

**Department of Psychology
Graduate Handbook**

Psychology & Cognitive Neuroscience Ph.D. Degree Programs

Final 8-17-22

Welcome to the Psychology Department where you can earn a Ph.D. in psychology or cognitive neuroscience. While this handbook is specific to your academic experience in the department, there are several other resources and offices that graduate students are encouraged to consult during their stay at Carnegie Mellon University. Information about *The Word*, *the Student Handbook*, *the Office of Graduate and Postdoc Affairs*, *the Office of the Dean of Student Affairs* and others are included in Appendix A of this handbook.

Table of Contents

Welcome	pg. 1
Graduate Student Handbook	pg. 3
Carnegie Mellon Code	pg. 5
Departmental Resources	pg. 5
a) Departmental Personnel	pg. 5-6
b) Departmental Information	pg. 6-7
Academic Calendar	pg. 7
Degree Attainment	pg. 7-8
Advisor and Committee	pg. 8-9
Program Overview Year-By-Year	pg. 9-11
All But Dissertation Status	pg. 11-12
Summer Research & Requirements	pg. 19-20
First year project	pg. 13-14
Second year project	pg. 14
Third Year Paper-Literature Review Paper	pg. 14-15
Dissertation	pg. 15-18
a) Dissertation Proposal	pg. 15-17
b) Dissertation	pg. 16-19
Regular Reviews & Evaluations by Department	pg. 20-23
Committee Meetings	pg. 20
Student Evaluation (and standings in program)	pg. 20-22
Accommodations	pg. 23
Department Registration Process/Procedures	pg. 24-25
Course Requirements and Descriptions	pg. 25-29
Teaching Practicum	pg. 29-30
Conflict Resolution	pg. 30-31
Course-Related Policies and Procedures	pg. 31-32
Graduate Student Funding	pg. 33-37
Conducting Research	pg. 37
Graduate Certification Process and Degree Title	pg. 38
University Leaves	pg. 38
Additional Department Policies & Protocols	pg. 39-43
Appendix A University resources	pg. 44-51
Key Offices for Academic & Research Support	pg. 48-50
Key Offices for Health, Wellness, & Safety	pg. 50-52
The Word	pg. 52-
Appendix B Joint Program with Social and Decision Sciences	pg. 53

Graduate Student Handbook

This handbook is a resource for Psychology graduate students enrolled in one of the Ph.D. programs. It is intended to serve as a guide to provide students with all the information they will need as they move through their program. This includes information about required classes, the teaching practicum, the student/advisor relationship, the evaluation process, and the appeal process. However, individual students should contact their advisor, the department head, the graduate director, or the graduate program manager if they have additional questions or require clarification about any of the information herein. If there is overlap with a student's previous training, a requirement can be excused or replaced with an alternative with approval from the Graduate Education Committee. There is also the possibility of tailoring the program to a student's specific training needs. These changes, however, are the exception and can only be made in response to a petition submitted by the student to the advisor and committee as well as the Graduate Director.

Vision

Carnegie Mellon University will have a transformative impact on society through continual innovation in education, research, creativity, and entrepreneurship.

Mission or Philosophy/Brief Overview of Department

Carnegie Mellon's Psychology Department has a long history of innovation and leadership that continues to this day. The department has a focus on cognitive neuroscience, cognitive, developmental, personality, social, health, and educational psychology. A common thread that unites these diverse areas is a deep and fundamental commitment to theoretical and empirical rigor; a focus on psychological, behavioral, and biological mechanisms; and potential and actual application. The department remains committed to research excellence and to continue its long history of both determining, and adapting to, the research frontiers of the future.

The goal of the program is to train our graduate students to engage in rigorous, innovative research; to teach how to present this research both orally and in written form; to provide a deep knowledge base in a specific area of study as well as a broad understanding of psychological research outside of that area; and to afford teaching experience in a university setting. The graduate program is based on a mentorship model whereby students work closely with one faculty member in the context of a committee that consists of other faculty in and/or outside the department.

The course requirements for students are described in this handbook. In addition to coursework, students are required to write one research paper by the end of the 1st year, one research paper by the end of the 2nd year, a literature review paper by the end of the 3rd year, and a dissertation proposal and dissertation some time during the fourth or fifth year of study.

Students are required to take the Teaching Practicum class three times during their graduate career at CMU, which involves serving as a teaching assistant or an instructor for an undergraduate course. Students who stay a fifth year and do not have additional funding to cover that year will take the Teaching Practicum a fourth time. Students also may elect to teach a course independently in lieu of one of their Teaching Practicum.

Carnegie Mellon University Statement of Assurance

Carnegie Mellon University does not discriminate in admission, employment, or administration of its programs or activities on the basis of race, color, national origin, sex, handicap or disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Furthermore, Carnegie Mellon University does not discriminate and is required not to discriminate in violation of federal, state, or local laws or executive orders.

Inquiries concerning the application of and compliance with this statement should be directed to the university ombudsperson, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213, telephone 412-268-1018. General information about Carnegie Mellon University can be obtained by calling 412-268-2000.

Carnegie Mellon University publishes an annual campus security and fire safety report describing the university's security, alcohol and drug, sexual assault and fire safety policies, and containing statistics about the number and type of crimes committed on the campus, and the number and cause of fires in campus residence facilities during the preceding three years. You can obtain a copy by contacting the Carnegie Mellon Police Department at 412-268-2323. The annual security and fire safety report also is available online at www.cmu.edu/police/annualreports.

Information regarding the application of Title IX, including admission and employment decisions, the sexual misconduct grievance procedures and process, how to file a report or a complaint of sex discrimination, how to file a report of sexual harassment, and how the university responds to such reports is available at www.cmu.edu/title-ix. The Title IX coordinator may be reached at 412-268-7125 or tix@cmu.edu.

University Policies & Expectations

It is the responsibility of each member of the Carnegie Mellon community to be familiar with university policies and guidelines. In addition to this departmental graduate student handbook the following resources are available to assist you in understanding community expectations:

- The Word/Student Handbook: www.cmu.edu/student-affairs/theword//index.html
- Academic Integrity Policy: <https://www.cmu.edu/policies/student-and-student-life/academic-integrity.html>
- University Policies Website: www.cmu.edu/policies/
- Graduate Education Website: <http://www.cmu.edu/graduate/policies/index.html>

Due to the changing nature of conditions and expectations surrounding public health and safety requirements, please visit www.cmu.edu/coronavirus/ for the most up to date information.

The Academic Calendar provides information on all deadlines including registration dates, class start dates, add/drop deadlines, exam dates and more. It can be found at <https://www.cmu.edu/hub/calendar/index.html>

The Carnegie Mellon Code

Students at Carnegie Mellon, because they are members of an academic community dedicated to the achievement of excellence, are expected to meet the highest standards of personal, ethical and moral conduct possible.

These standards require personal integrity, a commitment to honesty without compromise, as well as truth without equivocation and a willingness to place the good of the community above the good of the self. Obligations once undertaken must be met, commitments kept.

As members of the Carnegie Mellon community, individuals are expected to uphold the standards of the community in addition to holding others accountable for said standards. It is rare that the life of a student in an academic community can be so private that it will not affect the community as a whole or that the above standards do not apply.

The discovery, advancement and communication of knowledge are not possible without a commitment to these standards. Creativity cannot exist without acknowledgment of the creativity of others. New knowledge cannot be developed without credit for prior knowledge. Without the ability to trust that these principles will be observed, an academic community cannot exist.

The commitment of its faculty, staff and students to these standards contributes to the high respect in which the Carnegie Mellon degree is held. Students must not destroy that respect by their failure to meet these standards. Students who cannot meet them should voluntarily withdraw from the university.

The Carnegie Mellon Code can also be found on-line at:
<https://www.cmu.edu/student-affairs/theword/>.

Departmental Resources

(a) Department Personnel

This section is used to identify key people who graduate students should know and with whom graduate students might need to interact at some point during their program.

- Dean of College or School: Dr. Richard Scheines
- College Associate Dean for Graduate Students: Jay Devine
- Department Head: Dr. Michael Tarr
- Director of Graduate Studies: Dr. Vicki Helgeson
- Graduate Program Manager- Erin Donahoe, Baker Hall 332-D, 412-268-6026
- Graduate Student Department/College Ombudsperson
 - Dr. Vicki Helgeson
 - Erin Donahoe
- Gradvocate: Fiona Horner (fhorner@andrew.cmu.edu)
- Faculty: Please visit the following URL: <http://www.psy.cmu.edu/people/faculty.html>
- Psychology Department Office location: Baker Hall 346
- Other Staff Resources for Graduate Students
 - Kathy Majors-Business Manager
 - Tisha Frisoli- Assistant Business Manager
 - Becky Finkel-Facilities Coordinator & Department Administrator
 - Emilie O’Leary - Academic Advisor and Undergraduate Program Coordinator
 - Crista Crittenden-Undergraduate Academic Advisor
 - Ginger Placone- Administrative Assistant (Department Head Assistant)
 - Rochelle Croom- Administrative Assistant (Transaction Processing)
 - Terri Jones- Davis- Administrative Assistant (Human Subject & Contractual agreements)
 - TBA - Research Administrator
 - Nick Pegg- Computer Support

(b) Departmental Information

This section provides resource information for the day-to-day life of a graduate student in our department:

- Department Directory- Please see Department Receptionist for updated directory.
- Mailboxes – Baker Hall 336-D, See Department Receptionist
- Department Computer Clusters – Baker Hall 332-P, hours: 8:00am-5:00pm, with key access after-hours. Please report any problems and/or concerns to Computer Support or psycomp@andrew.cmu.edu. See the Department Receptionist for room scheduling.
- Copy Machine Availability – Baker Hall 342-B, hours: 8:00am-5:00pm (weekdays). Key access after-hours.

- Key/Access Card Distribution – When graduate students begin the program, the Department Receptionist or Assistant Business Manager will give them a key to the lounge and copier room, their individual office, and any other lab or work-space that their advisor requests they need to access. As their studies progress, their advisor or other faculty or staff with whom they are working can request access to other areas for them, and they can get keys to those areas as well. If anyone forgets keys or locks themselves out, the Department Receptionist, the Assistant Business Manager, the Administrative Assistant to the head, and the Computing Support Manager all have master keys to open doors. Keys are stored in the Receptionist’s office; both the Department Receptionist and the Assistant Business Manager have access to the key cabinet. No copies are to be made of keys. If keys/access cards are lost, the loss must be reported to the Department Receptionist as soon as possible. When graduate students leave the department, they must turn in all department keys/access cards to the Department Receptionist or Assistant Business Manager.

- Purchasing and Reimbursement Procedures and Policies—Please see Becky Finkel for the reimbursement policy document for graduate students.

- Department Office/Building Security, Repairs and Services –Baker Hall exterior doors are open 7:00am – 6:00pm. Entry outside of those hours can be gained with use of the graduate student’s University ID card in the card readers or by calling Campus Police: Emergency 412-268-2323 or Non-Emergency 412-268-6232. Any problems with the facilities (burnt-out light bulbs, leaks, damages, needed repairs, etc.) should be reported to the Facilities Coordinator as soon as possible, via email (yrf@andrew.cmu.edu) or phone call (412-268-2781). If it is a facilities emergency, call Service Response at 412-268-2910 first. First Aid supplies are available in the Department Receptionist’s office, and there is an AED outside 342D.

- Graduate Cohort Representatives: One student from each cohort will serve as the representative. This is one of the graduate student services activities (see below for more information about department service). Cohort representatives will solicit feedback and ideas from members of the cohort to convey to the Graduate Director and Graduate Coordinator.

Academic Calendar

The Academic Calendar can be found at <https://www.cmu.edu/hub/calendar/index.html> and provides information on all deadlines including registration dates, class start dates, add/drop deadlines, exam dates and more.

Degree Attainment

We admit only students intending to complete a Ph.D. in either Psychology or Cognitive Neuroscience. The Psychology Department does not have a Masters program per se. Students who have completed the necessary requirements for the first two years of study may apply to receive a Master of Science degree. Students who wish to apply for the Master of Science degree should contact the Graduate Program Manager. Note that there is no formal transition between the first two years and the subsequent years of study. There also are no qualifying exams for the Ph.D.

A typical full-time, graduate course load during each term is 36 units. You should, of course, take some time off for yourself throughout the year. All time off should be discussed with and approved by your advisor.

All full-time students are expected to be in residence in Pittsburgh throughout the academic year and during the summer months. If there is any question as to what “in residence” means, it should be discussed with and agreed upon by the advisor and committee. The critical issue is that the student attends all expected graduate courses, seminars, and functions.

A description of the expected courses to earn the Ph.D. degree are contained in this handbook. Students who are taking a five-year program through the CNBC or the PIER program will have an adjusted schedule to reflect their participation in additional courses and requirements.

Full-time/Part-time Status Requirements: All members of the graduate program are expected to be full-time students.

Full-Time Status- All students must be registered for at least 36 units of coursework per semester.

Residency Requirements. Graduate students are required to be in residence while completing all of the psychology programs requirements so that they are able to attend and participate in required functions and optional learning experiences.

Advisor and Committee

Student-Professor Relationship

Except during their first month in the program, each student has a faculty advisor charged with guiding the education and monitoring the progress of the student through the program. This personal student-advisor relationship ensures that every student receives the necessary faculty mentoring. Throughout the program, the advisor is responsible for guiding the student’s research and education. Early in the program, the advisor guides the student along some research initiative and helps with strategic planning for courses and other educational activities. Later, the advisor helps to focus the student’s research interests towards a thesis topic. Toward the end of the program, the advisor chairs the student’s dissertation committee, and helps to

select the other members of the committee. The advisor also provides the student with career advice.

Students are admitted to the program without an advisor, although in all cases students are admitted to the program with the understanding that they will work primarily with one or possibly two already identified faculty members. Students must officially choose their advisor by October 15. There is flexibility in the kind of relationships students have with their advisor. Some students work more closely with their advisors than any other faculty member, and some students work more closely with a couple of faculty member on one or more research projects. Students may have two co-advisors. A request to switch advisors must be discussed with the Director of Graduate Studies and must be approved by the Department Head.

There are many faculty, both within Psychology and outside Psychology, who have advising privileges and can either function as sole advisors or co-advisors. Students should discuss with the Graduate Student Manager and the Graduate Director who has advising privileges for psychology graduate students.

Committee Structure

Graduate students are required to have a committee formed by October 31st of their first year of study. The committee must consist of an advisor or two co-advisors (of whom one must be a member of the Psychology department) and at least two additional members of the scientific community. Other than the advisor, at least one committee member must be a member of the Psychology Department at Carnegie Mellon University. There is no maximum number of members of a student's committee, but approval from the Graduate Director is required if a student's committee totals more than 3 faculty (other than the advisor/co-advisors).

There is an "open enrollment" period for committee members targeted for students entering their 3rd and 4th year so that their dissertation committee is the best possible fit. That period will be July 1st to August 23rd. During this time, students are encouraged to think about the composition of their committee and may seek to add or subtract a faculty member. Students who change a committee member should first talk to the advisor to obtain clearance. Then they should speak to the faculty member they would like to add to the committee. Once the faculty member agrees to serve on the committee, the student should contact the Graduate Program Manager and Graduate Director to notify them of the change. Students may also wish to remove someone from their committee at this time.

Program Overview Year-By-Year

During a student's first two years, they should be doing directed research at least half time. Once all coursework is completed, the student is expected to be engaged in research full-time, with the exception for time spent as a teaching assistant or teaching. Students and advisors may have different ideas of what directed research means and how progress can be

demonstrated. It is the responsibility of both the student and the advisor to formulate a set of reasonable goals, plans, and criteria for success in conducting directed research each semester.

Year 1:

- orientation course during the first week of the Fall semester
- takes one or two core courses (depending on availability)
- takes statistics or methods course
- professional development course
- chooses an advisor by October 15
- identifies committee members by October 31
- conducts first-year research project
- participates in Presentation Course in the spring which provides information on writing, teaching, and presentation skills
- presents results of first-year project at the end of the spring semester (May)
- writes up results of first year project
- first year paper completed and approved by advisor and committee by September 30th (due to committee September 15th for September 30ths approval)

•

for Cognitive Neuroscience Ph.D.

- one or two of the four CNBC courses:
- attendance at Brain Bags
- CNBC retreat attendance

Year 2:

- takes one or two core courses (depending on availability)
- takes statistics or methods course
- professional development course
- conducts second-year research project
- presents results of second-year project at the end of the spring semester (May)
- writes up results of second year project
- second year paper completed and approved by advisor and committee by September 30th (due to committee September 15th for September 30ths approval)
- first Teaching Practicum

for Cognitive Neuroscience Ph.D.

- Students are required to give a research presentation to an interdisciplinary audience of peers in the second or third year. These “Brain Bags” provide training in cross-cutting communication and must take place by Year 3.
- attendance at Brain Bags
- CNBC retreat attendance

Year 3:

- optional coursework continues

- professional development course
- Teaching Practicum continues
- literature review proposed, completed, and approved by advisor and committee by September 30th (due to committee September 15th for September 30ths approval)
- dissertation topic is selected (approved by committee if student plans to graduate in four years)

for Cognitive Neuroscience Ph.D.

- attendance at Brain Bags
- CNBC retreat attendance

Year 4 and Year 5:

- professional development course
- dissertation topic is selected and presented formally to the student’s committee
- completion of **Teaching Practicum**
- dissertation completed and defended

for Cognitive Neuroscience Ph.D.

- attendance at Brain Bags
- CNBC retreat attendance

Students are encouraged to take courses other than those required by the department. Students should discuss potential classes with their advisor, committee, and Graduate Program Manager prior to registering for them.

All But Dissertation Status

Once the student completes all of the program requirements, they will be placed in “All But Dissertation” (ABD) status and registered for 36 units. Students are expected to enter ABD status no later than the start of their 5th academic year in order to receive continued support. Students should discuss with their advisor a timetable to achieve this goal. Students enter ABD status when they have completed all the requirements of the program except for the dissertation (that is, the proposal and defense of the dissertation). This means that students should enter ABD status after they have completed all of their coursework; the requirements of the 1st, 2nd, and 3rd year; and their TAs. Note that students may be enrolled in the program for a maximum of 10 years to completion—assuming good standing in the program. The department follows the university’s rules regarding process (<https://www.cmu.edu/hub/registrar/student-records/abd.html>).

Once students achieve All But Dissertation Status, they must choose whether to complete their dissertation *In Residence* or *In Absentia*. A doctoral student *In Residence* maintains student status and all consequent privileges and continues to be actively engaged with the university. A doctoral student *In Absentia status (ABS)* is one who has left the University with the intent of

completing their dissertation but not actively engaged with the university and does not require university resources. When a student decides whether to pursue All but Dissertation *In Residence* or *In Absentia*, they must complete a Doctoral Student Status Agreement form, which is available through their academic department or on the [HUB](#) web site. Once the agreement has been approved by the department, the student may change their status from *In Residence* to *In Absentia* multiple times. Also note that no student *In Absentia* will be verified by the University as a “student” for immigration or loan purposes. All but Dissertation students in J1 or F1 immigration status must continue to follow the Department of Homeland Security regulations.

University Policy for Doctoral Student Status

<https://www.cmu.edu/policies/student-and-student-life/doctoral-student-status.html>

This policy sets forth a definition of All But Dissertation (ABD) status, time limits on doctoral candidacy status, a definition of being *In Residence* and *In Absentia* for candidates and the tuition and fees charged for candidates in each status. The ABD Status Agreement Form can be found at: <https://www.cmu.edu/hub/docs/abd-status-agree.pdf>

Statute of Limitations

As outlined in the Doctoral Student Status Policy <https://www.cmu.edu/policies/student-and-student-life/doctoral-student-status.html> students will complete all requirements for the Ph.D. degree within a maximum of ten years from original matriculation as a doctoral student. Once this time-to-degree limit has lapsed, the person may resume work towards a doctoral degree only if newly admitted to a currently offered doctoral degree program under criteria determined by that program.

Under extraordinary circumstances, such as leave of absence, military or public service, family or parental leave, or temporary disability, a school or college may, upon the relevant department's recommendation and with the written approval of the dean, defer the lapse of All But Dissertation status for a period commensurate with the duration of that interruption.

As outlined in the **Doctoral Student Status Policy** (<https://www.cmu.edu/policies/student-and-student-life/doctoral-student-status.html>), students will complete all requirements for the Ph.D. degree within a maximum of ten years from original matriculation as a doctoral student, or less if required by a more restrictive department or college policy. Once this time-to-degree limit has lapsed, the person may resume work towards a doctoral degree only if newly admitted to a currently offered doctoral degree program under criteria determined by that program. Under extraordinary circumstances, such as leave of absence, military or public service, family or parental leave, or temporary disability, a school or college may, upon the relevant department's recommendation and with the written approval of the dean, defer the lapse of *All But Dissertation* status for a period commensurate with the duration of that interruption.

Departmental Service

During each year in the program, students will participate in at least one departmental service. These positions jobs can change each year and are decided during a summer meeting with the Graduate Director, the Graduate Program Manager, and the graduate students. Department service includes attending faculty meetings, participating on the teaching practicum committee, and helping to organize graduate student visiting day.

The following sections outline each requirement in more detail:

First Year Project, Brown Bag Presentation, & Paper:

Writing up each year's research and presenting it in a seminar is expected to contribute to students' oral and written communication skills.

First Year Project: The student, in consultation with his or her advisor, conducts a *minimum* of one research project during the first year, the design of and conduct of which is commensurate with a publishable program of research. The project need not produce publishable results—experiments do fail. We strongly urge students to become involved in research as soon as possible after entering the program. Often students feel that they must come up with an original idea on their own for their first year project. While it is certainly permissible to come up with your own idea for a first year project (*given approval by your advisor and committee*), this is not what the faculty expects in your first year. Indeed, taking this approach may cause you (and perhaps your advisor) considerable anxiety! Rather, we expect that you will work out a mutually agreeable topic and research plan with your advisor. In this regard, adopting a project suggested by your advisor is perfectly permissible and, in fact, encouraged. It also is permissible to blend some of your interests with those of your advisor to come up with a research plan. We emphasize that getting involved in research *as soon as possible* is the priority. In the first year, becoming involved in research should take precedence over coming up with your own ideas. You will have plenty of time and plenty of encouragement to come up with additional ideas and to carry out additional research as you move along in the program.

Students also are strongly encouraged to conduct more than one research project, so long as taking on additional projects does not interfere with the quality of those initiated earlier.

First Year Brown Bag Presentation: At the end of the spring semester (typically in early May), students present their first-year research project to the department in what is known as a "brown bag" presentation. The brown bag presentation consists of the project's rationale, methods, results, and implications in a 20-minute conference-like talk. After the talk, there will be 10 minutes for Q&A from faculty, post-docs, and other graduate students.

First Year Paper: Once the student has presented their brownbag to the department in May, a paper based on the first year project needs to be submitted to your committee by September 15th. Then the paper needs to be approved by the advisor and the committee by September 30th. This means that the student should have given a draft of this paper to the advisor (most likely multiple drafts) considerably prior to this date, leaving time for them to comment on it and for the student to revise and submit it to the committee for approval prior to this date. The project should be written up in a journal article format using current APA guidelines. (Keep in mind that sections of the paper such as the introduction and methods can be written and turned in for comments long before the final paper is submitted.) Students distribute this paper to all members of their committee for feedback and evaluation.

Approval: Note that “approval” means that the advisor and all members of the committee have read and provided comments on the paper and have given it a “pass” grade. When the paper is approved, the student should email the graduate manager that the paper has been approved and cc their advisor. No formal letter grade is provided for the first year paper, the second year paper, the review paper, or the dissertation proposal.

Second Year Project, Brown Bag, & Paper

Second Year Project: Research should continue at a vigorous pace during the second year. Once again, in consultation with the advisor, the student conducts a *minimum* of one research project of a standard commensurate with a publishable program of research. Again, the outcome need not be publishable, but the quality of the design and conduct of the study should be high. Again, we emphasize this is a *minimum* requirement. Doing a series of inter-related studies is preferred.

Second Year Brown Bag Presentation: The student presents a research project to the department members at a brown-bag seminar in the spring. Second-year students should plan on presenting a research project to the department for 20 minutes followed by 10 minutes of Q&A. The format for the 2nd year brown bag is similar to that of the first year brown bag.

Second Year Paper: Once the student has presented the brownbag to the department in May, a paper based on the second year project needs to be submitted to your committee by September 15th so that it can be approved by the advisor and committee by September 30th. This means that the student should have given a draft of this paper to the advisor considerably prior to this date, leaving time for them to comment on it and for the student to revise it and submit to the committee for approval prior to this date. (Keep in mind that sections of the paper such as the introduction and methods can be written and turned in for comments long before the final paper is due.) When the paper is approved, the student should email the graduate manager that the paper has been approved and cc their advisor.

Third Year Paper-Literature Review Paper

Students are required to write a review paper on a topic related to their research interests. The advisor and committee members should be involved in the plans for this project from its

inception. The advisor and committee must approve the plan for the paper no later than the student's December committee meeting during the 3rd year. All committee members must read and approve the final version of the paper.

The explicit purpose of the review paper is to broaden the student's knowledge of psychology. The department instituted this in place of requiring qualifying exams. The student, the advisor, and the committee should keep this in mind while planning the paper. The paper should be solely authored by the student.

The review should be a quality commensurate with published review papers. Although it is expected that the student will seek feedback from the advisor during the writing process, the student should be the sole author of the paper and should complete the writing independently. In other words, the review paper cannot be the result of a collaborative writing venture with the advisor, such as a book chapter. The final version of the paper must be submitted to your committee. Then the paper need to be approved by the student's advisor and all committee members by September 30th

The goal of the literature review is to explore a broader terrain than is ordinarily covered in a specific experimental article and to achieve wider perspective beyond that normally achieved in focused research projects. The specific nature of the paper may vary from student to student and will be established by students in consultation with their advisor and committee. Some students may attempt a literature review in the style of a *Psychological Bulletin* article. Others may undertake a theoretical synthesis of a research area or define a new research issue or question. Others may use the paper as an opportunity to develop a model that covers a range of published findings. Ideally the resulting work would be submitted as a journal article, serve as a chapter in a book, and/or serve as a basis for new empirical work the student will carry out.

Note that the student need not wait until the beginning of the spring semester to start this paper and *certainly* should not wait that long to choose a topic and strategy. Also note that this paper is not supposed to consume the entire spring semester. Rather, it should be thought of as having equal weight with the continuation of the student's research program and other scholarly activities.

When the paper is approved, the student should email the graduate manager that the paper has been approved and cc their advisor.

The expectation is that the third year review paper is completed prior to the dissertation proposal. If a different schedule of activities seems more appropriate for a student, the student (with advisor approval) should submit this request to the Graduate Director.

Dissertation

Conducting a dissertation consists of submitting a dissertation proposal to the committee and an oral presentation to the faculty as well as submitting the final dissertation to the committee and an oral presentation (i.e., defense) to the faculty.

(a) Dissertation Proposal:

There are two main components of the dissertation proposal: the written document and the dissertation proposal meeting.

Written document. The document should be written in the format of an NIH RO3 or R21 grant. This document should be no more than 6 single-spaced pages (not including references), 12-point font, 1 inch margins. It should contain the following sections:

Specific Aims

Research Strategy

- Significance
- Innovation
- Approach (recruitment, procedure, statistical analyses, power, timeline)

An overview of the R03 mechanism can be found here:

<https://grants.nih.gov/grants/funding/r03.htm>. The graduate student website contains samples. By writing the proposal in this format, students gain experience in writing grant proposals. Students should feel free to ask their advisor or the Director of Graduate Studies for additional examples of RO3 grants. It is in the student's best interest to present drafts of the proposal to the committee for feedback prior to submitting the final version.

If the student uses a format different from the R03 format and/or writes a longer document, the specific format must be agreed upon by the student, the advisor, and the committee. In addition, the Graduate Director and Graduate Program Manager should be informed.

Once the written document is finalized (typically in conjunction with, and following the approval of, the student's advisor), it should be passed on to the committee. The student should then schedule a dissertation proposal talk at least two weeks after they have submitted the written document to the committee. The student will propose the research to the committee and other members of the department. Other students may attend.

Oral presentation. This presentation typically occurs during the spring or summer of the third year, leaving time for the faculty to provide critical comments and for the graduate student to benefit from these comments and to revise the proposal as necessary. Note that the proposal can also occur during the fourth year. Each student should discuss with the committee when the dissertation proposal should be completed.

The student should aim to give a verbal presentation of the proposal (using Powerpoint or similar software) that lasts approximately 25-30 minutes. They should be prepared to respond to questions from the committee, the general faculty, and other graduate students. The meeting should be scheduled for 90 minutes. Students may invite people outside of the department (i.e., family and friends) to the proposal meeting if they have the approval of the advisor and committee members.

The committee is responsible for approving the proposal or determining that it cannot be approved. In the latter case, the student will be directed to revise the proposal for approval at a later date to be determined by the committee. This process is then repeated until the student's proposal is approved.

*Students should avoid scheduling the dissertation proposal meeting in the summer because many of the faculty will not be able to attend. If the proposal meeting must occur in the summer, students will need to contact committee members well in advance to obtain their availability.

**Note that the dissertation proposal meeting is expected to take place before the dissertation research has begun or before it has been completed. Students who propose research that they have already completed run the very high risk of committee members (and other faculty) requesting modifications.

(b) Dissertation:

It is in the student's best interest to involve committee members in the dissertation research throughout the year—as opposed to waiting until data are collected, and the final product is written. Students can schedule more frequent committee meetings or individual meetings with committee members throughout this period of time to make sure that everyone is on the same page as to the theory, methods, analyses, results, and interpretation of results.

There are two main components to the dissertation: the written document and the oral defense.

Written document. The dissertation document should demonstrate that the student has achieved Ph.D. level research abilities, as judged by the committee and the faculty in general. There are no rules about the length of the dissertation or how many experiments or studies should be incorporated. Students should discuss with their advisor what is expected for successful completion of the dissertation. The document itself should be double-spaced and follow APA format. For examples of previous dissertations, students should visit the office of the Graduate Student Manager. All requirements must be fulfilled by the deadlines listed below.

Once the written document is finalized (typically in conjunction with, and following the approval of, the student's advisor), it should be distributed to the committee and the Graduate Program manager. The Graduate Program manager will make sure that a copy of the dissertation is available to all faculty members in a public place (typically the lounge). The student should schedule a talk at least two weeks after they have submitted the written document to the committee in order to present the dissertation research to the committee and other members of the department. If possible, the student's defense should occur during the academic year. Students should avoid scheduling the defense during the summer because many of the faculty will not be able to attend.

Note: It is in the student's best interest to have committee members either read more than the final draft of the dissertation or to meet with committee members prior to the defense in order to be prepared for comments, questions, concerns raised about the final product. If the student opts for the latter, they may need to give the committee member more than 2 weeks to read the dissertation prior to the defense. The student should discuss how they want to handle this process with the advisor and the committee.

Oral presentation/Defense. The defense meeting should be scheduled for 2 hours. The talk should be approximately 30-45 minutes. Following the talk, students will be questioned about the research first by the committee members, then by other faculty, and finally by anyone else in the audience (postdocs, grads, visitors). It is at the discretion of the advisor whether questions are asked by one committee member at a time or whether questions rotate from committee member to committee member. If the student, advisor, and committee prefer a different order of questioning, that is fine as long as all parties agree ahead of time and the procedure is formally announced at the beginning of the defense. Following the question and answer session, everyone except the committee and other interested faculty members will be asked to leave the room. Those remaining may, if they choose, ask the graduate student additional questions about the dissertation. The student will then be asked to leave the room, and the committee will make a decision about the dissertation (pass, pass with minor changes, pass with major changes, not pass). If the decision is "pass with minor/major changes," the committee will decide whether the revised document should be submitted to the committee for approval or to the advisor alone for approval. When committee has reached consensus, the student is invited back in the room so the committee can report their decision (pass no changes, pass with advisor-only approved revisions, pass with committee-approved revisions) and to outline the revision.

Note: All required changes to the dissertation must be made before September 30th (in the Fall) or February 28th (in the Spring). Students who do not complete these changes before the dates may be liable to pay tuition and fees for the fall/spring semester.

Defense celebration. It is recommended that the celebration be scheduled for the following day (or later) after the defense. If necessary, the celebration can be scheduled for the

evening after the defense. The student should consult the advisor and committee members for this scheduling.

Doctorate in Philosophy Degree Requirements:

- The defense will be publicly announced by the Graduate Program Manager. Students must submit the defense information to the Graduate Program Manager 2 weeks in advance to the defense date including the following: Date, time, and place of the defense, dissertation title, abstract, and a copy of the dissertation. Two copies of the dissertation must be available in the psychology lounge.
- Ph.D. Candidates must request a meeting with the Graduate Program Manager to be certified.

Book Binding

Once the dissertation has been approved and all required changes have been made, the student should contact the Graduate Program Manager to arrange a meeting. During this meeting, the Graduate Program Manager will explain the next formal steps to complete the Ph.D. process, including binding the dissertation into the approved format.

Summer Research & Requirements

During the summer semester, PhD students may choose to either secure an external summer internship or continue research with their advisor. A student must discuss their summer plans with their advisor (and committee) and register for the appropriate course. A student must register for the Reading & Research course if continuing research with their advisor or one of the internship courses if going on a summer external internship. The student's advisor will determine the pass/fail grade for the semester. The Practicum course, PhD Internship, and the Reading & Research courses will count towards the program research requirements

External Internship Opportunities

The Psychology Department recognizes that an external internship can be a valuable educational and research experience, especially if access to proprietary data is required for the student's research. The summer semester is the optimal time for an internship. Internships during the academic year are rare—the only way to complete an internship during the academic year is to take a Leave of Absence.

You must discuss your plans for an internship with your advisor and committee for approval. After approval is received, students must meet with Graduate Program Director and Program Manager to discuss the internship plan.

International students are required to consult with the Office of International Education for eligibility before seeking an internship or signing an offer contract. The dates of the internship must be within the dates of the semester or summer, as determined by the university.

Registering for External Internships

The official course number associated with external internships is 85-798. Advisors are individually responsible for adequately supervising this portion of the program.

85-798, Section I, Grad Internship course (summer semester only).

Resources to Help Search for an External Internship

- Department Internship announcements
- University Career Fairs
- Career and Professional Development Center <<http://www.cmu.edu/career/>>

Regular Reviews & Evaluations by Department

The advisor and committee have the primary responsibility for guiding and fostering the student's research activities and coursework. The department appoints one faculty member to be the director of the graduate program. The Graduate Director's informal role is to serve as a conduit between the students and the faculty in regard to the program. The Graduate Student Manager (a staff level position), appointed by the department head, works with the Director and maintains a file of students' completion of program requirements. A list of requirements and due dates, as described above, are contained in the online system. A similar list is maintained in the student's file.

Committee Meetings

Students are required to meet with their committee once during the Fall semester and once during the Spring semester. These meetings must occur prior to the Graduate Evaluation Meeting. The Graduate Evaluation Meeting dates are announced at the start of each academic year, but typically occur in May and December. During the committee meetings, students should outline their progress and accomplishments, and they should discuss their future plans. Individual students should talk to their advisor about the format of these meetings prior to the first one during the Fall of the 1st year of study.

Given that first year papers, second year papers, and third year papers are due on September 30 (approved by advisor and committee), the May committee meeting should involve an explicit discussion of how those papers will be completed over the summer. This discussion may include estimate of number of drafts of paper; to whom drafts of the paper should be submitted (i.e., advisor only, committee); and involve intermediate deadlines over the course of the summer to enable the student to not only have completed the paper but have a process in place for acquiring advisor and committee approval. The committee also should discuss the

standards they hold for this paper (i.e., whether it is being written to meet the requirement, whether the paper needs to be ready for submission for publication).

Student Evaluation

Students are required to complete a summary of their activities—including research, teaching, TAing, presenting at conferences—three times a year. The summary is to be submitted via an online system (<https://gsaudit.cs.cmu.edu>) and includes goals for the past semester, areas of strength, areas of improvement, advances in professional development, special projects, and goals for the upcoming semester (or summer), grant applications, and completion of required papers. The summary is required to be entered in the online system no later than 1 week prior to the graduate evaluation meeting. It is also expected that the student presents this information at the committee meeting.

At the end of each semester (end of May for the spring, end of December for the Fall), the faculty as a whole meet to review each student's performance. Results of the review are communicated to the student in a letter that can be viewed on the online system from the Graduate Director and the Advisor. This meeting serves to monitor the student/advisor relationship, to ensure that students are treated equitably in the evaluation process, and to determine whether the student is progressing adequately in the program. The meeting also serves to bring to the faculty's attention students who are failing to meet formal requirements.

Students will be notified about the evaluation meeting date. By the meeting date, students must have filed with the Graduate Program Manager all appropriate documents, including identification of advisor and committee (first year only), statement of committee meeting date(s) and brown bag date, list of completed courses, and next semester/summer plans. Next semester plans must have been approved by the advisor and committee.

Each student is assigned a status based on their performance during the previous semester at the Fall and Spring graduate evaluation meetings. Also, as indicated below, this status can be changed at the end of the summer if (a) paper requirements have not been met or (b) the committee feels at the end of the Spring Evaluation meeting that summer progress should be evaluated. The student, of course, will be notified about such plans.

The student's status can fall under the following headings:

- 1. Good standing:** A student has met all of the requirements stated in the graduate handbook. The student has met regularly with the committee and advisor, engaged in a sufficient level of research, developed (or is in the process of developing) independent conceptual thinking, and established a constructive working relationship with the advisor.
- 2. With concerns:** A student will be assigned "with concerns" status for one of two reasons.

First, there may be a specific concern that the student has not met a graduate student requirement. Students who fail to have their committee meeting or fail to have their first year paper, second year paper, or third year review paper approved by the advisor and committee by the September 30th deadline will automatically be placed into this standing at that time.

Second, there may be concerns about students' overall progress in the program. Students will be placed in this category if they start to show deficiencies over the course of a semester in specific areas (e.g., research progress, course performance/completion, or teaching responsibilities) or have failed to be responsive to their committee's suggestions and feedback.

Regardless of which of the two categories applies, students will have one semester to respond to these concerns or they will automatically be placed on probation (see below) at the next graduate evaluation meeting. Thus, students who fall into the first category will automatically be placed on probation at the mid-December meeting if they fail to have their paper approved by their advisor and the committee.* The specific concerns of the committee will be outlined in the evaluation letter along with procedures for remediation and evaluation.

*If there are extenuating circumstances due to physical health, mental health, family or personal emergencies, the advisor and student can petition the graduate committee before the graduate evaluation meeting to remain in "with concerns" status for an additional semester and not be placed on probation. Workload is not an extenuating circumstance.

3. Probation: A student is placed on probation after they have been designated "with concerns" status for one semester and failed to address those concerns. There are a wide range of behaviors and situations that could result in a student being placed on "probation" status, most of which indicate to the committee that the student is unlikely to complete their Ph.D. and conduct independent research.

These behaviors include, but are not limited to:

- an insufficient level of work or progress on research
- an inability to develop independent conceptual thinking
- a non-professional and problematic relationship with the advisor, students, or committee as judged by the committee
- a failure to keep to the university's community standards or the Carnegie Mellon Code. More details on these can be found at <http://www.studentaffairs.cmu.edu/student-life/standards/index.html> and http://www.studentaffairs.cmu.edu/acad_int/code.html**

******There may be specific circumstances in which a student is automatically placed on probation after violating a university standard or Carnegie Mellon (e.g., stealing money). These circumstances will be evaluated by the graduate committee.

The specific concerns of the committee will be outlined in the probation evaluation letter along with procedures for remediation and evaluation. These concerns must be remedied to the satisfaction of the advisor and the student's committee by a specified date (typically at the end of the semester or at the end of the summer) or the student automatically will be dropped from the program. Exceptions to the policy can only be made with the full approval of the student's committee and the graduate committee.

Cognitive Neuroscience Ph.D. students will also submit a summary of their activities to the CNBC. The advisor approves the summaries, and they are submitted to the CNBC Graduate Program Manager.

Appeal Process

Should a student be dropped from the program, they may write a letter to the Graduate Program Director seeking re-admittance. This letter should contain evidence that the student had remediated the deficiencies that led to the termination by the date previously set by the committee and should also outline a plan for completion of the Ph.D. The graduate committee will act on this letter within two weeks of letter receipt during the academic year, or within the first two weeks of the following semester should the letter be received when the University is not in regular session. If the graduate committee concludes that the student failed to remediate the problems by the predetermined date, the student can then appeal in the same way to the Dean of Dietrich College of H&SS, and if that should lead to a negative outcome, to the Provost. For additional support in this process, students may contact Juliane Schultz (the College Liaison to Dietrich College graduate students in the Office of Student Affairs), or the Office of Graduate and Postdoctoral Affairs.

Accommodations

Graduate students who have had accommodations in the past or who think they might need accommodations are strongly encouraged to [visit disability services](#). Even if the student doesn't currently need an accommodation, it is important to lay the groundwork for possible future requests for accommodation.

After an accommodation is in place with disability services, the graduate student can activate the accommodation with their advisor and/or with a course instructor at any time without revealing the nature of the accommodation. To do so, the graduate student contacts disability services, and disability services will contact the advisor/instructor. After the advisor/instructor receives an email notification of the accommodation, the student and advisor/instructor should meet to work out a plan to address the accommodation.

Statute of Limitations

Students are expected to graduate within 5 years of their start date as a Ph.D. student. In some cases, students require more time to complete their Ph.D. Under these circumstances, the student should meet with their advisor and the department head to discuss the expected timeframe for graduation as well as potential funding mechanisms for additional years of study. Note that funding beyond the fifth year is not the “default” assumption. Students should assume that they will need to secure funding beyond their fifth year through mechanisms external to the Department (e.g., pre-doc grants/ fellowships or funding through a faculty member’s research grant). In rare cases the Department may have teaching needs that a student may fill, but this can neither be expected nor assumed.

As outlined in the Doctoral Student Status Policy, <https://www.cmu.edu/policies/student-and-student-life/doctoral-student-status.html>, students will complete all requirements for the Ph.D. degree within a maximum of ten years from original matriculation as a doctoral student, or less if required by a more restrictive department or college policy. Once this time-to-degree limit has lapsed, the person may resume work towards a doctoral degree only if newly admitted to a currently offered doctoral degree program under criteria determined by that program.

Under extraordinary circumstances, such as leave of absence, military or public service, family or parental leave, or temporary disability, a school or college may, upon the relevant department's recommendation and with the written approval of the dean, defer the lapse of All But Dissertation status for a period commensurate with the duration of that interruption.

Department Registration Process/Procedures

Course Registration

Beginning with the first fall semester, students register online for their own classes. Information is available at www.cmu.edu/hub/registration. Students register online at www.cmu.edu/hub/sio with an Andrew ID. Please note that the Graduate Programs Office can only register its own students for its own (i.e., 85-xxx) classes.

PCHE Cross-Registration Process:

Students who wish to take a course outside of Carnegie Mellon at one of the other Pittsburgh Council on Higher Education (PCHE) institutions must obtain a PCHE Cross Registration Request Form from the Psychology Graduate Programs Office, complete and sign, and return it to the Psychology Graduate Programs Office for permission and signatures 2 weeks before the registration period. Only one course outside of Carnegie Mellon is permitted per semester. Students must be registered for 36 units before registering for a course outside of CMU.

Transfer Courses & PCHE:

<https://www.cmu.edu/policies/student-and-student-life/doctoral-student-status.html>

Carnegie Mellon University offers students the opportunity to take courses for credit through a cross-registration program (see Pittsburgh Council on Higher Education (PCHE) and Cross-registration below) and through the receipt of transfer credit from other accredited institutions.

The Carnegie Mellon University transcript will include information on such courses as follows: Carnegie Mellon courses and courses taken through the university's cross-registration program will have grades recorded on the transcript and be factored into the QPA. All other courses will be recorded on this transcript indicating where the course was taken, but without grade. Such courses will not be taken into account for academic actions, honors or QPA calculations. (Note: suspended students may take courses elsewhere; however, they may receive transfer credit only if their college's and department's policies allow this.)

The Psychology Department will accept grades for transfer courses that the student takes while a member of the CMU graduate program. However, only in exceptional circumstances will the Psychology Department accept grades or credit for transfer courses that were taken before the student became a member of the psychology department's graduate program. Students must contact the graduate program director and the graduate program c to transfer credit and/or grades to their transcript.

Criteria used to evaluate transfer credit: Accreditation status of the sending institution (per university policy), course description, learning outcomes, syllabus, student work product. The minimum grade requirement for transfer credit is a B or higher. Courses generally not acceptable as transfer credit include upper level or advanced cognitive, social, health, or developmental psychology courses.

Enrollment Verification

Enrollment Services is the only University office that can provide an official letter of enrollment, official transcript and enrollment verification. Enrollment verification can be requested online through The HUB at: <http://www.cmu.edu/hub/registrar/student-records/verifications/enrollment.html>.

Course Requirements and Descriptions

Over the first two years, depending on the course schedule, the graduate student takes the department's three core courses in psychology. These courses cover the areas of cognitive psychology/cognitive neuroscience, developmental psychology, and social/personality/health psychology. It is expected (though not required) that during the semester in which the research methods/statistics class is not taken, the student will enroll in a graduate seminar. For the Spring semester, first year students also need to enroll in 85-716, a class in which they practice and work on their "brown bag" presentation.

Students are required to take two courses on statistics during their time in the program and one highly recommended course to cover material typically taught in undergraduate statistics. The first mandatory course (85-732) is offered by the Department of Psychology and is typically taught in the spring semester. This course focuses on advanced statistics for graduate students in all areas of study. The course assumes a basic proficiency in general statistics and probability theory taught in typical undergraduate statistics courses (e.g., distributions, uncertainty estimation, ANOVA), as well as basic familiarity with statistical programming languages (i.e., R). Students who have not taken a comparable undergraduate prerequisite course in the last five years are highly recommended to also enroll in 36-749 during the Fall semester prior to taking 85-732. Students who do not feel that they need to take 36-749 should consult both their graduate advisor and the Graduate Committee to see whether this course can be waived.

Students are also required to take one additional 'advanced' statistics course of their choice. This choice should be made in consultation with the student's advisor and committee. It is possible to replace this advanced statistics class with a comparable workshop or class that teaches a specific methodological technique. Students who wish to replace their advanced statistics class in this way must have approval from the graduate director before registering for the class or workshop. Listed below (see 11) are some of the courses that could satisfy the additional statistics requirement. This list is not exhaustive. Students who wish to take a class not on this list should consult with their advisor and the graduate director.

To obtain a psychology or cognitive neuroscience PhD Degree(s), students are required to complete 396 units of coursework (3 years X fall/spring/summer + 4th year fall/summer) X 36 units).

Course Requirements

1. **36-749:** Introductory statistics: Experimental Design for Behavioral and Social Sciences)
 2. **85-732:** Data Science Approaches for Psychology
 3. **85-710:** Core course in Developmental Psychology
 4. **85-706:** Core course in Cognitive Core Psychology
 5. **85-705:** Core course in Social/Health Psychology
 6. **85-715:** Graduate research methods
 7. **85-716:** Brown-bag presentation class
 8. **85-794:** Teaching practicum (requires students to TA for three classes).
 9. **85-811:** Professional Development
 10. A more advanced statistics class from the list below.
 - 10-708** - Probabilistic Graphical Models
 - 36-746** - Statistical Methods for Neuroscience and Psychology
 - 36-759** - Statistical Models of the Brain
 - 36-700** – Probability and Mathematical Statistics
 - 36-705** - Intermediate Statistics
- University of Pittsburgh (advanced graduate statistics courses in structural equation modeling, mixed modeling, etc).**

Another course as determined by committee

Course Descriptions

1. **36-749 or 85-309:** Introductory statistics course: Experimental Design for Behavioral and Social Sciences)

Description: Statistical aspects of the design and analysis of planned experiments are studied in this course. A clear statement of the experimental factors will be emphasized. The design aspect will concentrate on choice of models, sample size and order of experimentation. The analysis phase will cover data collection and computation, especially analysis of variance and will stress the interpretation of results. In addition to a weekly lecture, students will attend a computer lab once a week.

2. **85-732: Data Science Approaches for Psychology**

Description: This course will cover advanced topics in statistics and experimental design necessary for applied research in modern psychology, including information design, exploratory data analysis, data visualization, nonparametric statistics, data and inference errors (multicollinearity, overfitting, Simpson's and Robinson's paradox), sanitization (data anonymization, de-identification), and linear models (including conditional process models). Students will get hands on experience with simulating, analyzing, and visualizing data in the R statistical environment. GRADUATE STUDENTS ONLY.

3. **85-710: Core course in Developmental Psychology**

Description: This course provides an introduction to central issues in the study of development, especially cognitive development. The two main goals are: 1) to convey to students the issues that are at the heart of the field, and various theories that address those issues; and 2) to familiarize students with key empirical findings in a number of areas in the field. Students are expected to participate actively in class discussions and to read all assigned readings prior to class and to be prepared to intelligently discuss all of them, as well as some of the optional ones. GRADUATE STUDENTS ONLY.

4. **85-706: Core course in Cognitive Core Psychology**

Description: The themes of the course are: What is the architecture of cognition, and how is it neurally instantiated? The pedagogical goals are to impart basic knowledge of cognitive science and cognitive neuroscience, while facilitating the transition from basic material in secondary texts to thoughtful analysis and integration of the primary research literature. The course will be divided into five units and a wrap-up session. There will be an evaluation after each unit following the first. GRADUATE STUDENTS ONLY.

5. **85-705: Core course in Social/Health Psychology**

Description: The social core integrates social psychology and personality psychology. The goal is to understand (a) the nature of individual differences and how those differences manifest themselves in experience, (b) how to construe different aspects of one's social

environment, (c) how the social environment influences thoughts, feelings, and behavior, and (c) how personality factors and situations might interact and combine to determine outcomes. The domains of literature that are examined are traits and dispositions, social support, emotions, interpersonal relationships, social cognition, and health. GRADUATE STUDENTS ONLY.

6. 85-715: Graduate Research Methods

Description: The purpose of this course is to enable students to develop a solid understanding of major methodological issues in the study of psychology. The focus will be on issues and techniques that are especially applicable to cognitive, developmental, social, and neuroscience areas, though many of the issues apply to all areas within the field. GRADUATE STUDENTS ONLY.

7. 85-716: Research Presentation class

Description: This is a course designed to improve students' skills in making oral presentations of scientific results to critical audiences. Each student will be expected to make four or five presentations during the semester. Emphasis will be placed on clarity and persuasiveness of both visual and verbal materials.

8. 85-794: Teaching practicum (requires students to TA for three classes).

Description: Students are required to take the Teaching Practicum class three times during their graduate career at CMU. Students are exempt from participating in the Teaching Practicum their first year but may consult with their committee and request to do so if in good standing. It is expected that students will have a lower course load when they are engaging in the Teaching Practicum.

More detail is provided on the Teaching Practicum below.

9. 85-811: Professional Development

Description: The Professional Development Seminar meets approximately twice a month for 60 to 90 minutes (typically, Fridays 12-1:30). The course covers a range of topics of interest to graduate students who are pursuing tenure track academic positions, non-tenure track academic positions, and positions in industry. Topics range from writing, applying for grants, mentoring, conflict management, negotiation, ethical issues in research, work/family balance, and the job application process. These seminars will be led by professionals with appropriate expertise or faculty members, postdocs, and students in the department. Students should feel free to suggest topics of interest.

First year students are required to attend each of these seminars. Other graduate students are required to attend 4 out of 6 seminars each semester. All students may substitute a Dietrich Professional Development seminar for one of the department offerings.

Each year the department invites a number of colloquium speakers to give a lecture to the department. Students are strongly encouraged to attend these lectures.

10. 85-781: Graduate Reading & Research

Description: This research-based course provides an intellectual foundation for the student to critically evaluate research, to generate ideas for research, to conduct research, and to disseminate research findings. Students engage in these activities with mentorship from their advisor and committee members. To this end, it is recommended that students meet with their advisor weekly toward the beginning of their graduate career and on an “as needed basis” toward the end of their graduate career.

PIER Course Listings:

Please visit the following URL:

<http://www.cmu.edu/pier/program.applic/PIER%20website%20description.08.pdf>

CNBC Course Listings:

The CNBC Certificate requires that students complete the following courses:

- Cognitive Neuroscience, 85-756 (Fall Semesters)
- Systems Neuroscience, 03-763 (Spring Semesters)
- Advanced Cellular Neuroscience 03-762 (Fall Semesters)
- Computational Neuroscience (at least one of the following)
 - 15-883, Computational Models of Neural Systems (CMU, Every Other Fall Semester)
 - 85-719, Introduction to Parallel Distributed Processing (CMU, Spring Semesters)
 - 36-759, Introduction to Computational Neuroscience: Statistical Models of the Brain (CMU, Fall Semesters)

For Fall 2022 courses, please visit the following URL:

<https://www.cnbc.cmu.edu/training/graduate/cnbc-grad-training-program/fall2022/>

For Spring 2023 courses, please visit the following URL:

<https://www.cnbc.cmu.edu/training/graduate/cnbc-grad-training-program/spring2023/>

Any substitutions or exemptions from CNBC coursework must be recommended by the student’s advisor and approved by the CNBC education committee

Teaching Practicum

Responsibilities. Students who TA may have a variety of responsibilities. Typically, these include grading papers, writing exams, attending classes, holding office hours, teaching one or

two individual lectures, and keeping track of student grades. TAships should average about 9 hours per week. The student and instructor should meet prior to the start of class to complete the **Grad-Faculty Expectations Form** so that the graduate student and the instructor are agreed on the goals for the TAship and the expectations for the graduate student's responsibilities. This form is then submitted to Erin Donahoe. Throughout the semester, the graduate student also will log their hours on a biweekly basis and submit these hours to the Grad TA representative. This information is confidential and is used to ensure that the graduate student is not spending more time on the TAship than is warranted (i.e., **averaging** more than 9 hours per week). If that is the case, the Graduate Coordinator will notify the Graduate Director so that action can be taken to address this concern.

TA assignments. TA assignments are made by the Graduate Program Director in consultation with a committee that includes the department head. They take into account, in the following order of priority: a) the needs of the department (first priority), b) student's preferences, c) student's prior TAships, d) student's year in the program and number of TAships completed (preferences of more advanced students and those who have completed more TAships are granted), and e) instructor preferences. Prior to each semester, graduate students will receive a form from the Graduate TA representative to complete in which they indicate whether or not they would like to take the Teaching Practicum in the following semester and, if so, for which four courses they would most like to TA. Students can also choose one class for which they would not like to TA. The process will be explained in more detail before the student selects the courses they would prefer to TA. We cannot guarantee that students will be assigned to the courses they most prefer, although as noted we take those preferences into account. We strongly urge students to TA for faculty members other than their advisors. We also encourage students to TA in different courses. Students receive a grade in each Teaching Practicum, and it must be a **B** or above. Students should speak to the instructor of a class to determine what goals must be met to achieve a grade of B or higher.

TA preparation. Prior to the first TAship, graduate students are required to attend the 1-day workshop offered by the Eberly Center, titled "Graduate Student Instructor Orientation." You can find out more information about this workshop and register for it at <https://www.cmu.edu/teaching/news/graduatestudentorientation.html>. This workshop will be offered once at the start of the Fall semester and once at the start of the Spring semester.

The Eberly Center for Teaching Excellence is a resource for TA and instructor training and included in the section *Additional University Resources, Appendix A*.

Teaching a course. Students may also act as the instructor for a class during their time in the Psychology Ph.D. program. This typically occurs in the fourth or fifth year, but it is also possible to teach in the third year. Students who are interested in teaching a class should discuss the possibility with their advisor, the Graduate Director, and the Undergraduate Director. During these discussions, the student and the members of the department will determine (a) whether it is appropriate for the student to teach a class, and (b) which class they should teach. Students who teach a class must have a faculty sponsor. This sponsor will provide technical support for

the student, help with syllabus generation, and be available to discuss any other issues that arise about the class.

English-Speaking proficiency requirements for TAs who are non-native English speakers.

Graduate students are required to have a certain level of fluency in English before they can instruct in Pennsylvania, as required by the English Fluency in Higher Education Act of 1990. Through this Act, all institutions of higher education in the state are required to evaluate and certify the English fluency of all instructional personnel, including teaching assistants and interns. The full university policy can be reviewed at: <https://www.cmu.edu/policies/faculty/evaluation-certification-english-fluency-instructors.html>. The fluency of all instructional personnel will be rated by Language Support in the Student Academic Success Center to determine at what level of responsibility the student can TA.

In addition to administering the International Teaching Assistant (ITA) Test (a mandatory screening test for any non-native speaker of English), the Language Support in the the Student Academic Success Center helps teaching assistants who are non-native English speakers develop fluency and cultural understanding to teach successfully at Carnegie Mellon. Visit the Student Academic Success Center website for additional information: www.cmu.edu/student-success/

Conflict Resolution. If graduate student TAs are having difficulties, our hope is that the student and instructor will communicate with one another directly to resolve the issue(s). However, if the TA no longer feels comfortable approaching the instructor, these are the avenues we have put in place to resolve conflicts. These procedures were developed in order to (a) encourage students to raise concerns without them escalating, (b) maintain tighter control over who and how concerns are conveyed to keep problem from escalating and being shared widely, and (c) preserve confidentiality

- If graduate students have concerns about their TAs, they should contact Vicki Helgeson at vh2e@andrew.cmu.edu (Grad Director) or Erin Donahoe at donahoe@andrew.cmu.edu (Grad Program Manager)
- If grad students are uncomfortable with contacting Vicki or Erin, they have the option of contacting the Department Gradvocate (currently Fiona Horner at fhorner@andrew.cmu.edu or Sharon Carver at sc0e@andrew.cmu.edu (Dietrich Associate Dean for Educational Affairs).
- Grad TAs may find themselves in the position of having an undergraduate TA come to them with a concern about the instructor. In this case, the grad TA should refer the undergrad TA to Erik Thiessen at thiessen@andrew.cmu.edu (Director of Undergraduate Studies in Psychology) or Emilie O'Leary at emilier@andrew.cmu.edu (Academic Advisor in Psychology). If undergraduates are uncomfortable contacting Erik or Emilie, they have

the option of contacting Kelli Maxwell at kellimax@andrew.cmu.edu (Dietrich Associate Dean for Student Success).

Course-Related Policies and Procedures

Drop/Add procedures

Students may drop a required or non-required course while they are enrolled in the program. Any required course that is dropped must be completed at a later date or the student will not be eligible to complete their Ph.D. Procedures for the add/drop deadlines can be found at www.cmu.edu/hub/registrar/course-changes/index.html

If students wish to drop one of the entry level courses (one of the three core courses, research methods, one of the two statistics courses), they should submit such a request (with advisor approval) to the graduate director who will circulate it to the committee. Students are also strongly encouraged to discuss any concerns they have about these courses with the graduate director.

Grades and Grading

The universal Policy on grades is described on the [university grading policy page](#). The following are Psychology-specific policies for graduate grading.

The student's general progress in research is given a letter grade (A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or R) on a semester-by-semester basis.

The minimum acceptable grade in a course is a B-. If a grade of C+ or lower is earned for a course, the student will immediately be placed on academic probation for the following semester. The student's standing in the program will then be assessed at the following evaluation meeting. This assessment will be based on other coursework, the student's progress in research, and the evaluation of the advisor and the committee.

Pass/fail grades are not permitted for courses required to satisfy PhD requirements. Graduate students who take additional undergraduate or graduate courses to build up the core foundations of psychology may elect the pass/fail option for these courses.

University Policy on Grades

<https://www.cmu.edu/policies/student-and-student-life/grading.html>

This policy offers details concerning university grading principles for students taking courses and covers the specifics of assigning and changing grades, grading options, drop/withdrawals and course repeats. It also defines the undergraduate and graduate grading standards.

Academic Integrity Policy

Please review the University Policy on Academic Integrity (<https://www.cmu.edu/policies/student-and-student-life/academic-integrity.html>). The policy includes the University expectations around academic integrity and provides definitions of cheating, plagiarism, and unauthorized assistance.

A review of the University's Academic Disciplinary Actions procedures (<https://www.cmu.edu/student-affairs/theword/academic-discipline/index.html>) is also recommended. These procedures outline the process for investigating, reporting, and adjudicating violations of the University Policy on Academic Integrity. The procedures also outline the appeal process.

Graduate Student Funding

Graduate Student Support

The department uses a number of sources to fund graduate students, including tuition allocations from the administration, training grants, research grants, teaching, and departmental fellowships for tuition and stipend. Students are required to seek outside funding – under the direction and guidance of their advisor and committee—for tuition, stipends, research and travel in their first two years of study. Such funding reduces the burden on research grants, training grants and department funds. Information about fellowships available from external agencies can be obtained from the Graduate Program Director. From these various sources, the department has been able to provide four years of tuition and four 12-month stipends for all students (including three summers beginning with the summer following the end of the first year and continuing through the summer following the third year). We have also been able to provide support for a fifth year, in cases in which the advisor, committee, and student deem that a fifth year is justified to fulfill academic goals. Students entering the program will be informed in advance as to expected funding levels. The department will inform students in writing about any change in anticipated financial support as soon as information is available. In addition, students will be notified in July by the department business manager as to how they will be supported during the upcoming year (i.e., departmental funds, faculty member grant).

Students who enter the fifth year of study without either outside support, support from their graduate advisor, or support from their training program (e.g., PIER) will be required either to teach one undergraduate class or to act as a TA for one class to receive their stipend and tuition. It is the student's choice which of these two options they wish to adopt to receive their funding for the 5th year. Students who require a 6th year of study must meet with the department head to discuss funding options but should be aware that 6th year funding is not guaranteed. International students who have not obtained the fluency required to teach their own course must meet with the department head to discuss funding options.

It is expected that students' focus during the graduate years will be on progress toward the Ph.D. To that end, tuition and stipends are granted with the understanding that the student will not be employed outside the department without approval from both the advisor, graduate oversight committee, and the department head. Outside employment includes not only taking on a regularly scheduled job but also repeatedly taking on jobs for pay on an ad hoc basis such that the work is detrimental to the student's making good and efficient progress in his or her coursework, research or teaching. Students who are thinking about engaging in outside employment must discuss their situation with the department head and the graduate student director before agreeing to engage in the work. Given that 12-month stipends are provided, the condition of not accepting outside work extends to the summer. Advisor and committee-approved internships, as outlined in this document, are an exception.

Stipends. Students who receive stipends that are paid for or administered by the university should sign up for direct deposit as University payroll is now a paperless system. Stipends are issued semi-monthly. The department stipend is typically set at the NIH level for that year. Students can contact the department head if they wish to know the stipend level for the following year.

- All students supported by a training grant (e.g., B²), department funds, or a faculty grant will receive the Psychology Stipend (set at \$33,000 for 2022-2023) or the stipend amount specified by the training grant if it exceeds the Psychology Stipend.
- Carnegie Mellon University will cover 100% of the premium cost for graduate students health insurance (SHIP).
- Graduate students who independently obtain external funding (e.g., not training grant related) will have 10% of the extramural funding added to their discretionary account in the years they are supported by that fellowship. In addition, the department will match this 10% in a contribution to the Graduate Student Diversity & Inclusion initiatives fund.

Note that this policy does not affect tuition, fees, or TA responsibilities (e.g., students in their 5th year who are supported by BrainHub/Presidential Fellowship are still expected to TA/Teach once during their 5th year).

Taxes. The deadline for local, state, and federal taxes is April 15. You can obtain tax forms in the mail, at the post office, or at the Carnegie Library. Questions about your tax status should be addressed to the IRSTeleTax at 412-261-1040, or the Pennsylvania Department of Revenue at 412-565-7540. Although subject to federal taxes, student stipends are generally not assessed local or state taxes.

Computer. It is expected that all incoming graduate students will receive (one-time) a computer for research and teaching purposes. This is typically a laptop. Given that the computer is expected to suffice for at least four years, the standard model is benchmarked at the approximate cost of a MacBook Air with 16GB RAM and 512GB SSD and AppleCare (currently, ~\$1500 in total). Students should consult with

their advisors about the most appropriate computer for their specific purposes. The expectation is that faculty advisors will cover the purchase of the computer whenever possible, but that the department will cover the cost when this is not the case. Regardless as to whether the advisor or the department covers the base cost, if a student and advisor concur that a more powerful computer is desirable, then it is expected that the advisor will cover any costs beyond the benchmark. To facilitate this process, during the summer preceding a student's first year, the graduate program advisor will contact all students and advisors and ask them to reply as to which computer to order and how costs will be covered.

Workshop Funds

Students will also be funded to attend one workshop on methodology or statistical analysis or a similar meeting to the maximum value of \$1,250 during their time as a graduate student in the department. Note that this funding cannot be put toward attendance at a conference. To be eligible, students must present the Graduate Program Manager with information about the date and location of the workshop, and they must specify why they are attending the workshop. Attendance at these workshops must be approved in advance by the graduate director and department head. It is possible to use this one-time funding for other research related activities (e.g., paying participants). Students who wish to use these funds in this way must have approval in advance from the graduate director.

Discretionary Funds

The Department has allocated \$200 discretionary funds to each graduate student to support their research each year (August 16 is year start). **These funds are cumulative.**

Travel Funds

The department has in the past been able to allocate funding for student travel to research related events. The amount of this funding is subject to yearly allocations by the head. The graduate program director will have information about travel funding at the beginning of each academic year. Students can receive travel support for a total of 5 years, beginning in their first year of study. The maximum travel support is \$1,250 per year. You must have advance approval from the Graduate Program Manager before attending conferences (minimum 2 weeks prior).

The following rules apply to travel funding:

- 1) First year program students can participate in related conferences regardless of whether they submit a proposal or not.
- 2) Second to fifth year program students can receive travel toward a conference if they (a) will present at the conference, or (b) applied to present at the conference but their application was rejected. Presenting includes speaking in a symposium or comparable event, presenting a poster, or co-authoring a spoken paper or poster.

- 3) Students can split the money across conferences within a year. For example, they can receive amount A for one conference at which they do not present and then add the residual amount (B-A, where B is the total allocation per student per year) in a later conference at which they present. Or they could split amount B across multiple conferences at which they did not present but applied to present.
- 4) The close of the Summer semester ends that year's period of travel allowance, and the amount available to the student is reset at that point to the established rate for the new year.
- 5) Under certain circumstance, students may apply unused funds from one year to the allowance for the next year's travel. **There is a maximum of only one year extension on unused funds.** Students who wish to apply this policy to their unused funds must have approval in advance from the Director of Graduate Studies; that is, students must inform the Director of Graduate Studies in Year X that they would like to use Y amount of their Year X travel support for go to a conference in Year X+1. Students who do not gain approval in advance from the Director of Graduate Studies will not be able to use a previous year's travel support in this way. There are no exceptions to this rule.
- 6) Students who are members of the CNBC will receive travel support from the Psychology Department as well as from the CNBC. However, travel support from the CNBC can only be used to attend conferences or workshops that are specifically related to CNBC endeavors and cannot be used to supplement travel to conferences or workshops that is typically covered by the Psychology Department travel support.

Exceptions to all of these policies are rare. Any request for variance must be made in writing to the Director of Graduate Studies at least two weeks prior to the conference in question with copies of that request going to the head and graduate director. To reduce the burden on travel funds, we encourage students to cooperate in driving to nearby conferences, sharing rooms, and so on.

Allocation of travel funds to research: Students may use conference travel funds to support certain aspects of their research instead of applying them to travel to a conference/workshop. The funds can be used to, for example, pay for participants, buy materials, or pay for work by a specialist (e.g., a programmer). Students cannot use the funds to purchase items such as computers or iPads. Students can also apply their 1-time workshop fund in the same way. Students are free to choose this option for as many years as they are here (though it is only open to students in the 2nd year of study and beyond), if students use their funds in this way, they will not be available for that year to travel or at all for the 1-time workshop travel. Ideally, students would exhaust other avenues before they choose this option because travel to conferences is integral in a number of ways to your development as an academic.

For students to use their travel funds or workshop funds to support their research, students must email a paragraph to the Director of Graduate Studies of how they plan to use the funds. Once this proposal is approved, students should contact Becky Finkel for reimbursement logistics.

University Graduate Travel funding

We also note that student travel funds are available through the Office of the Assistant Vice Provost for Graduate Education, [www.cmu.edu/graduate \(under Professional Development\)](http://www.cmu.edu/graduate/under_professional_development), American Psychological Association, and other societies (such as the Society for Personality and Social Psychology), and we encourage students to apply. Sometimes students receive general fellowships that include funds for travel. Because we strongly encourage students to apply for outside fellowships, we do not consider the fact that they have such funds available to "count against" them in terms of their priority in receiving departmental funds. Decisions on providing departmental travel funds in such cases will be made on a case-by-case basis taking into account the student's plans for paper presentations, workshops, etc. as well as the department budget. Our overall intent is that students should be rewarded for their initiative in securing such funding by being able to participate in more funded psychology-related travel than would otherwise have been the case.

Conducting Research

Requirements

- Complete the NIH training course on the web (<https://www.citiprogram.org/Default.asp?>). If your affiliation is with CMU, you will need to take the course entitled, "Social & Behavioral Research- Basic/Refresher, Basic Course." This fulfills the human subjects training requirement.
- If you receive NSF or NIH funding you will also need to complete the Responsible Conduct of Research Modules. Provide the Research Requirement Administrator (RRA) with a copy of the completion certificate.
- If you are using participants from the Psychology Department participant pool, you must attend a meeting with the Research Requirement Chair where procedures are reviewed.
 - After attending the meeting and completing the training, you will receive a password so that you can post experiments on the web-based system.
 - After your experiment has been approved by the CMU IRB, give the RRA a copy of the approval letter. (If you modify the experiment, provide the RRA with a copy of the modification approval letter.)

GuSH Research funds

GuSH Research Funding is a source of small research grant funds provided by the Graduate Student Assembly and the Provost's Office and managed by the Graduate Education Office.

Students can find more information about the application process and deadlines at:
www.cmu.edu/graduate/professional-development/research-funding/index.html

Resources and Regulations Governing Research at Carnegie Mellon

- Office of Sponsored Programs
<http://www.cmu.edu/osp/>
- Office of Research Integrity & Compliance (ORIC)
<http://www.cmu.edu/research-compliance/index.html>
- Intellectual Property Policy
<http://www.cmu.edu/policies/administrative-and-governance/intellectual-property.html>
- Policy on Restricted Research
<http://www.cmu.edu/policies/research/restricted-research.html>
- Human Subjects in Research Policy-
<http://www.cmu.edu/policies/research/human-subjects-in-research.html>

Graduate Certification Process and Degree Title

The psychology department offers two types of PhD Degrees

- I. Doctor of Philosophy in Psychology
- II. Doctor of Philosophy in Cognitive Neuroscience.

Master of Science Degree Requirements:

We do not offer a terminal Masters Degree in Psychology, but one can be obtained along the way of the PhD degree. The following requirements must be completed in order to receive a Master of Science Degree in the Psychology Department:

- Completion of a “publishable quality” research paper, although it need not be published. This decision is to be made by the student’s committee.
- Successful completion of the first/second year course requirements.
- All Masters Degrees must be filed with the Graduate Program Manager.

University Leaves

Leave of Absence (University process and/or departmental process): Any student who wishes to take a leave of absence or return from a leave of absence must consult with the graduate program director and the Graduate Program Manager. The student will be informed of the process to take or return from a leave of absence from the program during this discussion.

Please see the University policies for taking a leave of absence
<https://www.cmu.edu/hub/registrar/leaves-and-withdrawals/>

Program Withdrawal: Any student who wishes to withdraw must consult with the graduate program director, the graduate student manager and the department head. The student will be informed of the process to withdraw from the program during this discussion. Withdrawal from the program indicates that the student has no intention of returning.

Please see the University policies for withdrawal <https://www.cmu.edu/hub/registrar/leaves-and-withdrawals/>

Additional Department Policies/Protocols

University Resources for Graduate Students

University resources for graduate students are described in University documents here:
www.cmu.edu/graduate.

Assistance for Individuals with Disabilities

<http://www.cmu.edu/education-office/disability-resources/>

The Office of Disability Resources at Carnegie Mellon University has a continued mission to provide physical and programmatic campus access to all events and information within the Carnegie Mellon community. We work to ensure that qualified individuals receive reasonable accommodations as guaranteed by the Americans with Disabilities Act (ADA) and Sections 503 and 504 of the Rehabilitation Act of 1973. Students who would like to receive accommodations can begin the process through [Disability Resources secure online portal](#) or email access@andrew.cmu.edu to begin the interactive accommodation process.

Students with physical, sensory, cognitive, or emotional disabilities are encouraged to self-identify with the Office of Disability Resources and request needed accommodations. Any questions about the process can be directed to access@andrew.cmu.edu, or call (412) 268-6121.

Summary of Graduate Student Appeal and Grievance Procedures

<https://www.cmu.edu/graduate/policies/appeal-grievance-procedures.html>.

Graduate students will find the Summary of Graduate Student Appeal and Grievance Procedures on the Graduate Education Resource webpage. This document summarizes processes available to graduate students who seek review of academic and non-academic issues. Generally, graduate students are expected to seek informal resolution of all concerns within the applicable department, unit or program before invoking formal processes. When an

informal resolution cannot be reached, however, a graduate student who seeks further review of the matter is to follow the formal procedures outlined here. These appeal and grievance procedures shall apply to students in all graduate programs of the University. Students should refer to the department specific information in this handbook for department and college information about the administration and academic policies of the program.

Process for Appealing Final Grades

<https://www.cmu.edu/student-affairs/theword/academic/appeal-of-grades-and-academic-actions.html>

Final grades will be changed only in exceptional circumstances and only with the approval of the instructor and the department, unit, or program. Grading is a matter of sound discretion of the instructor, and final grades are rarely changed without the consent of the instructor who assigned the grade. The following circumstances are the unusual exceptions that may warrant a grade appeal: (a) the final grade assigned for a course is based on manifest error (e.g., a clear error such as arithmetic error in computing a grade or failure to grade one of the answers on an exam) or (b) the faculty or staff member who assigned the grade did so in violation of a University policy.

Safeguarding Educational Equity: Policy Against Sexual Harassment and Sexual Assault

Sexual harassment and sexual assault are prohibited by CMU, as is retaliation for having brought forward a concern or allegation in good faith. The policy can be viewed in its entirety at: http://www.cmu.edu/policies/documents/SA_SH.htm. If you believe you have been impacted by any of these issues, you are encouraged to make contact with any of the following resources:

- Office of Title IX Initiatives, <http://www.cmu.edu/title-ix/>, 412-268-7125
- Sexual Harassment Advisors, found in appendix A of the Policy Against Sexual Harassment and Sexual Assault
- Survivor Support Network, found in appendix A of the Policy Against Sexual Harassment and Sexual Assault
- Sexual Harassment Process and Title IX Coordinators, found in section II of the Policy Against Sexual Harassment and Sexual Assault
- University Police, 412-268-2323
- University Health Services, 412-268-2157
- Counseling & Psychological Services, 412-268-2922

Graduate Student Concerns

If at any time during the program, you have concerns, you should feel free to discuss them with your advisor, your committee members, the Graduate Director, and/or the Graduate Program Manager. If your concerns are of such a nature that you do not feel comfortable with this procedure, the department selects a graduate student each year to serve as a GrAdvocate. You

can share your concerns with this person and ask that this person represent your concerns to the Graduate Director and graduate committee.

Childbirth/Maternity Accommodation Protocol

<http://www.cmu.edu/graduate/programs-services/maternity-accommodation-protocol.html>

Students whose anticipated delivery date is during the course of the semester may consider taking time away from their coursework and/or research responsibilities. All female students who give birth to a child while engaged in coursework or research are eligible to take either a short-term absence or formal leave of absence. Students in course work should consider either working with their course instructor to receive incomplete grades or elect to drop to part-time status or to take a semester leave of absence. Students engaged in research must work with their faculty to develop plans for the research for the time they are away.

Students are encouraged to consult with relevant university faculty and staff as soon as possible as they begin making plans regarding time away. Students must contact the Office of the Dean of Student Affairs to register for Maternity Accommodations. Students will complete an information form and meet with a member of the Dean's Office staff to determine resources and procedures appropriate for the individual student. Planning for the student's discussion with her academic contact(s) (advisor, associate dean, etc.) will be reviewed during this meeting. Doctoral students who receive an academic stipend funded by Carnegie Mellon are eligible to continue to receive stipend funding for up to six (6) weeks during a Short-Term Maternity Accommodation or a Formal Leave of Absence. Continued academic stipend funding may be extended by two (2) weeks, for a total of eight (8) weeks, if an absence longer than six weeks is medically necessary. To receive this support students must be registered with the Office of the Dean of Student Affairs for a Maternity Accommodation.

Consensual Intimate Relationship Policy Regarding Undergraduate Students

<https://www.cmu.edu/policies/student-and-student-life/consensual-relationships.html>

This policy addresses the circumstances in which romantic, sexual or amorous relationships/interactions with undergraduate students, even if consensual, are inappropriate and prohibited. The purpose of this policy is to assure healthy professional relationships. This policy is not intended to discourage consensual intimate relationships unless there is a conflicting professional relationship in which one party has authority over the other as in the policy.

Change of Address

Students are encouraged to keep their current local address up to date in SIO and in the [workday system](#)/payroll.

"Grandfather" Policy

The inclusion of this section in the department graduate student handbook is vital. It is important to be transparent and clear to avoid future conflict. It is imperative that graduate students understand that the information about degree attainment and departmental and/or college policies and protocols are binding. At the same time, degree attainment criteria change and departmental and/or college policies and protocols are updated. It is important to be explicit with graduate students about the criteria, policies, and protocols that they will complete and/or follow in order to successfully graduate.

Vacations and Time-Off

Students with graduate assistantships are expected to continue with their research during academic breaks (including Summer months) with the exception of official University holidays*. Paid time off for personal business or vacations generally is not included as part of a graduate's financial support. A supported graduate student who wants to take a short break (up to ten days) must get approval for that break from his/her advisor and, if required by the terms of the student's support package, must make up the work. Supported graduate students wishing to take longer periods of personal time off must do so without financial support and must receive approval from their advisor at least five weeks prior to the requested time off. The advisor will notify the Department's Business Office of any such arrangements so that an appropriate adjustment in the student's support package can be processed.

*University Holidays:

- New Year's Day
- Martin Luther King Day
- Memorial Day
- Juneteeth
- Independence Day
- Labor Day
- Thanksgiving Day
- Day After Thanksgiving
- Day Before Christmas
- Christmas Day
- Day Before New Year's Day

Employment Eligibility Verification

If you are receiving a stipend, are a TA or are you planning to have a position with CMU then Employment Eligibility Verification is Required.

Form I-9 must be completed within 3 business days of beginning work for any type of compensation (stipend or employment). Additional details are highlighted below.

To ensure compliance with federal law, Carnegie Mellon University maintains the [Employment Eligibility Verification \(I-9\) Policy \[pdf\]](#) covering the university's I-9 and E-Verify requirements:

- Every individual receiving a stipend from CMU or employed by CMU must comply with the I-9 Policy by completing the Form I-9 within three business days following the first day of stipend start date/employment.
- Individuals who expect to work on a federally funded project are further responsible for submitting an E-Verify Processing Request Form to the Office of Human Resources if required.

For more information, please see CMU's [Guidance for Completing the Form I-9 and E-Verify Requirements at CMU \[pdf\]](#), or visit the Human Resources Service website to [learn more about Form I-9 and E-Verify](#) and to [schedule an appointment to complete the Form I-9.](#)"

University Financial Aid

Graduate students should consult the graduate student financial aid information found on The HUB website: <http://www.cmu.edu/sfs/financial-aid/graduate/index.html>. Students will find the Graduate Financial Aid Guide, information about funding options and how to apply for financial aid and other helpful links.

Graduate students who find themselves in need of immediate funds for emergency situations should contact the Office of the Dean of Student Affairs (see Appendix A), www.cmu.edu/student-affairs/index.html, to inquire about an Emergency Student Loan.

Appendix A

Office of Graduate and Postdoc Affairs

www.cmu.edu/graduate; grad-ed@cmu.edu

The Office of Graduate and Postdoc Affairs provides central support for all masters and doctoral students as well as academic programs, with a focus on supporting graduate student success at Carnegie Mellon.

Examples of resources offered through the Office of Graduate and Postdoc Affairs include, but are not limited to:

- Website with university resources, contact information for CMU programs and services, calendar of events related to graduate students
- Bi-monthly newsletter to all graduate students with information on activities, resources and opportunities
- Professional Development Seminars and Workshops
- GSA/Provost Conference Funding Grants
- GSA/Provost Small Research Grants (GuSH)
- Consultations on issues related to the graduate student experience

The Office of Graduate and Postdoc Affairs also works with the colleges and departments by informing and assisting in developing policy and procedures relevant to graduate students and working with departments on issues related to graduate students. Additionally, we partner with many other offices and organizations, such as the Graduate Student Assembly, to support the holistic graduate student educational experience.

Office of the Dean of Students

<https://www.cmu.edu/student-affairs/dean>

The Office of the Dean of Students provides central leadership of the metacurricular experience at Carnegie Mellon including the coordination of student support. Vice President of Student Affairs and Dean of Students, Gina Casalegno, leads the Division of Student Affairs, which includes the offices and departments listed below (not an exhaustive list).

Graduate students will find the enrollment information for Domestic Partner Registration and Maternity Accommodations in the Office of the Dean of Students or on their website. This Office also manages the Student Emergency Support Funding process. There are three forms of support funding for enrolled students: emergency student loans, maternity loans, and the Tartan Emergency Support Fund. These funds are made available through generous gifts of alumni and friends of the university as well as support from student organizations, Undergraduate Student Senate, and the Graduate Student Assembly. Students will be provided with additional information about the various types of funding during a consultation meeting with a member of the Dean of Students team. Tuition costs are not eligible for Student

Emergency Support Funding.

Additional resources for graduate students include College Liaisons and the Student Support Resources team. College Liaisons are senior members of the Division of Student Affairs who work with departments and colleges addressing student concerns across a wide range of issues. College Liaisons are identified on the student SIO page in the Important Contacts list. The Student Support Resources team offers an additional level of support for students who are navigating any of a wide range of life events. Student Support Resources staff members work in partnership with campus and community resources to provide coordination of care and support appropriate to each student's situation.

The Division of Student Affairs includes (not an exhaustive list):

- Athletics, Physical Education and Recreation
- Career and Professional Development Center (CPDC)
- Center for Student Diversity and Inclusion
- Cohon University Center
- Counseling & Psychological Services (CaPS)
- Dining Services
- Office of Community Standards and Integrity (OCSI)
- Office of Student Leadership, Involvement, and Civic Engagement (SLICE)
- University Health Services (UHS)
- Wellness Initiatives

Center for Student Diversity & Inclusion

<https://www.cmu.edu/student-diversity/>

Diversity and inclusion have a singular place among the values of Carnegie Mellon University. The Center for Student Diversity & Inclusion actively cultivates a strong, diverse and inclusive community capable of living out these values and advancing research, creativity, learning and development that changes the world.

The Center offers resources to enhance an inclusive and transformative student experience in dimensions such as access, success, campus climate and intergroup dialogue. Additionally, the Center supports and connects historically underrepresented students and those who are first in their family to attend college in a setting where students' differences and talents are appreciated and reinforced, both at the graduate and undergraduate level. Initiatives coordinated by the Center include, but are not limited to:

- First generation/first in family to attend college programs
- LGBTQ+ Initiatives
- Race and ethnically focused programs, including Inter-University Graduate Students of Color Series (SOC) and PhD SOC Network
- Women's empowerment programs, including Graduate Women's Gatherings (GWGs)
- Transgender and non-binary student programs

Assistance for Individuals with Disabilities

<http://www.cmu.edu/education-office/disability-resources/>

The Office of Disability Resources at Carnegie Mellon University has a continued mission to provide physical, digital, and programmatic access to ensure that students with disabilities have equal access to their educational experience. We work to ensure that qualified individuals receive reasonable accommodations as guaranteed by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students who would like to receive accommodations can begin the process through [Disability Resources' secure online portal](#) or email access@andrew.cmu.edu to begin the interactive accommodation process.

Students with physical, sensory, cognitive, or emotional disabilities are encouraged to self-identify with the Office of Disability Resources and request needed accommodations. Any questions about the process can be directed to access@andrew.cmu.edu, or call (412) 268-6121.

Eberly Center for Teaching Excellence & Educational Innovation

www.cmu.edu/teaching

Support for graduate students who are or will be teaching is provided in many departments and centrally by the Eberly Center for Teaching Excellence & Educational Innovation. The Eberly Center offers activities for current and prospective teaching assistants as well as any graduate students who wish to prepare for the teaching component of an academic career. The Center also assists departments in creating and conducting programs to meet the specific needs of students in their programs. Specific information about Eberly Center support for graduate students is found at www.cmu.edu/teaching/graduatestudentsupport/index.html.

Carnegie Mellon Ethics Hotline

The health, safety and well-being of the university community are top priorities at Carnegie Mellon University. CMU provides a hotline that all members of the university community should use to confidentially report suspected unethical activity relating to financial matters, academic and student life, human relations, health and campus safety or research.

Students, faculty and staff can anonymously file a report by calling 877-700-7050 or visiting www.reportit.net (user name: tartans; password: plaid). All submissions are reported to appropriate university personnel.

The hotline is NOT an emergency service. For emergencies, call University Police at 412-268-2323.

Policy Against Retaliation

It is the policy of Carnegie Mellon University to protect from retaliation any individual who makes a good faith report of a suspected violation of any applicable law or regulation,

university policy or procedure, any contractual obligation of the university, and any report made pursuant to the Carnegie Mellon University Code of Business Ethics and Conduct. Additional details regarding the Policy Against Retaliation are available at <https://www.cmu.edu/policies/administrative-and-governance/whistleblower.html>

Consumer Information

Carnegie Mellon University suggests that all current and prospective students be informed consumers. Please see this link for detailed consumer information: <https://www.cmu.edu/hub/consumer-information/>

Graduate Student Assembly

www.cmu.edu/stugov/gsa/index.html

The Carnegie Mellon Student Government consists of an Executive Branch and a Legislative Branch. This is the core of traditional student government, as governed by the Student Body Constitution. The Executive Branch serves the entire student body, graduate and undergraduate, and consists of one president and four vice-presidents. The Legislative Branch for graduate students, The Graduate Student Assembly (GSA) passes legislation, allocates student activities funding, advocates for legislative action locally and in Washington D.C. on behalf of graduate student issues and needs, and otherwise acts on behalf of all graduate student interests. GSA also contributes a significant amount of funding for conferences and research, available to graduate students through application processes managed by the Office of the Assistant Vice Provost for Graduate Education. GSA also plans various social opportunities for graduate students and maintains a website of graduate student resources on and off-campus, <http://www.cmu.edu/stugov/gsa/resources/index.html>. Each department has representation on GSA and receives funding directly from GSA's use of the student activities fee for departmental activities for graduate students. The department rep(s) is the main avenue of graduate student representation of and information back to the graduate students in the department.

Office of International Education (OIE)

<http://www.cmu.edu/oie/>

Carnegie Mellon hosts international graduate and undergraduate students who come from more than 90 countries. Office of International Education (OIE) is the liaison to the University for all non-immigrant students and scholars. OIE provides many services including: advising on personal, immigration, academic, social and acculturation issues; presenting programs of interest such as international career workshops, tax workshops, and cross-cultural and immigration workshops; maintaining a resource library that includes information on cultural adjustment, international education and statistics on international students in the United States; posting pertinent information to students through email and the OIE website, and conducting orientation programs.

Veterans and Military Community

<http://www.cmu.edu/veterans/>

Military veterans are a vital part of the Carnegie Mellon University community. Graduate

students can find information on applying veteran education benefits, campus services, veteran's groups at CMU, non-educational resources and international military service information through the Veterans and Military Community website. There are also links and connections to veteran resource in the Pittsburgh community. The ROTC and Veteran Affairs Coordinator can be reached at uro-vaedbenefits@andrew.cmu.edu or 412-268-8747.

Key Offices for Academic & Research Support

Computing and Information Resources

www.cmu.edu/computing

Computing Services provides a comprehensive computing environment at Carnegie Mellon. Graduate students should seek Computing Services for information and assistance with your Andrew account, network access, computing off-campus, campus licensed software, email, calendar, mobile devices, computer security, cluster services and printing. Computing Services can be reached at it-help@cmu.edu.

The Carnegie Mellon Computing Policy establishes guidelines and expectations for the use of computing, telephone and information resources on campus. The policy is supported by a number of guidelines graduate students should know. The policy and guidelines are available at: www.cmu.edu/computing/guideline/index.html.

Student Academic Success Center

<https://www.cmu.edu/student-success/>

Student Academic Support Programs

Tartan Scholars

- The Tartan Scholars program was created to provide support for limited resourced students through an intentional first year undergraduate experience with the goals of enhancing the cohort's skill and community building through a lens of self-authorship, growth mindset, and a sense of belonging. As part of the Student Academic Success Center, Tartan Scholars are invited to join the University and participate in summer initiatives and pre-orientation activities prior to their first year at the University.
- There are opportunities for graduate students to serve as accountability, learning, or development partners, workshop facilitators, and presenters. Contact Diane Hightower at ddhight@andrew.cmu.edu for more details.

Learning Support

- **Supplemental Instruction:** Supplemental Instruction (SI) is an academic support model that utilizes peer-assisted study sessions. The SI program provides regularly scheduled review sessions on course materials outside the classroom. SI is a non-remedial approach to learning as the program targets high-risk courses and is available in select courses based on data related to past student performance and feasibility.
- **Peer Tutoring:** Weekly Tutoring Appointments are offered in a one-on-one and small

group format to students from any discipline who need assistance with a course that may not be supported by our other services. Weekly appointments give students the opportunity to interact regularly with the same tutor to facilitate deeper understanding of concepts. Students can register online through the Student Academic Success website.

- **Academic Coaching:** Academic Coaching provides holistic one-on-one peer support and group workshops to help students find and implement their conditions for success. We assist students in improving time management, productive habits, organization, stress management, and study skills. Students will request support through the Academic Success Center website and attend in-person meetings or meet using video and audio conferencing technology to provide all students with support.

- **“Just in Time” Workshops:** The Student Academic Success team is available to partner with instructors and departments to identify skills or concepts that would benefit from supplemental offerings (workshops, boot camps) to support students’ academic success and learning. We are eager to help convene and coordinate outside of the classroom skill-building opportunities that can be open to any student interested in building skill or reinforcing course concept mastery.

- **Study Partners:** Support for students to create and benefit from their own study groups: The Student Academic Success team assists students in forming and benefiting from peer study groups, whereby all students can reap the benefits of peer-to-peer learning, student agency, and collaboration skill development. Staff from the Student Academic Success Center will be made available to instructors and students to assist with the formation of peer-led study groups. This level of support is open to any course in which the instructor requests or agrees such support is appropriate and students are interested in both leading and participating.

Language and Cross-cultural Support

More than 60% of graduate students at Carnegie Mellon are international students, and others are nonnative speakers of English who have attended high school or undergraduate programs in the US. Many of these students want to hone their language and cross-cultural skills for academic and professional success. Students can choose from sessions on:

- how to give a strong presentation,
- writing academic emails,
- expectations and strategies for clear academic writing,
- how to talk about yourself as a professional in the U.S.,
- developing clearer pronunciation,
- using accurate grammar,
- building fluency, and more.
- Students can make an appointment with a Language Development Specialist to get individualized coaching on language or cross-cultural issues.

The Student Academic Success Center is also charged with certifying the language of International Teaching Assistants (ITAs), ensuring that nonnative English speakers have the

language proficiency needed to succeed as teaching assistants in the Carnegie Mellon classroom. Students preparing to do an ITA Certification should plan to take classes offered by the language support team at the SASC from the beginning of their first semester. Start by contacting the language support team at the SASC website or attend a Language Support Orientation at the SASC or in your department.

University Libraries

www.library.cmu.edu

The University Libraries offers a wide range of information resources and services supporting graduate students in coursework, research, teaching, and publishing. The library licenses and purchases books, journals, media and other needed materials in various formats. Library liaisons, consultants and information specialists provide in-depth and professional assistance and advice in all-things information - including locating and obtaining specific resources, providing specialized research support, advanced training in the use and management of data. Sign up for workshops and hands-on topic-specific sessions such as data visualization with Tableau, cleaning data with OpenRefine, and getting started with Zotero. Weekly drop-in hours for Digital Humanities and for Research Data Research Management are scheduled during the academic year. Start at the library home page to find the books, journals and databases you need; to identify and reach out to the library liaison in your field; to sign up for scheduled workshops; and to connect with consultants in scholarly publishing, research data management, and digital humanities.

Research at CMU

www.cmu.edu/research/index.shtml

The primary purpose of research at the university is the advancement of knowledge in all fields in which the university is active. Research is regarded as one of the university's major contributions to society and as an essential element in education, particularly at the graduate level and in faculty development. Research activities are governed by several university policies. Guidance and more general information are found by visiting the Research at Carnegie Mellon website.

Office of Research Integrity & Compliance

www.cmu.edu/research-compliance/index.html

The Office of Research Integrity & Compliance (ORIC) is designed to support research at Carnegie Mellon University. The staff work with researchers to ensure research is conducted with integrity and in accordance with federal and Pennsylvania regulation. ORIC assists researchers with human subject research, conflicts of interest, responsible conduct of research, export controls, intellectual property rights and regulations, and institutional animal care & use. ORIC also consults on, advises about and handles allegations of research misconduct.

Key Offices for Health, Wellness & Safety

Counseling & Psychological Services

<https://www.cmu.edu/counseling/>

Counseling & Psychological Services (CaPS) affords the opportunity for students to talk privately about issues that are significant for them in a safe, confidential setting. Students sometimes feel confused about why they are feeling upset and perhaps confused about how to deal with it. An initial consultation with a CaPS therapist will clarify options and provide a recommendation to the appropriate mental health resource at Carnegie Mellon or the larger Pittsburgh community. CaPS services are provided at no cost. Appointments can be made in person or by telephone, 412-268-2922.

Health Services

www.cmu.edu/HealthServices/

University Health Services (UHS) is staffed by physicians, advanced practice clinicians and registered nurses who provide general medical care, allergy injections, first aid, gynecological care and contraception as well as on-site pharmaceuticals. The CMU student insurance plan covers most visit fees to see the physicians and advanced practice clinicians & nurse visits. Fees for prescription medications, laboratory tests, diagnostic procedures and referral to the emergency room or specialists are the student's responsibility and students should review the UHS website and their insurance plan for detailed information about the university health insurance requirement.

UHS also has a registered dietician and health promotion specialists on staff to assist students in addressing nutrition, drug and alcohol and other healthy lifestyle issues. In addition to providing direct health care, UHS administers the Student Health Insurance Program. The Student Health Insurance plan offers a high level of coverage in a wide network of health care providers and hospitals. Graduate students should contact UHS to discuss options for health insurance for spouses, domestic partners and dependents. Appointments can be made by visiting UHS's website or by telephone, 412-268-2157.

Campus Wellness

<https://www.cmu.edu/wellness/>

At Carnegie Mellon, we believe our individual and collective well-being is rooted in healthy connections to each other and to campus resources. The university provides a wide variety of wellness, mindfulness and connectedness initiatives and resources designed to help students thrive inside and outside the classroom. The BeWell@CMU e-newsletter seeks to be a comprehensive resource for CMU regarding all wellness-inspired events, announcements and professional and personal development opportunities. Sign up for the Be Well monthly newsletter via <https://bit.ly/BeWellNewsletter> or by contacting the Program Director for Student Affairs Wellness Initiatives, at alusk@andrew.cmu.edu.

Religious and Spiritual Life Initiatives (RSLI)

www.cmu.edu/student-affairs/spirituality

Carnegie Mellon is committed to the holistic growth of our students, including creating opportunities for spiritual and religious practice and exploration. We have relationships with local houses of worship from various traditions and many of these groups are members of CMU's Council of Religious Advisors. We also offer programs and initiatives that cross

traditional religious boundaries in order to increase knowledge of and appreciation for the full diversity of the worldview traditions. Our RSLI staff are here to support students across the spectrum of religious and spiritual practice and would be more than happy to help you make a connection into a community of faith during your time at CMU.

University Police

<http://www.cmu.edu/police/>

412-268-2323 (emergency only), 412-268-6232 (non-emergency)

The University Police Department is located at 300 South Craig Street (entrance is on Filmore Street). The department's services include police patrols and call response, criminal investigations, fixed officer and foot officer patrols, event security, and crime prevention and education programming as well as bicycle and laptop registration. Visit the department's website for additional information about the staff, emergency phone locations, crime prevention, lost and found, fingerprint services, and annual statistic reports.

Carnegie Mellon University publishes an annual campus security and fire safety report describing the university's security, alcohol and drug, sexual assault, and fire safety policies and containing statistics about the number and type of crimes committed on the campus and the number and cause of fires in campus residence facilities during the preceding three years. Graduate students can obtain a copy by contacting the University Police Department at 412-268-6232. The annual security and fire safety report is also available online at

<https://www.cmu.edu/police/annualreports/>.

Shuttle and Escort Services

Parking and Transportation coordinates the Shuttle Service and Escort Service provided for CMU students, faculty, and community. The [Shuttle & Escort website](#) has full information about these services, stops, routes, tracking and schedules.

The WORD

<http://www.cmu.edu/student-affairs/theword/>

The WORD is Carnegie Mellon University's student handbook and serves as the foundation for the department (and sometimes college) handbook. The WORD contains university-wide academic policy information and resources, community policies and resources, and describes the university level procedures used to review possible violations of these standards. It is designed to provide all students with the tools, guidance, and insights to help you achieve your full potential as a member of the Carnegie Mellon community. Information about the following is included in The WORD (not an exhaustive list) and graduate students are encouraged to bookmark this site and refer to it often. University policies can also be found in full text at: <http://www.cmu.edu/policies/>.

Appendix B

Joint Program with Social and Decision Sciences

The joint program between the Psychology Department and Department of Social and Decision Sciences draws on insights from psychology and economics to provide a descriptively realistic picture of human decision-making. The program combines ideas from economics about purposeful and directed decision making with those from psychology that recognize the influence of social, cognitive, and emotional factors on such choices. Graduates from the program are prepared for academic positions in business, economics and psychology, as well as leading positions in industry and research.

SDS students who are also completing a degree in Psychology will:

- Take all 3 psychology core courses (social, cognitive, developmental)
 - 85-705: Social Core
 - 85-710: Developmental Core
 - 85-706: Cognitive Core
- Recommended (but not required) to take 85-732: Data Science Approaches for Psychology
- TA for one psychology course (85-794: Teaching Practicum)
- Include a committee member from Psychology

Also note that:

- SDS second year research paper is equivalent to the first year and second year psychology paper requirements.
- SDS qualifying exams replaces the third year literature review in psychology.

Psychology students who are also completing a degree in SDS will:

- Take the SDS Judgment course
- Take the SDS Decision Making course
- Have a committee member from SDS
- Pass SDS qualifying exams

It is the intention that students in the joint program should attend colloquia in Psychology and SDS.