General Structure of Curriculum

The Behavioral and Cognitive Neuroscience Area (BCN) is an interdisciplinary research and training area within the Department of Psychology. Students are admitted into the Area with an understanding that at least during their first year of study they are committed to an initial specific lab and advisor. In addition to the Departmental Core courses, all students are required to take an Area Core sequence of courses in Behavioral and Cognitive Neuroscience that will provide a solid foundation of knowledge about the brain and its role in cognition and behavior. These courses are prerequisites for more advanced study to follow in the student’s concentration, as well as for their individual research that begins in the first year. Student training will be complemented by Concentration Coursework that is selected in consultation with the advisor. The Concentration will provide in-depth training tailored to individual research interests across multiple disciplines.

Detailed departmental requirements for completing of the Doctoral degree can be found in the Wayne State University Psychology Department Graduate Studies Bulletin (http://www.bulletins.wayne.edu/) or posted on the departmental web site (http://www.clas.wayne.edu/Psychology).

Briefly, the general departmental course requirements are:

**Required Course Credits:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Departmental Core (2 Stats courses + 1 Dept. course)</td>
</tr>
<tr>
<td>13</td>
<td>BCN Core Courses (4 core courses)</td>
</tr>
<tr>
<td>Up to 8*</td>
<td>BCN Brown Bag 7991</td>
</tr>
<tr>
<td>6</td>
<td>Concentration Courses (2 courses)</td>
</tr>
</tbody>
</table>

**Total Required Credits: 38**

*Students are required to register for PSY7991 each semester unless this would bring them above the allowed 10 credits (11.5 if dissertation blocks are taken) per term (e.g. if taking two 3-credit and one 4-credit class in a term together, a student does not have to enroll in PSY7991, though he or she is still expected to attend.). The ‘missing’ credits can be filled with elective credits.*

**Thesis Credits:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>PSY 8999 Master Thesis Credit</td>
</tr>
</tbody>
</table>

**Research Credits:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Candidate Status (Four consecutive; semesters of 7.5 credits each: PSY9991, PSY9992, PSY9993, PSY9994)</td>
</tr>
</tbody>
</table>

**Elective Credits:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-22</td>
<td>PSY 7990 Directed Study (9 cr. max. /1-9 per term) and/or</td>
</tr>
</tbody>
</table>

Last modified October 4, 2017
PSY 7997 Research Problems (32 cr. max. /1-8 per term) and/or Other coursework (e.g., more classes) approved by advisor/area/graduate director

A minimum of 90 graduate credits is required to complete the Ph.D. program.

**Departmental Course Requirements**

A. **Departmental Core:**

1. **Students must successfully complete these core courses by the end of their first year:**
   1. PSY 7150 Quantitative Methods I (4 cr.), *Fall*
   2. PSY 8150 Multivariate Analysis (4 cr.), *Winter*
      
      7150 needs to be passed before one can enroll in 8150

2. **Students may take an additional quantitative course:**
   1. PSY 8140 Meta-Analysis (2 cr.) *usually every two years in the spring/summer.*
   2. PSY 7160 Psychometrics and Factor Analysis (3 cr.), *usually in Fall*
   3. PSY 8170 Structural Equation Modelling (3 cr.), *usually in Winter*
   4. PSY 8740 Seminar in Psychological Measurement and Statistics (3 cr.)

3. **Students must successfully complete one of the following core courses:**
   1. PSY 7090 Theories of Learning (3 cr.)
   2. PSY 7010 History & Systems (3 cr.)
   3. PSY 7080 Human Cognition (3 cr.)
   4. PSY 7250 Personality (3 cr.)
   5. PSY 7400 Lifespan Development (3 cr.)
   6. PSY 7590 I/O Psychology (3 cr.)
   7. PSY 7620 Social Psychology (3 cr.)

B. **BCN Core Courses:**

*Students must complete all of the following Major BCN Core Required Courses:*

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 8060</td>
<td>Functional Neuroanatomy (usually Fall, odd years)</td>
<td>4</td>
</tr>
<tr>
<td>PSY 8065</td>
<td>Neuropysiology and Neural Plasticity</td>
<td>3</td>
</tr>
<tr>
<td>PSY 8050</td>
<td>Cognitive Neuroscience (<em>usually Fall</em>)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 8560</td>
<td>Models and Methods in Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PSY 7991</td>
<td>Current Topics in Behavioral Neuroscience (8<em>1)</em></td>
<td>Up to 8</td>
</tr>
</tbody>
</table>

| **Total Required Major BCN Core Credits** | 13-21 |

Check the bulletin and class schedules to see which courses are offered and when.
*All students in the BCN program are required to participate actively in PSY 7991 - Current Topics in Behavioral Neuroscience:

PSY 7991 is the BCN Area’s “Journal Club” and is the focal point of interaction between students and faculty in the BCN Area. Students must officially enroll in the class each semester for a total of up to 8 credits to satisfy requirements of the BCN Major Core. This requirement can be waived if enrolling for credit would bring them above the allowed 10 credits (11.5 if dissertation blocks are taken) per term (e.g. if taking two 3-credit and one 4-credit class in a term together, a student does not have to enroll in PSY7991, though he or she is still expected to attend.).

C. Concentration Courses:

Students must complete a minimum of 2 courses (or 6 credits) in Concentration Coursework in the BCN area. The student's concentration is determined by the student with their Advisor and Mentoring Committee for a student’s specific training needs and interests. You could think of this as your minor within the BCN area. The Concentration is intended to provide in-depth training tailored to individual research interests across multiple disciplines. For example, you may be interested in Psychopharmacology and take courses related to that specific topic. Courses provide flexibility in individual training and can be PSY courses or courses offered by other Departments and areas (make sure to get a syllabus of the course first and verify with your advisor that the course fits your need and schedule).

Guidelines for Adequate Student Progress (individual plans of work may vary)

Important note: Students should only register for 10 credits per semester.
For a timeline of expected progress, see the end of pg. 5.

Year 1:

Fall
1. PSY 7150 Quant I, 4 credits
2. Department core  
or BCN core #1, 3 credits
3. PSY 7991 Current Topics in Behavioral Neuroscience, 1 credit
4. PSY 8999 Master Thesis, 2 credits

It is recommended that you take only two classes in your first semester to provide more time to get started with your research.

Winter
1. PSY 8150 Multivariate Analysis, 4 credits
2. Department core  
or Concentration #1, 3 credits
3. BCN core #1 or 2, 3 credits
Note: Due to a full 10 credit load this semester, students should not officially enroll in PSY 7991 if following these guidelines, however we still expect them to attend the meetings.

Summer
1. PSY 8999 Master Thesis, 2 credits
   or PSY xxx Meta-Analysis, 2 credits

Students should have an approved Ph.D. “Plan of Work” on file with the Graduate School before their first evaluation at the end of the winter semester (and before 40 credits are completed).

Year 2:

Fall
1. BCN core #2 or 3, 3 credits
2. Department core or Concentration #1 or 2, 3 credits
3. Another BCN or concentration course or PSY 8999 Master Thesis, 3 credits
4. PSY 7991 Current Topics in Behavioral Neuroscience, 1 credit

Winter
1. BCN Core # 3 or 4, 3 credits
2. Concentration #2, 3 credits
3. PSY 8999 Master credits, 3 credits, if Meta-Analysis taken Summer Year 1, if not PSY 8999 Master Thesis, 1 credit, AND PSY 7997 Research Problems, 2 credits
4. PSY 7991 Current Topics in Behavioral Neuroscience, 1 credit

Summer
1. PSY 7997 Research Problems, 2 credits

It is recommended that students have an approved Master’s Thesis Proposal by December of year II. Students should strive to defend the Master’s Thesis (and fill out the PhD Candidacy form) by December of year 3. This is important as you can then take Dissertation credits and one course per term. That way you can take full advantage of taking 10 credits per term. Individual plans may vary, however, and departure from this recommended sequence needs to be approved by the student’s advisor. Delay of progress towards Dissertation may jeopardize student’s ability to take advantage of dissertation credits under Departmental support. Grad school allows 7.5 Diss. Credits + 1 course (even if 3 or 4 credits brings you up to 10.5 or 11.5 credits.

Year 3:

Dissertation Research Credits Requirement: Students are able to register for the first block of dissertation credits in the semester that they expect to achieve Ph.D. Candidacy Status, which for Psychology means defending the Master’s thesis and putting together a preliminary dissertation committee. Four consecutive semesters of Candidate Status are required, 7.5 credits each (PSY 9991, PSY 9992, PSY 9993, PSY 9994).

Fall
1. Concentration #2 and/or BCN Core #4, 3 credits
2. PSY 9991 Dissertation credits, 7.5 credits
3. PSY 7991 Current Topics in Behavioral Neuroscience, 1 credit
   Note: Students can take an additional 4 credits with a dissertation block (i.e. up to 11.5 total)

**Winter**
1. PSY 9992 Dissertation research credits, 7.5 credits
2. PSY 7991 Current Topics in Behavioral Neuroscience, 1 credit
3. Remaining required courses (if needed/applicable)
   or PSY 7997 Research Problem, 2-3 credits

**Summer**
1. PSY 7997 Research Problems, 2 credits

**Year 4:**

**Fall**
1. PSY 9993 Dissertation research credits
2. PSY 7991 Current Topics in Behavioral Neuroscience, 1 credit
3. Remaining required courses (if needed/applicable)
   or PSY 7997 Research Problem, 3 credits

**Winter**
1. PSY 9994 Dissertation research credits
2. PSY 7991 Current Topics in Behavioral Neuroscience, 1 credit
3. Remaining required courses (if needed/applicable)
   or PSY 7997 Research Problem, 3 credits

**Summer**
1. PSY 7997 Research Problems, 2 credits

**Year 5:**
1. PSY 9995, 001 Dissertation Maintenance Status, 0 credits, full time status, student responsible for paying Registration Fee + 1 Student Service Fee.

Students should strive to complete the Major Area Paper by the beginning of classes of year 4: This due date is contingent upon prior completion of the Master’s Thesis or Equivalency Project.
DEPARTMENTAL EXPECTED PROGRESS.

The milestones below represent the rate of student progress recommended by the Psychology department. Students who meet these milestones will obtain their doctorate within five years. Students who do not meet these milestones will be at lower priority for departmental funding, departmental awards, and additional service assignments. #

- Propose Master's thesis or master's equivalent project by December of the second year.
- Defend Master's thesis or master's equivalent project by December of the third year.
- Pass qualifying exam by the start of classes in the fourth year.
- Propose dissertation by May of the fourth year.
- Complete dissertation by May of the fifth year.

# Note that these are departmental milestones and individual timelines may differ for BCN students and their research. Your progress will be reviewed annually by your mentoring committee.

FAILURE TO MEET MILESTONES WILL TRIGGER THE FOLLOWING PROCEDURES:

1. The failure to make progress as established by the mentoring committee will be noted in the annual review.
2. Following the annual review, students will meet with their advisor/mentoring committee to develop a remediation plan. The remediation plan will include things the student must do, within a certain timeframe, to remain in the program (e.g. meet weekly with advisor, propose MA thesis within 2 months, etc.).
3. The remediation plan will be submitted to the Graduate Committee for review
4. If a student fails to complete the requirements of the remediation plan, he/she may lose departmental funding or may be dismissed from the program.

ADDITIONAL INFORMATION:

The Graduate Committee can recommend that a student no longer continue in the program for reasons other than failure to make progress recommended by the mentoring committee. If an area determines that a student is not making adequate progress for any reason (e.g. failure to secure a research advisor, failure to attend classes, meetings or professional activities, etc.), the area may ask the graduate committee to review the student's situation.

NOTE: The graduate school requires that students graduate in seven years. This policy is stated on the graduate school webpage as follows (https://gradschool.wayne.edu/phd/time-extension):

"Students have a seven-year time limit to complete all requirements for the Ph.D. A student whose Ph.D. time limit has expired is regarded by the Graduate School as automatically terminated from the program unless the department submits an appropriately justified request for a time extension and the Graduate School approves that request."
Masters, Qualifying Exam (MAP) & Ph.D. requirements for BCN

I. Master’s Thesis or Equivalency Project

Students may elect the MA thesis option or the Master’s Equivalency option. Requirements for completion of the Master’s degree can be found on the Department web site.

If the student elects the MA thesis option, the student should begin to prepare for the preliminary defense of their MA thesis Proposal, following these:

1. The student should form a MA thesis committee as soon as possible (ideally by end of 1st year). This committee must consist of three (3) Psychology Faculty members, who must have graduate faculty status.
2. The student should prepare and present the MA thesis proposal to the committee. The Introduction and Method sections of the MA proposal should be sent to the committee at least 2 weeks before the scheduled presentation date. During the oral proposal defense, the student is expected to present their research idea and address questions and comments from the committee. Successful completion of the oral examination of the MA thesis proposal is required to conduct the MA thesis. The Master’s Thesis: Outline and Record of Approval form should be prepared in advance of the meeting. If all members of the committee indicate approval at the meeting, the adviser signs the form. The student must then submit this form and the AIC/HIC approval form(s), (if required), to the Psychology Department Graduate Advisor.
3. After the approval, the student may start the proposed research
4. After completion of the research, the student will proceed to writing their Master’s thesis. This may require amending their proposal section, if necessary and adding the results and discussion. The student should submit the written thesis to the committee’s review at least two weeks in advance of the scheduled defense date for review by the committee. A student needs to pass the Master’s Thesis defense before beginning to accumulate doctoral dissertation research credits. The student is encouraged to submit their Master’s thesis for publication with their supervisor.

II. Major Area Paper (Qualifying Examination)

The aim of the qualifying examination is evaluation of student’s knowledge of major theories and cumulative research in their chosen field of specialization. This goal is fulfilled by writing a Major Area Paper (MAP), a comprehensive review (narrative or quantitative) comparable in level of sophistication and detail to published reviews in the selected area of interest. The work on MAP must be completely independent. Through MAP, the students are expected to demonstrate their ability to research, organize, integrate, critique, and synthesize theoretical and empirical information and to provide their own insights into the shortcomings and future directions of the field. Ideally, the MAP may serve as the basis of the dissertation proposal and form the foundation of its introductory chapter.

To take the written qualifying exam (MAP), students MUST first have completed the following:

1. Successfully defended the Master’s Thesis or completed the Masters Equivalency Project before the Qualifying exam sign-up date.
2. Successfully completed all required major coursework (core courses).
3. Have an approved Ph.D. “Plan of Work” on file with the Graduate School.
The qualifying examination will consist of two components:

1. A Major Area Paper (MAP) prepared as described above
2. An oral defense of the MAP

The MAP is submitted in standard APA format, and should have the general character of a major review paper. The MAP should review some of the history and significance of the topic, indicate its methodological problems and issues, and describe and evaluate the thrust of current research in the area. *The level of work expected for this paper is peer-reviewed publication quality.*

Students will be strongly encouraged to submit their work for publication.

Though there is no page minimum or limit, as a reference, a standard review article is often between 8000-10000 words (not including references). Students should strive to complete the examination by January of the fourth year.

The written portion and formal presentation (oral defense) of the MAP should be completed within 12 months from date of the defense of the Master’s Thesis or Equivalency Project. For students transferring to Wayne State with a Master’s degree, the written portion and formal presentation of the MAP should be completed within 24 months from date of admission.

**A. Detailed procedures:**

1. The chair of the MAP committee will be the student’s advisor.
2. As soon as possible after defending the Master’s thesis, the student will initiate a meeting with the advisor to discuss the topic and the outline of MAP and come to agreement concerning the scope of the paper. The number of preparatory meetings is not limited.
3. The MAP committee will be composed of at least *three readers, including the student’s advisor and two additional faculty*. The student, in consultation with the advisor, will submit to the BCN Area Chair the names of the Readers that accepted the invitation to join the MAP committee. It is required that one outside Reader (i.e., from a different area, department, or university) be included on the MAP committee. If the outside Reader is from another university, their credentials must be approved by the graduate office for conferring graduate faculty status.
4. After forming the committee, the student will schedule a meeting with the members to obtain their initial input on the scope of the paper. The student will also verify that the projected timeline is acceptable to all committee members. This is especially important if their input is needed during the summer or over a break.
5. Based on initial feedback from the committee, the student will submit electronically a 300-word summary and a detailed outline to the committee members, who must approve in writing (e.g., email) Upon approval of the summary and the outline the Psychology Graduate Office (aallen@wayne.edu) and the chair of the BCN area must be notified. The student will have 12 weeks (3 months) to complete writing the paper. The final abstract may be somewhat different from that originally approved one, but significant changes of the theme and directions of the MAP must be approved by the committee members.
6. Students must submit their completed MAP electronically to the committee members AND the Psychology Graduate Office (aallen@wayne.edu) no later than 5:00 pm on the due date. Failure to meet the deadline will result in a failing grade. Any circumstance that prevents completion of the exam on time will be addressed on an individual basis, according to University and Department policy.
7. The advisor can assist the student in identifying the relevant literature and in producing an initial outline of the MAP. Once the outline is approved, **the student is not allowed to have any further assistance in completing the MAP.** It is understood that writing of the MAP and the critical analysis within the MAP are the work of the student. **Getting any type of assistance in completing the MAP will be considered cheating with the appropriate consequences** (for more information on cheating see http://www.doso.wayne.edu/judicial/academic-integrity.htm).

8. Committee members/Readers will submit a ‘Pass/Fail’ grade only to the Graduate Student Officer **within two (2) weeks of receiving the written portion of the MAP.** The majority of Readers must score the MAP with a ‘Pass’ for it to be approved. In a case where there is no consensus the BCN Area Chair will assign an additional reader who will submit a ‘Pass/Fail’ grade to the Graduate Student Officer **within two (2) weeks of receiving the MAP.** Failure in the written portion of the MAP will lead to remediation steps (see below). Committee members/Readers are encouraged to provide feedback on the written portion directly to the student shortly after the Graduate Advisor informed them of the ‘Pass/Fail’ scoring of the written portion of the MAP.

9. Upon approval of the written portion of the MAP, the student will schedule the oral component of the examination in which the MAP will be presented and discussed. The oral defense of the MAP should be conducted within 30 days of passing the written MAP requirement, or on the first available date if a mutually agreed upon date is not feasible within that time. The BCN Area Chair, or another BCN faculty member who is not on the student’s MAP committee, will serve as a non-voting moderator of the presentation and discussion. The moderator may ask the student questions but only after the committee members have deliberated and made their decision about whether the student has passed the exam.

10. Immediately following the oral presentation, MAP committee members will vote on acceptance. A student may be passed in the formal presentation if there is not more than one negative vote. **The student’s advisor will submit the grade to the Graduate Advisor within 24 hours of the oral presentation.** Failure of the formal presentation will lead to remediation of this portion of the examination only (see below).

11. Upon successful defense of the MAP, the student is encouraged to present their work at a “Brown Bag” seminar the following semester and with the help of their advisor to prepare the MAP for submission as a review article.

**B. Evaluation Criteria:**

1. While there is no preset page length, the paper must conform to the following requirements: text should be double-spaced, in standard 12-point font with one-inch margins, and follow APA style.

2. The MAP should contain a thorough review and integration of the relevant literature(s) and/or a meta-analysis.

3. The MAP should contain critical analyses that identify the shortcomings or weaknesses in the current literature and/or suggest steps towards alleviation of the discussed shortcomings as indicated by the current literature.

4. The MAP should demonstrate a thorough understanding of the fundamental principles of psychology and other relevant disciplines (e.g., neurobiology, psychopharmacology, neuroanatomy, and cognitive neuroscience) that are addressed in the MAP.
5. The MAP should contain proposals for experiments and/or theoretical formulations that address shortcomings in the current literature, and/or advance understanding based on the current literature.

6. The level of writing and reasoning should be consistent with the standards of the leading journals in the areas covered. The student will have discussed with the Advisor and committee members during the initial formulation of the MAP scope and outline which journals those may be.

7. The justification for the chosen topic significance should be clearly stated and the paper must reflect a high level of mastery of the central theoretical concepts of the topic.

8. The paper must reflect a high level of mastery of the key methodological issues central to the student’s chosen topic. It is important to take the quality of existing research into account when discussing past research.

9. It is not sufficient to simply summarize existing research. The student must integrate, critically evaluate, and synthesize the different theoretical perspectives and articulate conclusions that demonstrate an excellent understanding of the student’s chosen topic.

10. The oral presentation should be approximately 30 minutes. The presentation should demonstrate the mastery of the central concepts of the student’s chosen topic and consist of a summary of the written portion of the MAP. This should consider past research (and data), articulation of conclusions from this data, as well as proposals for experiments and/or theoretical formulations that address shortcomings in the current literature and/or logically advance understanding based on the current literature.

C. Re-examination:

Should re-examination of the written presentation portions of the MAP be necessary, the MAP committee chair (i.e., student Advisor) will collect summary statements from each of the MAP Readers (or committee members in case of failure of the MAP formal presentation) and create an executive summary of the MAP weaknesses **within two (2) weeks of the written or oral presentation portions of the examination.** A typical “revise and resubmit” editorial action letter from a grant study section or peer-reviewed journal should serve as a model for such a summary. The summary statement will be given to the student and distributed to the MAP committee members.

Procedures and regulations will follow those prescribed by the Wayne State University Graduate School, and can be found in the current version of the Graduate Bulletin ([http://www.bulletins.wayne.edu](http://www.bulletins.wayne.edu)). Relevant current information is provided below (source: Graduate Bulletin, 2014-2016).

“If the written component of the qualifying examination is not completed successfully at the first administration, the examination may be repeated only once. A second examination may not be held until at least one semester has elapsed, but must be held within one calendar year following the first examination. The same examining committee must preside over both examinations. The second written examination will be considered final.”

**III. Dissertation Proposal**
After passing the Qualifying Examination the student should begin to prepare for the preliminary defense of their Dissertation Proposal, following the steps outlined below. The student should also familiarize him/herself with all the guidelines on the WSU graduate school webpage and the Psychology webpage:

1. The student should form a dissertation committee as soon as possible. This committee must consist of three (3) Psychology Faculty members and one (1) extra-departmental Faculty member. All Committee members must have graduate faculty status. This committee can be the same as the MAP committee.
2. The student should prepare and present the dissertation proposal for approval by their committee. Upon approval, the committee will sign the Doctoral Dissertation: Prospectus and Record of Approval form and the Conflict of Interest form, which should be prepared in advance of the meeting. At the meeting, all members of the committee must sign this form indicating approval. The student must then submit this form along the AIC/HIC approval form(s) (if required) & a hardcopy of the proposal manuscript to the Psychology Department Graduate Advisor.
3. The student should meet with his or her committee at least once a year to discuss the progress of the dissertation. This can be an informal meeting or include a presentation with updates. The committee will then provide feedback to the student to make sure the dissertation is progressing successfully.
4. Dissertation completion. Guidelines for completing the dissertation can be found on the Psychology webpage.
Mentoring Committee

The purpose of the Mentoring Committee, which is comprised of your advisor and two other Psychology Department faculty members, is to help you complete the program successfully and to prepare you for your professional career. You meet with the committee annually (usually during the Winter semester) to discuss your progress. Your committee will provide advice and approve your planned coursework. As you progress through the program, they can also provide advice regarding who should serve on your master's thesis and dissertation committees, as well as career options.

How to select members: As noted above, your advisor should always be a member. At least one of the other members should also be from the area. Depending on your research interests and planned minor, you may want to choose the third member from another area of the department. You should discuss your Mentoring Committee member choices with your advisor prior to approaching them, as your advisor may have useful suggestions. Members of your committee do not all have to share your research interests. You might select someone whose course you really enjoyed, someone with skills and experiences that complement those of your primary advisor (e.g., knowledge of a specific substantive topic, methodological or statistical skills), and/or someone with whom you feel comfortable talking and using as a sounding board for advice. Take the time to talk to several different faculty members before you decide. Once you have decided on your committee, you need to complete a brief form. This form is available on the BCN area blackboard site and it can be obtained from the Graduate Academic Service Officer. Each committee member needs to sign it before you return a copy to the Graduate Academic Service Officer Advisor by March 1st of your first year in the program.

Timing: Your first meeting should occur before classes end in April. It is your responsibility to schedule this meeting, which means you send emails to faculty members several weeks in advance, find a time that works for everyone (which may take several rounds of emails), provide each faculty member with a copy of your CV, and schedule a room (through front office) *** Please note that you also have this responsibility for scheduling master’s and dissertation proposal and defense meetings.

At this first meeting, you should discuss your Master’s Plan of Work, your research, and career goals so that your committee members get to know you. When you meet with them in your 2nd year, you should discuss the courses you chose for you Ph.D. Plan of Work as well as your progress in the program. The members of your Mentoring Committee may comprise your master’s thesis committee but this is not required. Each year’s meeting should be used to discuss your progress and answer any questions you have about the program. In later years, you can discuss career options with your mentoring committee and obtain advice about different types of positions, including postdoctoral fellowships and academic/nonacademic positions. You can keep the same committee members throughout graduate school or make changes in later years based on your needs. (See Alia Allen for form if you do change your committee membership.)

The purpose of meetings with faculty members of the committee is to facilitate your progress through the program. The faculty members are there because they want you to be successful and want to help you if they can. Take advantage of the opportunity! Use them as a sounding board. Remember that you can talk to them at any time -- either individually or as a group. Although your committee must meet at least once a year, additional meetings can be scheduled as needed and more frequent contacts with the committee members are encouraged.
Primary Faculty and Interests

George S. Borszcz, Associate Professor
Department of Psychology
Ph.D. Dartmouth College, 1987
Interests: The neurobiology of learning and emotion.

Scott E. Bowen, Professor
Department of Psychology
Ph.D., University of Mississippi, 1993
Interests: Behavioral pharmacology and toxicology, as well as teratology of abused drugs.

Susanne Brummelte, Assistant Professor
Department of Psychology
Ph.D., University of Bielefeld, Germany, 2007
Interests: Developmental neuroscience, stress, maternal depression, early adversity, neurogenesis, sex-differences

Ana Daugherty, Assistant Professor
Department of Psychology, Department of Psychiatry and Behavioral Neurosciences, Institute of Gerontology
Ph.D., Wayne State University, 2014
Interests: Lifespan neural cognitive development and aging, vascular and metabolic health modifiers of aging, structural neuroimaging

Jessica Damoiseaux, Assistant Professor
Institute of Gerontology, Department of Psychology
Ph.D., VU University Medical Center, Amsterdam, the Netherlands, 2008
Interests: Neural correlates of cognitive aging, early detection of Alzheimer’s disease, functional and structural neuroimaging, brain network connectivity.

Thomas M. Fischer, Associate Professor
Department of Psychology
Ph.D., University of California, Riverside, 1990
Interests: Synaptic plasticity, cellular mechanisms of learning and behavior, development of neural networks.

John H. Hannigan, Professor
Merrill Palmer Skillman Institute, Department of Obstetrics & Gynecology, Department of Psychology
Ph.D., Binghamton University - SUNY, 1983
Interests: Neurobehavioral effects of prenatal drug and alcohol exposure.

Lara Jones, Associate Professor and BCN Chair
Department of Psychology
Ph.D., University of Georgia, 2007
Interests: Verbal analogy, creativity, executive functioning; Narcissism and self-esteem as predictors of self-related memory
Noa Ofen, Associate Professor
Department of Psychology, Institute of Gerontology, Merrill Palmer Skillman
Ph.D., Weizmann Institute of Science, Israel, 2004
Interests: Cognitive and brain development across the life span, human memory, functional and structural neuroimaging, developmental psychopathology.

Naftali Raz, Professor
Institute of Gerontology, Department of Psychology
Ph.D., University of Texas at Austin, 1985
Interests: Neural correlates of cognitive aging, vascular risk and vascular disease as modifiers of cognitive aging, genetics of age-sensitive cognitive skills, noninvasive neuroimaging.

Lee Wurm, Professor
Department of Psychology
Ph.D., SUNY at Stony Brook, 1996
Interests: Psycholinguistics and speech perception
WAYNE STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

Behavioral and Cognitive Neuroscience

Mentoring Committee Form

TO: Graduate Committee Chairperson

FROM: ____________________________________________________
Student Signature                                           Printed Name

DATE: __________________________________

Names and Signatures of Members of Mentoring Committee

______________________________________________________________
Signature Primary Advisor                                Printed Name                  Date

______________________________________________________________
Signature                                Printed Name                  Date

______________________________________________________________
Signature                                Printed Name                  Date

Students should submit this form to the Graduate Office, 7208 Psychology, no later than MARCH 1st of their 1st year in the program. If changes need to be made in the committee membership, a second form and reasons for the change (listed below) must be submitted.

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