadline. For more information about doctoral degree deadlines, please go to [Rackham's website](#).

### E) Pre-Defense

Several steps must be followed at this stage of the 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 can be found at: [http://www.rackham.umich.edu/doctoral\\_students/](http://www.rackham.umich.edu/doctoral_students/)

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.

#### F) Oral Defense

The final step in the dissertation process is the presentation and defense of the dissertation to the Committee. This is a formal meeting that is open to any member of the university community. However, as it is an examination, students are advised not to invite friends and family members outside of the academic community. No audio or video recording of the defense is permitted.

At the defense, the meeting begins with the committee gathered alone in the room. After discussion among the committee members, the candidate is invited into the room, along with any other attendees. The candidate presents a formal talk for 45 minutes summarizing the results of the research. Then, committee members ask questions and discuss the research. Finally, the candidate is asked to leave the room, along with any other attendees, while the committee deliberates about the outcome of the examination. The candidate is then invited back in to hear the feedback from the committee. Often, changes to the written dissertation are required for final approval.

Celebration of the completion of the defense is best scheduled for a separate occasion.

#### G) Post-Defense

Once all revisions are submitted to the committee chair for approval, the student can register online for a Rackham Post-Defense Meeting. The meeting must take place before the appropriate Degree deadline. Refer to the [Rackham Degree Deadlines](#) website for dates and guidelines.

## **SEXUAL HARASSMENT AWARENESS WORKSHOPS**

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The University of Michigan values a campus environment that allows for the safe and respectful exchange of ideas. Sexual harassment undermines such an environment. In an effort to encourage awareness of and conversation about sexual harassment, the College of Literature, Science, and the Arts (LS&A) has partnered with the [CRLT Players](#) to develop a series of workshops for faculty and graduate students.

Attendance at one of these workshops is mandatory for all newly admitted LS&A graduate students. More information about how to register will be provided at the New Student Orientation.

## RESEARCH AND ETHICS POLICIES

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The University of Michigan complies fully with the federal regulations regarding education of graduate students about ethical concerns in the field. Seminars are completed twice during training as required by the NSF and NIMH for recipients of funding.

### **Protection of human subjects**

All students in the Department of Psychology are required to submit any research proposal (including, but not limited to 619, 719, 819, prelims, dissertation) that uses human subjects, including the Introductory Psychology subject pool, for Internal Review Board (IRB) approval **before any collection of data**. Complete details for submitting proposals can be found at the IRB website (<http://www.irb.umich.edu/>). All proposals must be co-signed by a supervising faculty member.

### **Subject Pool**

Allocation of subjects from the Introductory Psychology Subject Pool (PSYCH 111 & 112) is a process separate from human subject approval. In order to use the subject pool, graduate students must request hours and provide the Psychology Student Academic Affairs Office with copies of the IRB Application, IRB Approval letter, and Consent and Debriefing forms. Any questions regarding the subject pool should be directed to the Subject Pool Coordinator in the Psychology Student Academic Affairs Office in 1343 East Hall (e-mail: [subject.pool@umich.edu](mailto:subject.pool@umich.edu) or Phone: 734-764-2580).

### **PEERRS Certification**

All Psychology Graduate Students are also required to obtain PEERRS Certification before they conduct research with human or animal subjects. See the PEERRS website for details: <http://my.research.umich.edu/peerrs/> 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. 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 various courses for which the undergraduate may register are described on the [Independent Study](#) webpage.

There are restrictions on the number of credits students may take in each of the independent courses. Please encourage prospective research assistants to consult the Psychology Student Academic Affairs Office if they have questions about independent study credit. As always, graduate student researchers shouldn't hesitate to contact the SAA Office with questions. Researchers may recruit undergraduate research assistants by advertising on the [Department of Psychology Research Listings](#). For the template for research listings, see Appendix B. Requests to have research listings posted to the website should be sent to [psych.saa@umich.edu](mailto:psych.saa@umich.edu).

## **Human Subject Incentive Payments**

All payments given to study participants need to be processed through the University's Human Subject Incentive Payments (HSIP) system through Wolverine Access. Please see this website for more information: <http://www.treasury.umich.edu/hsiptrainingresources.htm>. To use debit funds, or funds from a Rackham Research Grant to pay study participants, please contact the SAA Office for more information.

## **ULAM Animal Training**

Graduate students who will be using animals in their research are required to abide by the University Committee on Use and Care of Animals (UCUCA) policies and procedures. The Unit for Laboratory Animal Medicine (ULAM) manages the learning plans for each student based on their individual lab's activities and needs. Learning plans and required trainings can be accessed through the [MLearning](#) system. Students should consult with their PI or lab manager for information on required trainings and access to MLearning.

## GRADUATE CERTIFICATE PROGRAMS

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### *Graduate Certificate in Lesbian, Gay, Bisexual, Transgender, and Queer Studies*

Designed for students already enrolled in a terminal degree program at the University of Michigan, the Certificate in LGBTQ Studies consists of graduate course work totaling 15 credit hours. The Certificate, which can be combined with either a masters or a doctoral degree, aims to:

- Provide an interdisciplinary analysis of the function of sexuality, and particularly sexual identity, in the construction of individuals, as a form of minority discourse, as a signifier of cultural representations, and as a site of power.
- Examine the processes by which sexual desires, identities, and practices are produced, represented, regulated, and resisted in the U.S. and globally, both in the past and in the present.
- Address sexuality in a way that consistently demonstrates its interconnections to gender, race, ethnicity, and class.

Coursework for the Certificate in Lesbian, Gay, Bisexual, Transgender, and Queer Studies involves one core course, Introduction to LGBTQ Studies; one additional course in Women's Studies on sexuality; and two courses, including one outside the discipline, on sexuality or LGBTQ topics. It culminates in an advanced research project designed to incorporate a LGBTQ perspective.

For more information refer to the webpage for [Women's Studies Graduate Certificate Programs](#).

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### *LIFE: International Program in Lifespan Development*

As an International Max Planck Research School, LIFE is a multidisciplinary graduate training program that links together the University of Michigan, the University of Virginia, the University of Zurich, and three institutions in Berlin: Humbolt University, Free University, and the Max Planck Institute for Human Development. Our substantive focus is on the social, behavioral, and neuroscience of human development across the life course. LIFE is a forward thinking "virtual institute" that takes an integrative and interdisciplinary approach to connecting evolutionary with ontogenetic, cultural and institutional perspectives on human development.

LIFE fellows are graduate students who are interested in an interdisciplinary life course perspective in human behavior and who are pursuing a doctorate on aspects of human development in one of several disciplines (e.g., psychology, neuroscience, educational science). The program consists of seminars at the home institution, twice yearly teaching and research Academies (alternating between Ann Arbor, Berlin, Charlottesville, and Zurich), participation in workshops, and collaborative mentorship of dissertation and other projects by LIFE faculty of the partner institutions. LIFE provides opportunities for fellows to work at one of the partner institutions abroad for several months. In addition, LIFE promotes international networking and professional development as an integral part of graduate training.

Please visit <https://www.imprs-life.mpg.de/en/life-program>. For more information about this program, contact either of the program Co-Chairs: Patricia Reuter-Lorenz ([parl@umich.edu](mailto:parl@umich.edu)) or Toni Antonucci ([tca@umich.edu](mailto:tca@umich.edu))

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### *Graduate Certificate in Women's Studies*

Designed for students already enrolled in a terminal degree program at the University of Michigan, the Certificate in Women's Studies consists of graduate course work totaling 15 credit hours. The Certificate, which can be combined with either a masters or a doctoral degree, aims to provide:

- analyses of contemporary feminist theoretical frameworks and methodologies, and their implications for academic disciplines and professional practices
- an inclusive approach that examines the intersection of gender and other social identities and categories of analysis
- an opportunity to broaden and enrich analytical skills in one or more disciplines while drawing on the interdisciplinary perspectives of Women's Studies
- a challenge to the traditional separation of academic theory from political and professional practice

Coursework for the Certificate in Women's Studies (established in 1982) involves core courses in feminist theory and methodology and advanced courses on women and gender in the discipline. It culminates in an advanced research project designed to incorporate a feminist perspective.

Address inquiries to [wspgradinquiry@umich.edu](mailto:wspgradinquiry@umich.edu) or call the Women's Studies Program at 734-0615-7619.

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### *Cognitive Science Graduate Certificate*

Are you interested in being a part of a rapidly-growing area of study? Cognitive Science is the interdisciplinary scientific study of the mind and its' processes, the brain, and behavior. The Graduate Certificate Program includes the intersection of multiple research disciplines, including psychology, artificial intelligence (computer science), philosophy, linguistics, and neuroscience. The program's emphasis on formal methods in theory and data analysis will widen the opportunities for graduate student careers in government and industry, outside the traditional tenure track academic positions where there is increasing demand for such technical skills.

The Graduate Certificate Program coursework will give students cohesive training in essential approaches to the study of cognition. The flexible program will also provide opportunities for students to engage in creative and interdisciplinary research opportunities with cross-departmental faculty.

For more information refer to the webpage for [Cognitive Science Graduate Certificate](#).

**APPENDIX A**  
**DEPARTMENT OF PSYCHOLOGY CORE COURSES BY AREA**

**BIOPSYCHOLOGY**

PSYCH 731: Advanced Seminar and Practicum in Physiological Psychology

A total of three advanced lecture or seminar courses relevant to biopsychology must be taken, and at least two of these must be at the 600-level or above. Some examples of these are: the Psych 808 seminars, Psych 831, Psych 530, Psych 532, and Psych 533. The faculty advisors will assume the responsibility for assuring that the student's course selection is adequate preparation for their professional career.

Students are required to take at least one course in Neuroscience and one in Evolutionary Biology. There are a number of courses that meet this requirement; students should consult with their advisor for the appropriate selection.

**CLINICAL**

PSYCH 670: Research Design and Evaluation in Clinical Psychology (year 1 or 2)  
PSYCH 672: Introduction to Intervention and Clinical Ethics (Winter year 1)  
PSYCH 771: Topics in Clinical Science and Practice (taken for credit in years 1 & 2)  
PSYCH 776: Prosem: Clinical Science in Historical and Cultural Contexts (year 1 or 2)  
PSYCH 778: Psychological Assessment I and II (year 1)  
PSYCH 874: Theories of Adult Psychotherapy Introduction  
PSYCH 875: Introduction to Child Therapy  
PSYCH 877: Lifespan Psychopathology: Childhood and Adolescence  
PSYCH 878: Lifespan II: Adult Psychopathology  
PSYCH 978: Evidence-Based Psychotherapy Laboratory and Practicum 1  
PSYCH 978: Evidence-Based Psychotherapy Laboratory and Practicum 2

**COGNITION AND COGNITIVE NEUROSCIENCE**

PSYCH 634: Human Neuropsychology  
PSYCH 643: Theory of Neural Computation  
PSYCH 644: Computational Modeling of Cognition  
PSYCH 722: Decision Processes  
PSYCH 721: Mathematical Psychology  
PSYCH 741: Basic Processes in Cognition & Cognitive Neuroscience  
PSYCH 742: Complex Cognition  
PSYCH 743: Human Learning and Memory  
PSYCH 745: Psychology of Language  
PSYCH 958: Learning, Thinking and Problem Solving

## **DEVELOPMENTAL**

PSYCH 759: Proseminar in Developmental Psychology

PSYCH 751: Cognitive Development: Perception, Learning and Memory

PSYCH 756: The Development of Language and Communication Skills

PSYCH 757: Social Development

PSYCH 758: Developmental Neuroscience of Human Behavior

PSYCH 793: Emotional Development

PSYCH 796: Development in Infancy

PSYCH 797: Development in Adolescence

PSYCH 798: The Psychology of Aging

Students will enroll in Psych 759 for a total of four terms; fall and winter of their first and second year. Students will also take three developmental area core courses over their 5 year academic career. The selection of courses should constitute a balance of cognitive and social aspects of development. Both topic areas are important for gaining a sound understanding of human development.

Note: Not all Developmental Core Courses are offered on a regular basis (in particular 756, 758, 793, 796, 797, and 798). It is suggested that students contact the relevant faculty and Area Chair to obtain information about the likelihood particular courses will be offered during their five years in the graduate program.

## **PERSONALITY & SOCIAL CONTEXTS**

PSYCH 653: P&SC Orientation

PSYCH 654: Classical and Modern P&SC Theories

PSYCH 854: Advanced P&SC Research Methods I

PSYCH 855: Advanced P&SC Research Methods II

Two area seminar courses (taught at 600 level or above by P&SC faculty), which cannot be double-counted to also meet the breadth or cognate requirement.

Joint students need only take one semester of P&SC Research Methods and one P&SC area seminar, but they are encouraged to consult with their advisor about taking the second semester of Methods and a second area seminar.

## **SOCIAL**

PSYCH 681: Survey of Social Psychology  
PSYCH 682: Advanced Social Psychology  
PSYCH 685: Social Psychological Theories  
PSYCH 782: Cultural Psychology  
PSYCH 785: Group Processes  
PSYCH 786: Research Methods in Social Psychology  
PSYCH 787: Emotions  
PSYCH 788: Attitudes and Social Cognition

During the first year students will enroll in Psych 681 in the fall and winter as well as Psych 682 in fall only. In the fall and winter of year two, students will take Psych 685 as preparation for the prelim exam. In either year one or two, students are expected to take a methods course (Psych 786). Social psychology students are expected to gain substantial conceptual and empirical knowledge within social psychology by electing two of the following four core courses designed to cover the field: Psych 782, 785, 787, or 788.

## **COMBINED PROGRAM IN EDUCATION AND PSYCHOLOGY (CPEP)**

EDBEHAVR 800/PSYCH 861: Proseminar in Educ Psych (first semester)  
EDBEHAVR 801/PSYCH 862: Proseminar in Educ Psych (second semester)\*  
EDUC 708: Cognition and Instruction in the Classroom (taken in first year)  
EDUC 721: Human Development and Schooling (taken in first year)  
EDUC 716: Advanced Seminar on Issues in Education and Psychology\*\*  
EDUC 898: Professional Development Seminar\*\*

Three (3) PSYCH breadth core courses (one in Developmental and two additional from any area)

One (1) Educational Foundations Course (focused on educational or psychological theory applied to educational topics) from the following list:

EDUC 709: Motivation in the Classroom  
EDUC 720: Social & Personality Psychology Perspectives in Education  
EDUC 790: Foundations of Schooling  
EDUC 791: Foundations of Teaching and Learning  
(Other foundational in the School of Education with advisor and program approval)

See CPEP Student Handbook for statistics, methods and other program requirements.

\*Not currently offered for an unspecified trial period. The two semesters have been combined into the first semester to allow students more flexibility in their schedule.

\*\* For third year and above students. Required for all 4th and 5th year students.

## **JOINT PROGRAM IN SOCIAL WORK AND SOCIAL SCIENCE**

- (1) Each student will take the pro-seminar (SW 800) plus at least five doctoral courses in social work.
- (2) The five courses should include at least one course in three of the four curriculum areas (PIP, SSS, Research Methods, and Social Context). With the approval of the doctoral director, students can take one Independent Study class (DOC 900, 971-974, 975-978) as one of the five courses.

DOC 800: Proseminar in Social Work and Social Science

### **PRACTICE, INTERVENTION AND POLICY (PIP)**

DOC 806: Young People Making Community Change

DOC 810: Principles and Processes of Individual Change

DOC 811: Group Intervention for Individual and System Change

DOC 812: Couples, Marital and Family Intervention

DOC 813: Intervention in Human Service Organizations and Social Service Networks

DOC 814: Community Intervention

DOC 815: Policy Analysis, Development and Implementation

DOC 816: Racial, Ethnic, and Gender Factors in Intervention

DOC 817: Preventive Intervention

### **SOCIAL SERVICE SYSTEMS (SSS)**

DOC 820: Historical Analysis of U.S. Social Service Systems

DOC 821: The Future of Social Services in the U.S.

DOC 822: Structure of the Contemporary U.S. Social Service Systems

DOC 823: Comparative Cross-National Analysis of Social Service Systems

DOC 824: Clinical Services Research: Quality, Effectiveness, Outcome

### **RESEARCH METHODS FOR PRACTICE AND POLICY**

DOC 830: Advanced Methods in Clinical Research (PSYCH 811)

DOC 831: Research Methods for Evaluating Social Programs and Human Service Organizations

DOC 832: Research Methods for Social Policy Analysis

DOC 833: Research and Development for Human Service Innovation

### **SOCIAL CONTEXT FOR PRACTICE AND POLICY**

DOC 840: Individual and Family Functioning and Well Being

DOC 841: Social Participation

DOC 842: Social Equality and Equity

## **JOINT PROGRAM IN WOMEN'S STUDIES AND PSYCHOLOGY**

PSYCH 613/614: Statistical Methods I and II

PSYCH 619: Individual Research

WOMENSTD 501: Proseminar in Women's Studies

WOMENSTD 530: Feminist Theory

WOMENSTD 891: Advanced Research

One of the following (3 credits):

WOMENSTD 601: Approaches to Feminist Scholarship in the Humanities

WOMENSTD 602: Approaches to Feminist Scholarship in the Social Sciences

Additional coursework in WS or crosslisted in WS: 9 credit hours

See the Women's Studies Ph.D. Handbook for additional information.

**APPENDIX B**  
PSYCHOLOGY UNDERGRADUATE RESEARCH LISTING TEMPLATE

Please submit the following information to [psych.saa@umich.edu](mailto:psych.saa@umich.edu) in order to post your research assistant position on the Psychology Department website.

Project Director or Contact Person:  
Project Director or Contact Person's Phone Number:  
Project Director or Contact Person's E-mail:

Title of Project:

Major Area of Psychology in which the project is located:  
Area(s) of Psychology to which the program is related:

Description:

Time Commitment Requested:

Dates of Project:

Qualifications of Student:

Credit Offered                       Money Offered     Experience only

Work Study                               Other

Faculty Members Only:

This research opportunity may lead to an Honors Thesis in the Psychology Honors Program.

Please return completed form to: Student Academic Affairs Office (1343 EH) or email to [psych.saa@umich.edu](mailto:psych.saa@umich.edu)

**APPENDIX C**  
**ORAL DEFENSE CHECKLIST**

- Student:** Schedule Prospectus Meeting. This should be done at least 6 months prior to defense. Take *Approval of Dissertation Prospectus* form to meeting.  
Date of Meeting \_\_\_\_\_
- Student:** Submit *Approval of Dissertation Prospectus* form to SAA Office.
- SAA Office** submits Dissertation Committee Form to Rackham. Date: \_\_\_\_\_.
- Student** and **Chair:** Approve committee formation in Wolverine Access. Date: \_\_\_\_\_.
- Rackham** approves Dissertation Committee. Member names can be viewed on transcript once they have been approved.
- Student:** Works with advisor to complete research. Confer with committee members that the thesis is complete and ready for the defense to be scheduled.
- Student:** Register online for Rackham group Pre-Defense Meeting at <https://secure.rackham.umich.edu/OARD/predef/>. Pre-defense meeting must take place at least 10 days prior to oral defense.
- Rackham** notifies SAA Office when student has attended pre-defense meeting. Date of Rackham Pre-Defense Meeting: \_\_\_\_\_.
- SAA Office:** Confirm that student is registered in defense term.
- Student:** notify SAA Office of oral defense date. Date: \_\_\_\_\_
- Student:** Distribute Dissertation Evaluation Forms to committee members, along with copy of dissertation and abstract, at least 10 working days before oral defense.
- Student:** Three days before oral defense, view committee on Wolverine Access to confirm evaluation forms have been submitted to Rackham.
- Student:** Pick up oral defense packet from Rackham, and hand to Chair at defense.
- Student:** Do oral defense of dissertation. It is recommended that you reserve a room well in advance of your defense so that you can test AV equipment and become familiar with the layout of the room.
- Student** or **Chair:** Submit *Final Oral Examination Report* to Rackham within 48 hours of defense.
- Student:** Submit any required revisions to chair.

**Chair:** Confirm that *Final Oral Examination Report* and *Certificate of Dissertation Committee Approval Form* have been completed and submitted to Rackham electronically.

**Student:** Register for post-defense meeting. Date \_\_\_\_\_.  
Submit electronically:

- *Final Oral Examination Report* (if not previously submitted.)
- Complete, final, pdf copy of dissertation and text of your abstract.
- *Certificate of Dissertation Committee Approval Form* Survey of Earned Doctorates
- Submit dissertation online in OARD Office. Bring dissertation on flash drive.
- Have completed NSF Survey of Earned Doctorates (required)

**Student:** Apply for graduation through Wolverine Access. Notify your mentor about whether you will attend a graduation ceremony at the University.

**Student:** Check Wolverine Access for financial status. Reconcile any balance due on account.

**Student:** Send new address, email, and position information to [psych.saa@umich.edu](mailto:psych.saa@umich.edu)  
Please stay in touch with us through the years as your address changes!

**SAA Office:** Run Degree Conferral Report. Degree conferred on \_\_\_\_\_