Department of Psychology
Graduate Handbook

Psychology Ph.D. Degree Program

Last revision date 7/19/2018

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Welcome

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 psychology and cognitive neuroscience, developmental, personality, social, health, and educational psychology. A common thread that unites all of these apparently diverse areas is a deep and fundamental commitment to theoretical and empirical rigor and a focus on psychological mechanisms, as well as potential and actual application. This department remains committed to research excellence and to continuing 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 experience of teaching in a university setting. The graduate program is based on a mentorship model whereby students work closely with one faculty member. Additional advising is available from the student's committee members as well as other relevant faculty in or outside of the department.

Students are required to take 11 courses while they are enrolled in the program. They are also required to write one research paper by the end of the 1st as well as 2nd year of study, a literature review paper by the end of the 3rd year of study, and a dissertation proposal and dissertation 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 class. Opportunities also exist to teach a course independently for those students who want such an experience.

Degrees Offered

We admit only students intending to complete our Ph.D. program. As such, the Psychology department does not have a Master's program per se. Students who have completed the necessary requirements for the first two years may apply to receive a Master of Science degree. Students who wish to apply for the Master of Science degree should contact the Graduate Student Coordinator. Note that there is no formal transition between the first two years and the subsequent years and that there are no qualifying exams for the Ph.D. program.

Graduate Student Handbook

This handbook is a resource for Psychology graduate students enrolled in the Ph.D. program. It is intended to serve as a guide to provide students with all the information they will need as they move through the program. This includes, among other things, 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 student coordinator if they have additional questions or require clarification about any of the information herein. A requirement can be excused or replaced with an alternative by the Graduate Education Committee in order to recognize overlap with previous training or to tailor the program to a student's specific training needs. Such changes, however, are the exception and can only be made in response to a petition submitted by the student and approved by his/her advisor and committee.

While this handbook is specific to the academic experience in the Psychology department, there are several other resources and offices that graduate students are encouraged to consult during their tenure at Carnegie Mellon University.

If a student requires a hard copy of this handbook, please contact the Graduate Program Manager.

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 Website: https://www.cmu.edu/student-affairs/ocsi/academic-integrity/index.html
- University Policies Website: www.cmu.edu/policies/
- Graduate Education Website: http://www.cmu.edu/graduate/policies/index.html

Please see Appendix A for additional information about The Word and University resources.

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 vice president for campus affairs, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213, telephone 412-268-2056.

Obtain general information about Carnegie Mellon University by calling 412-268-2000.

The Statement of Assurance can also be found on-line at:
https://www.cmu.edu/policies/administrative-and-governance/statement-of-assurance.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:
http://www.cmu.edu/student-affairs/theword/code.html.

Departmental Resources

Department Personnel

This section is used to identify key people who graduate students should know and might need to interact with at some point throughout 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
- Graduate Student Department/College Ombudsman
    - Dr. Vicki Helgeson
    - Additionally, students may confer with the university graduate student ombudsman, Dr. Suzie Laurich-McIntyre, slaurichmcintyre@cmu.edu, on issues of process or other concerns as they navigate conflicts. Dr. Suzie Laurich-McIntyre is the Assistant Vice Provost for Graduate Education.
- Faculty: Please visit the following URL: http://www.psy.cmu.edu/people/faculty.html
- Psychology Department Office location: Baker Hall 346
- Department Graduate Program Office: Baker Hall 332-D
- Department Graduate Program Office phone number: (412) 268-6026
- Other Staff Graduate Students May Work With
    - Kathy Majors-Business Manager
    - Tisha Frisoli- Assistant Business Manager
    - Becky Finkel- Department Receptionist / Facilities Coordinator
    - Emilie O' Leary- Undergraduate Program Coordinator
    - Ginger Placone- Administrative Assistant (Department Head Assistant)
    - Rochelle Croom- Administrative Assistant (Transaction Processing)
    - Terri Jones- Davis- Administrative Assistant (Human Subject & Contractual agreements)
    - Emily Christian-Michaels- Research Administrator
    - Jim Hawthorne- Computing Support
    - Nick Pegg- Computer Support

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.

- Psychology Grad BBoard – http://www.psy.cmu.edu/~psygrads/.

- 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 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 have access to. 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 the doors for them. 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 are lost, the loss must be reported to the Department Receptionist as soon as possible. When the graduate student leaves the department, he or she must turn in all department keys to the Department Receptionist or Assistant Business Manager.

- Purchasing and Reimbursement Procedures and Policies—Please ask Business Manager for updated College & Department reimbursement Policies.

- 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.

- Department Graduate Student Representatives: The department has a graduate student committee that is comprised of at least one student from each year. Students can choose to be on this committee as one of their services to the department (see below for more information about department service). The committee meets once a semester and on an as needed basis by the department and/or graduate students.

Degree Attainment

General Points

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 typical full-time, graduate course load during each term would consist of 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

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.

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 the October 15.

There is flexibility in the kind of relationship a student has with his or her advisor. Some students work more closely with their advisors than any other faculty member, and some students work more closely with another faculty member on a particular research project. A

few students 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 coordinator and the Graduate Director of studies who has advising privileges for Psychology graduates.

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 Director of Graduate Studies is required if a student's committee totals more than 3 faculty (other than the advisor/co-advisors).

Open Enrollment Period for selecting committee members

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 Director of Graduate Studies to notify them of the change. Students may also wish to take someone off their committee at this time.

Directed Research

During a student's first two years, he or she 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 his or her advisor to formulate a set of reasonable goals, plans, and criteria for success in conducting directed research each semester.

Program Overview Year-By-Year

Year 1:

The student takes an orientation course, one or two core courses (depending on availability), and a statistics or methods course. The student chooses an advisor and committee. The advisor should be identified by October 15 of the first year of the program, and the committee should be identified by October 31. A first-year research project is conducted. The student participates in a Presentation Course in the spring to prepare for the first year brown bag. Results are presented in a brown bag at the end of the spring semester and written up for submission to the committee. The first year paper is completed and approved by the advisor and the committee by August 15th.

Year 2:

A second-year research project is completed, written-up, and presented in a brown bag at the end of the spring semester. The second year paper is completed and committee approved by August 15th. Coursework continues, usually two courses per semester. The student takes one or two core courses (depending on availability), a statistics course or a methods course, and participate in the first Teaching Practicum.

Year 3:

Coursework and research continue, as agreed upon by student and committee. The student continues the Teaching Practicum. A literature review paper is proposed, completed, and committee approved by August 15th. The dissertation topic is selected and presented formally to the student's committee if the student plans to graduate in four years.

Year 4 and Year 5
The dissertation topic is selected and presented formally to the student's committee**. The student completes the Teaching Practicum if not finished during the third year.** The dissertation is completed and defended. 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.

A Note on Professional Seminars

Professional seminars (60 to 90 minutes) will be held once a month on topics of interest to graduate students, ranging from writing challenges, applying for grants, non-academic pursuits, ethical issues in research, work/family balance, and the job application process. These seminars may be led by faculty members in the department or other professionals with appropriate expertise. First year students are required to attend these seminars. Other cohorts

of students can opt out if they have already attended the seminar on that specific topic. Students should feel free to suggest topics of interest.

A Note on Departmental Service

Note that during all years in the program, students will perform one departmental service. These jobs can change each year and are decided each summer during a meeting with the graduate director, the graduate student coordinator, and the graduate students. Department service includes attending faculty meetings, stocking the soda machine, acting on the teaching practicum committee, and helping to organize graduate visiting day.

Summer Requirements

Reading and research activity is expected in the summer as approved by the advisor and the committee.

The following sections outline each year in more detail:

First Year Project, Brown Bag & Paper:

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

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 ow, 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 what is important. In the first year, that 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:

Presenting the first year research to the department: First required public presentation.

At some point in the latter part of the spring semester (typically in early May), the student presents his or her first-year research project (or one project, should more have been accomplished) to the department in what is known as a "brown bag" presentation.

Students describe the project's rationale, results and implications in a 20-minute conference-like talk (20 minute presentation, 10 minutes for Q&A). They will also respond to questions from the faculty, post-docs, and other graduate students. Students write up the results from the project in the form of a journal article and have it approved by their committee by August 15th.

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 approved by your advisor and your committee by August 15th. This means that you should have given a draft of this paper to your advisor (most likely multiple drafts) considerably prior to this date, leaving time for him or her to comment upon it and for you to revise it 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 due.) Students distribute this paper to all members of their committee for feedback and evaluation.

Approval: Note that "approval" means that all the members of your committee (including your advisor) have read and provided comments on your paper and have given it a "pass" grade. 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. A paper based on the second year project needs to be approved by your advisor and your committee by August 15th.

Second Year Brown Bag:

Presenting the second year research to the department: Second required public 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 (20 minute presentation, 10 minutes 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 approved by your advisor and your committee by August 15th. This means that you should have given a draft of this paper to your advisor considerably prior to this date, leaving time for him or her to comment upon it and for you to revise it and submit to your 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.)

Third Year Paper- Literature Review Paper:

The student is required to write a review paper on a topic related to his or her 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 winter committee meeting during the 3rd year of residence (typically in December or early January). All committee members will read the final version of the paper.

The explicit purpose of the review paper is to broaden the student's knowledge of psychology. It is a requirement that the department instituted in preference to 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 approved by the student's advisor and all members of the committee by August 15th.

As already noted, 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 each student in consultation with his or her advisor. Some students may attempt a literature review in the style of *Psychological Bulletin*. Others may undertake a theoretical synthesis of an area of research or the definition of a new research issue or question. Still others may take 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.

Dissertation Proposal:

There are two main constituents for the dissertation proposal. The first is a written document in the format of an NIH RO3 grant. This document should be no more than 6 single-spaced pages, and should outline the significance, innovation, and approach that the student will take toward their dissertation research. A link to an example of such a grant can be found here: http://www.psy.cmu.edu/home/programs/proposalexample.pdf. Students should feel free to ask their advisor or the Director of Graduate Studies for additional examples of RO3 grants. The student may present drafts of the proposal to the committee prior to sending them the final version.

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 talk at least two weeks after they have sent the written document to the committee in order to present the proposed dissertation topic to the committee and other members of the department. This presentation typically occurs during the spring or summer of the third year thereby 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 specific research projects included in the dissertation will provide skill in planning, designing, analyzing, writing-up and presenting research. The research should allow students to develop expert-level knowledge about one or more specific areas. Presentation of the dissertation proposal takes the place of the brown-bag presentations that were required in the first two years. 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.

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.

Fourth and Fifth year

Dissertation:

The dissertation 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. Each student should discuss with her or his 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 Coordinator. A student's defense should be scheduled in the first few weeks of a semester. 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 passed on to the committee. A copy of the dissertation is also made 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 sent the written document to the committee in order to present the research contained in the dissertation to the committee and other members of the department. The talk should be approximately 30-45 minutes. Following the talk, students will be questioned about the dissertation and the research first by the committee members, then by other faculty that are present, and finally by anyone else in the audience. Following the question and answer session, everyone except the committee and any other faculty members who are interested will be asked to leave the room, and 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. The meeting should be scheduled for 120 minutes total.

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.

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 Student Coordinator will explain the next formal steps to complete the Ph.D. process, including binding the dissertation into the approved format.

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 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 the student's 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.

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. (Those dates are announced at the start of each academic year.) During these meetings, the 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.

Student Evaluation

Students are required to complete a summary of their activities—including research, teaching, TAing, presenting at conferences, and so on—three times a year. The summary is to 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 present this information at the committee meeting.

At the end of each semester, 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 faculty program director. This meeting serves to monitor the student/advisor relationship and to assure that the students are treated equitably in the evaluation process. The meeting also serves to bring to the faculty's attention failures to meet formal requirements, and it allows faculty to determine whether the student is progressing adequately in research activity.

Students will be notified about the evaluation meeting date. By the date of the meeting, students must have filed with the Graduate Program Manager all appropriate documents. These documents include identification of advisor and committee (first year only), statement of committee meeting date(s) and brown bag date, list of completed courses, and summer plans and papers. The requirements (e.g., 1st year paper) must have been approved by the student's advisor and committee, and the summer plans must have been approved by the advisor and committee. For any requirement that is due by the meeting date but has not yet been met, the student must submit to the graduate program director a letter from his or her advisor that approves the delay. Delaying a requirement should be done only if the advisor and committee feel it is in the student's best interests. Delays should be of minimal length and should not be repeated. Note that failure to to comply with these regulations will lead to placement of the student on probation.

Each student is assigned a status based on their performance during the previous semester. The student's status is listed in the online system following the bi-yearly evaluation meeting. The student's status can fall under the following headings:

Good standing: A student has met all of the requirements stated in the graduate handbook. The student has also 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.

Good standing contingent on completion of X {e.g., 1st year paper, 2ⁿᵈ year paper, review paper}. Identical to "Good standing" but indicates that one of the previously mentioned requirements (e.g., 2ⁿᵈ year paper) has not been fulfilled. If the requirement is not completed by the end of the semester after which it is due, the student is automatically placed on probation (see below). Exceptions to this policy can only be made with the full approval of the student's committee and the psychology graduate committee.

With concerns: A student will be placed on "with concerns" status 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.

Probation: A student will be placed on "probation" status if she or he has not completed the necessary requirements as outlined in this document and/or has shown continued deficiencies over the course of more than one semester in specific areas or failed to be responsive to the student's committee suggestions and feedback. 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:

- a failure to meet with the committee or advisor
- 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.

The specific concerns of the committee will be outlined in the 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.

If a student is placed on "probation" status because they are a semester late with a requirement and fail to complete their requirement after an additional semester, they automatically will be dropped from the program. It is the student's and the advisor's responsibility to make sure that these requirements are completed within the specified timeframe.

In some cases, students' official status is "good standing," but the advisor and the committee members want to follow up on students' progress over the summer to make sure they remain in "good standing." In these cases, the advisor of such a student along with the graduate committee will meet in August (prior to the start of the semester) to evaluate the student's progress and status. The student, of course, will be notified about such plans.

Appeal Process

Should a student be dropped from the program, he or she 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 Renee Camerlengo (the College Liaison to H&SS graduate students in the Office of Student Affairs), or Suzie Laurich-McIntyre (Assistant Vice Provost for Graduate Education and graduate student ombudsman.).

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.

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.

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.

ABD & ABS Status- Students enter All But Dissertation (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). The department follows the university's rules regarding change of status. They can be found here (http://www.cmu.edu/es/forms/abd-process.pdf). Students are required to move to ABD once they have successfully completed all of their coursework and the requirements of the 1st, 2nd, and 3rd year. This means that students should enter ABD status after they have completed their 3rd year review paper and it has been approved by the committee—assuming all other program requirements (including TAships) have been completed. Note that students may be enrolled in the program for a maximum of 10 years to completion—assuming good standing in the program.

Students are expected to enter ABD status no later than the start of their 5th academic year. Students should discuss with their advisor a timetable to achieve this goal.

Students beyond the fifth year, or those who are not approved for delayed completion after the fourth year, may continue to pursue the Ph.D. degree, subject to their having an advisor and committee who agree to oversee their progress. Students who anticipate that they will require a year of study beyond the fifth year must discuss their funding situation with the Department Head as early as possible in the fifth year. 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.

Residency Requirements and Expected Timeline for Meeting Milestones

Graduate students are required to be in residence while completing all of the psychology programs requirements. Once the student completes all of the program requirements, they will be placed in "All But Dissertation" status and registered for 36 units.

Department Registration Process/Procedures

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.

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:

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 coordinator 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 requirements 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/transcripts/verifications/enrollment.html.

Course Requirements and Related Policies/Protocols

Coursework and Grades

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 Ph.D Degree, students are required to complete 396 units of coursework ((3 years X fall/spring/summer + 4th year fall/summer) X 36 units).

Here is a summary of the required courses:

1. **36-749**: Introductory statistics course: 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:** Colloquium Series/Topics in Psychology

In addition, all students are expected to attend the monthly Professional Development Seminar, unless it is a topic that has been repeated during their graduate training.

10. A more advanced statistics class from the list below.
    a) **10-708** - Probabilistic Graphical Models
    b) **36-746** - Statistical Methods for Neuroscience and Psychology
    c) **36-759** - Statistical Models of the Brain
    d) **36-705** - Intermediate Statistics
    e) **University of Pittsburgh (advanced graduate statistics courses in structural equation modeling, mixed modeling, etc).**
    f) Other course as determined by committee

More detail on these class requirements is provided in the following sections.

Course Descriptions

1. **36-749**: 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: Brown-bag 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.

Teaching Practicum

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. The student should talk to the class instructor before the class begins to determine their expectations of the TA for the class.

Assignments to a specific class are made by the director of the graduate program in consultation with a committee that includes the department head. They take into account: a) the needs of the department (first priority), b) student's preferences, c) student's prior TAships, d) student's year in the program (preferences of more advanced students are granted) and e) instructor preferences. Prior to each semester, graduate students will receive a form to complete in which they should 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 chooses the courses they would prefer to TA. We cannot guarantee that students will be assigned to the courses they most prefer or that instructors will receive their preferred TA, 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.

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.

➢ 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*.

9. **85-811: Colloquium Series/Topics in Psychology.**

Description: Each year the department invites a number of colloquium speakers to give a lecture to the department. Students are required to attend these lectures.

PIER Course Listings:

Please visit the following URL:
http://www.cmu.edu/pier/program.applic/PIER%20website%20description.08.pdf

CNBC Course Listings:

Please visit the following URL: http://www.cnbc.cmu.edu/classsched

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.

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

Please review the University expectations at: www.cmu.edu/academic-integrity/
University Policy on Academic Integrity: Please review the entire policy at:
https://www.cmu.edu/student-affairs/ocsi/academic-integrity/index.html

Department Expectations

Academic integrity and discipline:

For the department's process on addressing academic disciplinary actions please refer to the university wide protocol at https://www.cmu.edu/student-affairs/ocsi/academic-integrity/grads.html

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

Evaluation and Certification of English Fluency for Instructors:

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 determined by each department.

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

Funding

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.

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.

Note: 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 your research, students must submit a one page proposal to the Director of Graduate Studies of how they plan to use the funds. Once this proposal is approved, students can pay for their purchases with a Tartan card (your advisor may have one), pay upfront yourself and be reimbursed, or have payment released by the Department Business Manager (email her when the time comes for more information on how to proceed in this way).

Funding For Travel

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. 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.

Workshop funding

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.

General 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)](www.cmu.edu/graduate), 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.

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.

1. All students supported by a training grant (e.g., B^2), department funds, or a faculty grant will receive the Psychology Stipend (set at $27,250 for 2018-2019). or the stipend amount specified by the training grant if it exceeds the Psychology Stipend; e.g., PIER).

2. Graduate students who independently obtain external funding (e.g., not training grant related) will receive the standard Psychology Stipend plus 10% in the years they are supported by that fellowship.

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.

University Resources for Graduate Students

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

Research

> - Requirements
>   - Attend a meeting with the Research Requirement Chair where Research Participant Pool Procedures are reviewed.
>   - 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.
- 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.)

➢ Research funding options
- 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 Office of the Assistant Vice Provost for Graduate Education. Students can find more information about the application process and deadlines at: www.cmu.edu/graduate, under Professional Development)

➢ Resources and Regulations Governing Research at Carnegie Mellon
- Office of Sponsored Research
  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/documents/IntellProp.html
- Policy on Restricted Research
  http://www.cmu.edu/policies/documents/RestrictResearch.html
- Human Subjects in Research Policy-
  http://www.cmu.edu/research-compliance/human-subject-research/

Graduate Certification Process and Degree Title

Master of Science Degree Requirements:

We do not offer a terminal Master's Degree in Psychology, but can be obtained along the way of the Ph.D degree. The following are the requirements that must be completed in order to receive a Master of Science Degree in the Psychology Department:

I. Completion of a "publishable quality" research paper, although it need not be published. This decision is to be made by the student's committee.

II. Successful completion of the first/second year course requirements.
All Master Degrees must be filed with the Graduate Program Manager.

Process for Taking & Returning from Leave of Absence (University process and/or departmental process): https://www.cmu.edu/hub/registrar/leaves-and-withdrawals/

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.

Process for 'Withdrawal' from Program: https://www.cmu.edu/hub/registrar/leaves-and-withdrawals/

Any student who wishes to withdraw must consult with the graduate program director, the graduate Student Coordinator 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.

Additional Department Policies/Protocols

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 disabilities are encouraged to self-identify with Equal Opportunity Services by contacting Catherine Getchel, 412-268-6121, getchell@cmu.edu to access the services available at the university and initiate a request for accommodations.

Protocol for Review/Redress of Academic Conflicts

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. Ideally, the student should discuss this conflict with the Director of Graduate Studies; if the Director of Graduate Studies is the student's advisor, he or she should discuss the conflict with the department head. 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. Additionally, students may confer with the graduate student ombudsman, Suzie Laurich-McIntyre, slaurichmcintyre@cmu.edu, on issues of process or other concerns as they navigate conflicts

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 the victim of sexual harassment or sexual assault, 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 he or she represent your concerns to the graduate director and graduate committee.

Maternity Accommodation Protocol
http://www.cmu.edu/student-affairs/theword/acad_standards/creative/studentmaternityprotocol.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.

Change of Address
Student 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
- Independence Day
- Labor Day
- Thanksgiving Day
- Day After Thanksgiving
- Day Before Christmas
- Christmas Day
- Day Before New Year's Day

University Financial Aid

Graduate students should consult the graduate student financial aid information found on The HUB website: http://www.cmu.edu/finaid/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
Highlighted University Resources for Graduate Students and The Word, Student Handbook
Key Offices for Graduate Student Support

Office of the Assistant Vice Provost for Graduate Education
www.cmu.edu/graduate; grad-ed@cmu.edu
The Office of the Assistant Vice Provost for Graduate Education, AVPGE, directed by Suzie Laurich-McIntyre, Ph.D., Assistant Vice Provost for Graduate Education, provides central support for graduate students in a number of roles. These include being an ombudsperson and resource person for graduate students as an informal advisor; resolving formal and informal graduate student appeals; informing and assisting in forming policy and procedures relevant to graduate students; and working with departments on issues related to graduate students and implementation of programs in support of graduate student development.

The Office of the AVPGE often collaborates with the division of Student Affairs to assist graduate students with their Carnegie Mellon experience. Senior members of the student affairs staff are assigned to each college (college liaisons) and are often consulted by the Assistant Vice Provost for Graduate Education and departments on an individual basis to respond to graduate student needs.

The Office of the Assistant Vice Provost for Graduate Education (AVPGE) offers a robust schedule of professional development opportunities. Some are geared towards a specific population (master's students, PhD students at the beginning of their program, graduate students seeking tenure track positions, etc.) and others are open to all graduate students (time management, balancing, staying healthy). A full schedule of programs is at http://www.cmu.edu/graduate/.

The Office of the AVPGE also coordinates several funding programs, and academically focused seminars and workshops that advise, empower and help retain all graduate students. The fundamental goals of our programs have been constant: first, to support, advise and guide individual graduate students as they work to complete their degrees; second, to contribute to the greatest degree possible to the diversification of the academy.   Visit the Graduate Education website for information about:

- Conference Funding Grants
- Graduate Small Project Help (GuSH) Research Funding
- Graduate Student Professional Development: seminars, workshops and resources

Office of the Dean of Student Affairs
www.cmu.edu/student-affairs/index.html
The Office of the Dean provides central leadership of the metacurricular experience at Carnegie Mellon. The offices that fall under the division of Student Affairs led by Vice President and Dean of Student Affairs Gina Casalegno, include (not an exhaustive list):

- Athletics
- Career and Professional Development Center
- Cohon University Center
- Counseling & Psychological Services (CaPS)
- Dining Services
- Housing Services
- Office of Community Standards and Integrity
- Office of Student Leadership, Involvement, and Civic Engagement
- University Health Services
- Wellness Initiatives

Graduate students will find the enrollment information for **Domestic Partner Registration** and **Maternity Accommodations** in the Office of the Dean of Student Affairs and on the website. The Office of the Dean of Student Affairs also manages the **Emergency Student Loan** (ESLs) process.   The Emergency Student Loan service is available through generous gifts of alumni and friends of the university. The Emergency Student Loan is an interest-free, emergency-based loan repayable within 30 days. Loans are available to enrolled students for academic supplies, medication, food or other expenses not able to be met due to unforeseeable circumstances.

The Office of Integrity and Community Standards also provides consultation, support, resources and follow-up on questions and issues of Academic Integrity: www.cmu.edu/academic-integrity.

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 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 disabilities are encouraged to self-identify with the Office of Disability Resources by contacting Catherine Getchell, 412-268-6121, getchell@cmu.edu to access the services available at the university and initiate a request for accommodations.

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.

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.

Intercultural Communication Center (ICC)

www.cmu.edu/icc/

The Intercultural Communication Center (ICC) is a support service offering both credit and non-credit classes, workshops, and individual appointments designed to equip nonnative English speakers (international students as well as international students who attended high school and/or undergraduate programs in the U.S.) with the skills needed to succeed in academic programs at Carnegie Mellon. In addition to developing academic literacy skills such as speaking, reading and writing, students can learn more about the culture and customs of the

U.S. classroom. The ICC also helps international teaching assistants (ITAs) who are non-native English speakers develop fluency and cultural understanding to teach successfully at Carnegie Mellon and provides ITA testing, required testing indicating a nonnative speaking student has a language proficiency required before being allowed to work with undergraduates in classes, labs or individual meetings.

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.

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 is 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 and fees.

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 the university, 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. To sign up for the e-newsletter, text BEWELLATCMU to 22828 and share your preferred email address.

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, Room 199 (entrance is on Filmore Street).   The department's services include police patrols and call response, criminal investigations, shuttle and escort services, fixed officer and foot officer patrols, event security, and crime prevention and education programming. Visit the department's website for additional information about the staff, escort and shuttle, emergency phone locations, crime prevention, lost and found, finger print services, and annual statistic reports.

Shuttle and Escort Services
University Police coordinates the Shuttle Service and Escort Service provided for CMU students, faculty, and community. University Police Shuttle & Escort website has full information about these services, stops, routes, tracking and schedules.

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/Fire%20and%20Safety%20Reports.html.

The WORD

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

The WORD is Carnegie Mellon University's student on-line handbook and is considered a supplement to the department (and sometimes college) handbook. The WORD contains campus resources and opportunities, academic policy information and resources, community standards information and resources. 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/.

Carnegie Mellon Vision, Mission

Carnegie Code

Academic Standards, Policies and Procedures

      Educational Goals

      Academic and Individual Freedom

      Statement on Academic Integrity

      Standards for Academic & Creative Life

            Assistance for Individuals with Disabilities

            Master's Student Statute of Limitations

            Conduct of Classes

            Copyright Policy

            Cross-college & University Registration

            Doctoral Student Status Policy

            Evaluation & Certification of English Fluency for Instructors

            Final Exams for Graduate Courses

            Grading Policies

            Intellectual Property Policy

             Privacy Rights of Students

            Research

                  Human Subjects in Research

                  Office of Research Integrity & Compliance

                  Office of Sponsored Programs

                  Policy for Handling Alleged Misconduct of Research

                  Policy on Restricted Research

      Student's Rights

      Tax Status of Graduate Student Awards

Campus Resources & Opportunities

      Alumni Relations

      Assistance for Individuals with Disabilities

      Athletics, Physical Fitness & Recreation

      Carnegie Mellon ID Cards and Services

      Cohon University Center

      Copying, Printing & Mailing

Division of Student Affairs
Domestic Partner Registration
Emergency Student Loan Program
Gender Programs & Resources
Health Services
Dining Services
The HUB Student Services Center
ID Card Services
Leonard Gelfand Center
LGBTQ Resources
Multicultural and Diversity Initiatives
Opportunities for Involvement
Parking and Transportation Services
Shuttle and Escort Services
Spiritual Development
University Police
Student Activities
University Stores

Community Standards, Policies and Procedures
Alcohol and Drugs Policy
AIDS Policy
Bicycle/Wheeled Transportation Policy
Damage to Carnegie Mellon Property
Deadly Weapons
Discriminatory Harassment
Disorderly Conduct
Equal Opportunity/Affirmative Action Policy
Freedom of Expression Policy
Health Insurance Policy
Immunization Policy
Missing Student Protocol
Non-Discrimination Policy
On-Campus Emergencies
Pets
Political Activities
Recycling Policy
Riotous and Disorderly Behavior
Safety Hazards
Scheduling and Use of University Facilities
Sexual Harassment and Sexual Assault Policy
Smoking Policy
Student Accounts Receivable and Collection Policy and Procedures
Student Activities Fee

Student Enterprises
Workplace Threats and Violence Policy

Statement of Assurance