



**BOSTON COLLEGE**

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Department of Psychology

# 2009–2010 Graduate Program Handbook

# Preface

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This Handbook describes the PhD and MA programs in Psychology at Boston College. It is written for graduate students, faculty, and anyone else interested. Here you will find the rules, requirements, guidelines, and expectations of the program. We also provide some useful information for newer students. While the handbook will be a valuable tool, your advisor is your best guide for navigating through the graduate school and preparing for a career in Psychology..

All graduate students and faculty members should read each year's new Handbook. However, the rules and regulations of this Handbook apply to incoming students in the year 2009—i.e., in Boston-College-speak, Academic Year 2009-2010. For students who began in an earlier year, the rules and regulations that apply to you are those in the Handbook for the year you began.

We hope that you find the handbook helpful. Please let me know if there are sections that require clarification, and don't hesitate to speak with faculty and senior graduate students about any questions that arise. Welcome.

Hiram Brownell  
2009-10 Graduate Program Director

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## To Our New Students:

### *Getting Started*

Welcome to Boston College's Department of Psychology. The Department is pleased to welcome each year a small, highly select group of outstanding students. We know that you are the next generation of psychologists and that we are privileged to have the opportunity to work with you. You begin, of course, as students, and we all remain students throughout our careers, but we look forward to your quickly becoming our collaborators and then our leaders as you become independent researchers. Our hope is that in fulfilling the formal rules to which we now introduce you, you will acquire the professional skills and knowledge needed to pursue your intellectual interests and make your contributions to psychology.

### Purpose

This handbook is designed to give you current information about the steps you need to take to fulfill the requirements of our program. Be sure to read the handbook carefully each year and discuss the requirements of the program with your advisor. The person ultimately responsible for making sure that you are aware of all of the requirements for completion of your degree is you—the student.

### Requirements

Graduate student requirements in the Department of Psychology supplement the regulations of the Graduate School of Arts and Sciences (GSAS) at Boston College. In other words, GSAS, not the department of Psychology, establishes official degree requirements. For information about university policies, please consult the website of the GSAS: <http://gsas.bc.edu/>.

For information about the academic calendar, see the BCInfo page of the AGORA portal. The Academic calendar is one of the links provided along the top.

## Contacts in the Psychology Department

- Ellen Winner – Chair, Psychology Department winner@bc.edu
- Hiram Brownell Graduate Program Director brownelh@bc.edu
- Barbara O’Brien – Department Administrator obrienfz@bc.edu
- Maureen Burke – Graduate Program Assistant burkeabc@bc.edu
- Jen Drake– Chair, Graduate Student Council 09-10 drakejc@bc.edu
- Robert McColgan – Technology Consultant mccolgar@bc.edu

## Student Services

The Office of Student Services located in Lyons Hall (Tel: 617 552-3300) mails all students a packet of information prior to arrival.

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### SUMMER PACKET INFO:

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- BC User Name and Password (used to access email & AGORA)
- Obtaining your Eagle ID card prior to arrival
- Parking Passes (for a fee)
- BC Health Insurance Information
- Email account
- Registration Information

For more information on Medical Insurance forms, along with the Financial Aid, Parking, Student Loans, and other forms, please go to the **Search BC** window at the top of the BCInfo page of the AGORA Portal and type in, e.g; medical insurance forms.

## AGORA

Agora, the BC online student services Web site, allows students to update contact information, check library books, look up student accounts,

financial aid information, degree information and much more all in real time. This Intranet environment requires users to sign in with their Boston College username and password. Accepted students should contact student services for directions on how to obtain this information.

## Advisor Meeting

After you have gotten acquainted with the people around the department and looked around the BC campus, find a time to meet again with your advisor to discuss:

- Classes to take for fall semester. (In setting requirements, we've assumed a good undergraduate education majoring in psychology. Consult with your advisor about making up any gaps in this background.)
- How to get actively involved in research.
- Attending a major conference. First year students are strongly encouraged to attend, and travel is subsidized.
- How to apply for pre-doctoral funding.

## Course Registration

Register for classes after the new graduate student orientation meeting which takes place at the beginning of the semester. Course schedules can be seen on the web through AGORA.

Just click on Course Offering Schedule. Registration can be done online as well. See the Graduate Program Assistant in McGuinn 300 if a course requires department permission. Registration should be completed by the end of the drop/add period in September. Student Services will charge you a late fee if you don't register before this date.

## The First Two Years

**E**ach incoming student is admitted with a primary advisor, who is the key person in the student's education. In our department, the advisor is a mentor to the student, providing much of the training through close collaboration. The advisor guides the student in setting up an empirical research program, which includes data collection, analysis and interpretation, and writing of articles. The advisor's role, and the expected advisor-advisee relationship, is spelled out in more detail in Chapter 5 of this handbook. Each student must have an advisor at all times in order to stay enrolled in the program. Students can switch advisors, but only if they find another faculty member willing to serve in that role.

### First and Second Year Plan

During your first semester here, you will want to work out a tentative plan for your first two years. This plan should specify which courses you will take, and, especially important, what your Second Year Research Project will be. This plan can be revised, but by May 15 of your first year, as explained below, the plan is formalized. In drawing up your plan, bear in mind that the formal requirements of the program are the minimum. You will serve yourself well by striving to establish yourself as an independent scholar and researcher as soon as possible.

#### **Student Progress Form (Form #1)**

By May 15 of Year 1, students submit the Student Progress Form (Appendix 8) by email attachment to the Graduate Program Staff in the main office. Keep this form on your computer and simply update it whenever a requirement is completed.

#### **Preliminary Advisory Committee (Form #2)**

During your first year, you will need to create a Preliminary Advisory Committee. The committee is comprised of your primary and secondary

advisors, plus one additional faculty member. By May 15<sup>th</sup> of year 1, you must hand form #2 (Appendix 8) into the Graduate Program Assistant in the Psychology office. The form will contain the signature of each of the three faculty members who have agreed to serve on this committee. However, the committee should be selected earlier, for the committee needs to receive your research plan outline in the early spring, and to approve it (form #3) by May 15<sup>th</sup>.

**First and Second Year Plan Approval (Form #3)**

Students get all three members of their Preliminary Advisory Committee to sign the First and Second Year Plan Approval Form (Appendix 8), which is then submitted to the Graduate Program Assistant by May 15 of year 1. This form lists all courses the student has taken and still plans to take in the first two years, as well as the topic of the Second Year Research Project. Committee signature indicates that the course plan is approved, and that a 2-3 page outline plan of the Research Project has been reviewed and approved by the student's committee.

**Second Year Research Project (MA Thesis) Approval Form (Form #4)  
signed by the members of the Preliminary Advisory Committee**

By March 31 of Year 2.

All progress forms can be found in Appendix 8 and online at the following link:  
[www.bc.edu/schools/cas/psych/resources/forms.html](http://www.bc.edu/schools/cas/psych/resources/forms.html)

## Course Requirements (See Appendix 2)

Students must complete 30 credits by the end of their second year as part of the requirements for a masters degree. Students typically take 18 credits during their first year and 12 credits in the second year. Courses are usually worth 3 credits each.

In year one, the student usually takes one or two area seminars, two statistics courses, two research workshops and two (non-credit) professional development workshops.

In year two, the student takes any remaining area seminars, two research workshops and two independent study or additional courses agreed upon with your advisor. Students should fit remedial courses into the 30 credits.

Doctoral students are required to take an additional breadth seminar (outside of student's area) and a history of psychology course. These classes are usually taken in the third year.

### **Additional Courses**

The department may ask a student to take an additional course if there is a deficiency in his or her background that is considered to impede graduate training and/or professional success. These requirements will be discussed with the student and the Graduate Student Evaluation Committee during the first term of the student's entrance into the program.

Students may elect to take additional courses, either within the department or in other related departments, in consultation with their advisors. Also, students may elect to take a history of psychology course, both usually taken in Year 3, in the first two years. Students may take additional electives in the department or in other departments at Boston College, or they may cross-register for courses at universities that form part of the consortium, with special permission of the Graduate School of Arts & Sciences

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C O N S O R T I U M

S C H O O L S

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- Boston University
- Brandeis University
- Tufts University

While students are welcome to take courses beyond those required, your primary professional goal is to conduct research and submit papers for presentation at conferences and publication in appropriate journals.

### **Early Completion of First Two Year Requirements**

If a Ph.D. student completes the requirements of the first two years early, he or she is free to start on requirements for Years 3-4.

### **Late Completion of Requirements**

Students are expected to complete the requirements listed within the allotted two years. If circumstances arise such that a student needs more than two years to complete the requirements, an extension may be granted by the Graduate Student Evaluation Committee on the recommendation of the Preliminary Advisory Committee. Continued reliance on extensions could affect whether Ph.D. students are invited to continue on to the Ph.D., although such students would normally be allowed to complete a Master's degree.

**Students who enter the program with a Master's degree in Psychology.** Students accepted into the program who have a Master's in Psychology in their area of concentration in our program, who have completed course work in this area, and have written an empirical Master's thesis are typically accepted as third year students. Some students entering with a Master's may be asked to take one or more of the required courses from Years 1-2, depending on the student's background. These decisions will be made upon admission by Graduate Student Evaluation Committee in consultation with the student's advisor.

## Second Year Research Project (Masters Thesis)

The primary focus of the first and second year is the Second Year Research Project. This project is an empirical study, designed in consultation with the advisor. The work must be carried out by the student while in the graduate program at BC. The literature review, design, execution, data analysis, and written presentation should be of publishable quality, although publication depends upon whether a single or multiple-study paper makes the most sense for your topic. A list of possible journals to consider is provided in Appendix 3; again, your advisor is likely to provide the best advice on the appropriate journal.

### **Proposal**

Students should meet regularly with their advisors to plan their projects. Start work on this project as soon as possible, certainly sometime during the first semester here. Before initiating the actual data collection, and you submit a 2-3 page outline plan to the three members of your advisory committee (optimally before winter break); the committee members must approve this plan by May 15 of Year 1 by signing the First and Second Year Approval Form described above (See Approval Form 3 in Appendix 8).

Once approved, the committee cannot require that the student alter the plan, though of course the student may wish to make alterations and receive approval by the committee. The committee should be kept informed throughout the project and receive regular updates.

### **Research Approval by Institutional Review Board (IRB)**

All research projects involving animal or human subjects must be approved by the Boston College Institutional Review Board (IRB). For information on how to apply for approval, visit their website at:

<http://www.bc.edu/research/rcip/human.html>

You have to take an ethics course administered by the IRB. It is very important that you keep your certificate when you pass because you will likely be asked to

provide proof of course completion for other grants and projects in which you may be involved at a later date.

### **Final Draft to Committee**

The Research Project must be completed and presented to the Preliminary Advisory Committee by March 15 of Year 2 (after the advisor has read and approved that it go forth to the rest of the committee). This will allow time for revisions so that the final approval of the project will occur by March 31 of Year 2.

### **Defense**

A formal presentation and defense of the research is given either to the preliminary advisory committee or at the student's Research Workshop. If the latter, the student should arrange to have all members of their Preliminary Advisory Committee present. This should occur after the committee has approved the final draft, but before March 31 of Year 2.

### **Presentation at Graduate Research Day**

We encourage students to present their Research Project at Graduate Research Day (held in the spring of each year, and described in Chapter 6).

## Masters Degree

Students in either the MA or Ph.D. program who have completed the MA requirements may obtain a MA degree. For those students who wish to graduate with an MA in spring, the BC deadline for turning in signed and approved thesis is around April 1 (See Academic Calendar on GSAS website.) See Appendix 6 for information about Master's Thesis forms.

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### **REQUIREMENTS:**

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- Satisfactory completion of the first two years of course work.
- Completion of 30 graduate course credits.
- Satisfactory completion of the Second Year Research Project (MA Thesis) [Form 4]

Students should apply to  
Candace Hetzner,  
Associate Dean of GS Arts and Sciences  
[Candace.hetzner.1@bc.edu](mailto:Candace.hetzner.1@bc.edu)

## External Funding

All graduate students are required to seek pre-doctoral funding during the first and second year of graduate school. For first year students, application to NSF can be useful to organize your research plans. Consult your advisor early. The application is lengthy and due on November 1. For second year students, application to an external agency is a requirement only if you did not receive funding on your first year application.

Here are a few websites to begin your search.

[www.nimh.nih.gov/grants/f31.cfm](http://www.nimh.nih.gov/grants/f31.cfm)  
[www.apa.org/apags/members/schwards.html](http://www.apa.org/apags/members/schwards.html)  
[www.apa.org/science/dissinfo/html](http://www.apa.org/science/dissinfo/html)

Fundsource provides a search engine for a large number of agencies.

[www.decadeofbehavior.org/fundsource](http://www.decadeofbehavior.org/fundsource)

You can also Google for foundations with funding in your area of interest (e.g. for developmental psychology, use "Foundation & Research & Child Development" as keywords.)

## Colloquia, Research Day and Special Events

The department regularly invites distinguished speakers to our colloquium series. The colloquium series is run by a graduate student committee in consultation with a faculty advisor. The graduate students are responsible for everything from organizing the speaker's day on campus to ensuring hotel reservations are made. In addition, they need to work with the Psychology office to locate a room for the presentation, and plan room setup and refreshments that are required. All students are expected to attend and participate.

Students organize Graduate Research Day at or near the end of the spring semester. All of these events are important opportunities for students to learn. When you can, take advantage of attending lunches and receptions and speaking with the visitors.

## Presentation at Professional Conferences

We do not require, but we do strongly encourage, students to attend professional conferences. Doing so is part of your learning experience. Conferences are often attended by many members of a lab or department.

### **First-Year Students**

Because your research is unlikely to be far enough along, you have a once in a lifetime opportunity to attend the conference without presenting and still be partially subsidized (up to \$300). See Chapter 6 for additional travel information or the following website:

<http://gsas.bc.edu/conference>

### **Second-Year Students**

You are strongly encouraged to submit a paper or a poster. Because submission deadlines are well in advance of the conference itself, you should start planning early.

Travel to a conference to present a paper or poster is partially subsidized. (Without a poster, the limit is \$50 except for first year students– See Chapter 6.)

A list of professional organizations that you should consider joining, each of which holds conferences, is provided in Appendix 3. Of course, your advisor is likely to be the best resource for advice on conferences relevant to your area of research.

### **Posters**

Please include a BC seal on your poster. You can download this from <http://www.bc.edu/offices/omc/resources/seals.html>



## Key Deadlines Year 1 & 2

**IMPORTANT NOTE:** At the end of the second year, students are either invited to continue on in the program or are asked to leave, with a Master's if possible. This evaluation is based on the second year research project, other research, the student's writing, and performance in required courses.

<b>Important Dates in Year 1 &amp; 2</b>		
	<b>Year 1</b>	<b>Year 2</b>
December 1	2-3 page outline of Research Project to Advisor	
March 15		Final draft of 2 <sup>nd</sup> Yr. Research Project to Committee with advisor's prior approval
March 31		Defense and Final Approval of Second Year Research Project by committee [Form 4]
May 15	Student Progress Form [Form 1]  Formalize Preliminary Advisory Committee [Form 2]  First & Second Year Plan approved by Committee [Form 3]  * All forms are on the department website as well as in Appendix 8	Student Progress Form [Form 1]

## Years Three, Four & Five

The second period in your graduate program is characterized by a shift to more independent work and an even more intensive focus on research. The third year focuses on two requirements that you work on simultaneously, the third year Literature Review and the Dissertation Proposal. The fourth year focuses on dissertation research. Even more than in the first two years, however, meeting the formal requirements is the minimum. The student's principal job is carrying out research and building up a CV.

Early in the third year, students should meet with their committee to form a tentative plan for Years 3 and 4. This plan should be formalized and signed by the committee (**Form 5**) by Dec. 1 of Year 3. Students are encouraged to begin pilot research for their dissertation, if they have not already done so, during the first semester of Year 3.

### Dissertation Advisory Committee and Dissertation Defense Committee

When you are ready to write the Dissertation Proposal, you will form a Dissertation Advisory Committee. The Dissertation Advisory Committee consists of two members from the student's area, and one faculty member from outside the student's area (who will provide an outside, broader perspective). The member who is outside the student's area must not have training in the student's area. At least two members of the committee must be from the department.

It is possible that the student's preliminary advisory committee from the first two years will already have a member outside the student's area, and in this case no change is needed unless the student wishes a change.

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At the time of the Dissertation Defense (but ideally earlier), the Dissertation Advisory Committee is supplemented with one additional member from outside the Department to form the Dissertation Defense Committee. The fourth member must be from outside the Psychology Department and can be from any university and any area (whether this be the student's area, another area in psychology, or even another related discipline). The student's Dissertation Advisory Committee recommends a fourth member to the Graduate Program Director, who must approve this recommendation, and sign the Dissertation Defense Committee Form (#10). Note that it is possible to have a defense committee with only two members from the Psychology Department, and with only two members from Boston College. It is recommended but not required that the fourth member be added to the committee early enough to include that individual in the plan and proposal defense. The minimum number on the Dissertation Defense Committee is four, and therefore the student, in consultation with the advisor, can add a fifth member if deemed appropriate. The fifth member can be from any area, any department, and any university.

### **External Funding**

Students should continue to seek external funding for their graduate work. The more research you have done and the clearer your ideas about future research, the greater your chances of getting funding. Try both public and private sources. The secret to success here is persistence. Your advisor will guide you in finding sources and preparing the proposal.

For the third and fourth year students, there is pre-doctoral funding available from the APA and NIMH, as well as a wide variety of private foundations. Getting a grant in your third or fourth year will allow you to extend your time in graduate school, do more research, get more publications, and in the end, do better on the job market. (Getting grants looks very good on your CV.)

### **Course Requirements**

The two remaining course requirements are to be completed by the end of the third year.

- One breadth seminar
- A History of Psychology Course

Breadth courses are psychology courses outside of the student's area.

Emotion courses fall into different areas depending on the course:

- PS 531: Social Psychology of Emotion is in the Social-Personality Area
- PS 530: Culture and Emotions is in the Social-Personality Area

## YEARS THREE, FOUR & FIVE

- PS 561: Advanced Topics in Social and Emotional Development is in the Developmental Area
- PS 530: Theories of Human Emotion is not clearly in any area; therefore, this course will count as a breadth course for students in any area

Students may take these 2 required courses in the first two years, but the third year is recommended. Students may take additional electives in the department or in other departments at Boston College, and may cross-register (with permission) for courses at universities that form part of the Consortium.

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### CONSORTIUM SCHOOLS

- Boston University
- Brandeis University
- Tufts University

While students are welcome to take courses beyond those required, we remind you – again – that your first responsibility to yourself is to conduct research and submit papers for presentation at conferences and publication in appropriate journals.

Students are encouraged to continue to attend a Research Workshop. Perhaps it is time to try a workshop from another area. Research Workshops are not limited by your advisor's participation.

Students who have completed all course requirements and are not taking a course must sign up for the one-credit Doctoral Continuation which ensures full-time status.

Students receive a maximum of five years of university funding. Students may not continue in the program for more than eight years.

Important Dates in Years 3, 4, & 5		
	Year 3	Year 4&5
December 1	<ul style="list-style-type: none"> <li>▪ Third and Fourth Year Plan approved by committee [Form 5]</li> <li>▪ Third year Literature review Plan approved by committee [Form 6]</li> <li>▪ Dissertation Proposal to committee</li> </ul>	
Sometime during year three	<ul style="list-style-type: none"> <li>▪ Formalize Dissertation Advisory committee [Form 9]</li> <li>▪ Formalize Dissertation Defense committee [Form 10]</li> </ul>	
May 15	<ul style="list-style-type: none"> <li>▪ Dissertation Proposal Defense [Form 7]</li> <li>▪ Final approval of third year Literature Review by committee [Form 8]</li> <li>▪ CV to Graduate Program Director</li> <li>▪ Student Progress [Form 1]</li> </ul>	<ul style="list-style-type: none"> <li>▪ Final Dissertation &amp; Public Defense of Doctoral Dissertation [Form not numbered in handbook]</li> </ul>

### Third Year Literature Review

Students identify an area (typically one in which they will carry out their dissertation research) and write a scholarly integrative review of the literature in that area. This paper is not merely of the kind used as an introduction to an empirical paper. Nor do we have in mind an old-fashioned annotated bibliography that reads like a list of unintegrated summaries. Instead, the third year literature review has the breadth and depth of a scholarly review to be published on its own. The aim is for an article that is a scholarly contribution to the field, providing an integration of the literature, a novel perspective, a tightly reasoned argument, and a firm conclusion. We have in mind the type of paper now published in Psychological Bulletin or Psychological Review. (See Appendix 3 for a list of other review journals in specific areas). Some emphasize

integration of empirical studies, others emphasize conceptual issues. Of course, the approach and emphasis are up to you.

### **Preparation**

Students should meet regularly (at least once a week) with their advisor to identify an area, plan their review, and discuss the ongoing work of the review. A good idea is to read a number of review articles in your field. These are typically published in journals specializing in reviews (See Appendix 3 for a list of these journals.) You should also consult with other members on your Preliminary Advisory Committee.

Before writing the Literature Review, the student prepares a preliminary plan for the review, which is to be approved by the preliminary advisory committee sometime during the first semester, and no later than Dec. 1 of Year 3 [Form 6]. Once signed by the committee, this plan is similar to a contract. While changes may be made (with advice from an advisor), the committee cannot require new changes. The third year literature review must be authored solely by the student when it is turned in to the committee. If the paper is later submitted for publication, it can be co-authored with the advisor, but the student should always be first author.

### **Evaluation**

The final project is evaluated by the Preliminary Advisory Committee. Their standard is whether the article is of publishable quality. All members of the committee must sign a **form (#7)** indicating that the project has been accepted.

### **Due Date**

This paper must be finalized and approved by the student's committee by May 15 of Year 3, or earlier.

### **Submission for publication**

The ideal paper would be submitted for publication to a review journal (Of course, whether this work constitutes a stand-alone journal publication, or whether it should be combined with other studies, will depend upon judgments by the student and faculty advisor).

## Dissertation Proposal Defense

Work on the Dissertation Proposal should begin on Day one of Year 3. Throughout Year 3 students should meet with their advisor to plan the dissertation, while at the same time working on the Third Year Literature Review and completing course work. At some point in Year 3, student and dissertation advisory committee will typically formalize the plan into a formal Dissertation Proposal. After the committee approves the written proposal, the student defends the proposal at a formal meeting with the Dissertation Advisory Committee which is open to all faculty and graduate students in the department. Students should aim to hold this meeting by the beginning of the fourth year.

The format of the proposal is up to your committee. Perhaps an ideal format is that of a grant proposal. In any case, typically, the dissertation proposal includes:

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### DISSERTATION PROPOSAL

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- A statement of the research question
- A review of the relevant literature, which can be a *condensed* version of the Third Year Literature Review (typical length of this section is five pages)
- Clear statement of hypotheses and how they will be tested in this research
- A presentation of pilot research results if relevant
- A full description of the methods and data analysis to be used and power analysis

The dissertation proposal is evaluated in light of the importance of the research question; adequacy of the design; and likelihood of completion in time proposed. The dissertation should make an original contribution to our understanding of some question in psychology.

**For those working with human subjects, remember to make timely application to the IRB for approval to proceed with data collection (if not already covered by one of your advisor's protocols)!**

## Advancement to Doctoral Candidacy

After students have completed all of the program requirements, including the Third Year Literature Review, and have successfully defended their dissertation proposal, they will be advanced to doctoral candidacy.

### **Dissertation Format**

Information about Boston College regulations for format of dissertations can be found at <http://gsas.bc.edu/dissertation> See Appendix 6 for information about submitting copies to the BC Library, and Appendix 8 for dissertation forms.

### **Dissertation Defense**

If the student has not already done so, now is the time to add a fourth member to the Dissertation Committee, thereby forming the Dissertation Defense Committee (see above). The dissertation is defended at a public hearing open to faculty, graduate students, and other members of the BC community. The Chair of the Defense Committee will be someone other than the student's advisor. The member from outside the Department must be present at the defense. Your advisor contacts the Graduate Program Director at least two weeks in advance of the proposed date of the defense. The student also notifies the Psychology Office so that the time and date of the Defense can be announced publicly. The student obtains all necessary paperwork and brings it to the defense. Students wishing to graduate in May must turn in a signed and approved copy of their dissertation around April 1 (See Academic Calendar on GSAS website).

### **Presentation at Professional Conferences**

During the second two years, we especially encourage students to attend professional conferences. Ideally, every student submits a paper or poster for presentation each year. Travel to a conference to present a paper or poster is partially subsidized (see Chapter 6).

### **Fieldwork**

In some areas, students may elect to carry out fieldwork in order to study the application of psychology in real-world settings. Consult with your advisor on arranging a suitable placement.

### **Interdisciplinary Doctoral Program**

When departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. A student interested in exploring such a possibility should make an inquiry to the Graduate School Office.



## Progress Evaluation

### Evaluation of Student Progress

**T**here are two important kinds of evaluations, by oneself and by the department.

#### **Self-Evaluation**

How am I doing? Every student asks this question, and of course the answer depends on individual goals. Here are some benchmarks. By the end of August of your:

**First Year:** You have attended a professional conference. You are hard at work at your research. Your advisor is now your collaborator. You have done well in classes.

**Second Year:** You have presented a paper/poster at a professional conference. You have submitted a paper to a journal. You've received a Masters Degree.

**Third Year:** You have now presented a second poster at a conference, published a journal article and submitted two more, one based on your literature review and another on your research.

**Fourth Year:** You have now presented a third poster and have published two journal articles. Your dissertation research is well underway. You are taking the lead on your research, with your advisor in a secondary role. If your dissertation is not completed, you have received external funding for a fifth year.

**Departmental Evaluation**

Throughout your time in the graduate program, the department must evaluate your progress. This handbook describes the minimal requirements all students must meet. These requirements must be met on a timely basis and in a way that demonstrates outstanding effort and results of high quality—including high course grades. But beyond these minima, students are evaluated against a standard of excellence. During their time in graduate school, students are expected to do much more than the minimal requirements laid out in this handbook. We expect each student to be immersed in psychology, doing research besides the dissertation: presenting at conferences, attending colloquia at Boston College and at other universities in the Boston area, and so forth. Graduate school is a full-time enterprise.

At the end of the second year – typically by June 1—Ph.D. students will be asked to continue on in the program or to exit, typically with a Masters Degree. Students who have successfully completed the requirements of the first two years, and who have shown the capacity to carry out excellent independent research, will be asked to continue on in the program as doctoral students. If the Graduate Evaluation Committee grants a student an extension on any of the requirements of the first two years, a formal evaluation will be conducted again once these requirements are completed, in order to determine whether the student will be asked to continue on in the program. Extensions are frowned upon and will not be granted unless the student is performing at an excellent level and has a good reason to request the extension.

Of course, all students must have made normal progress and performed well. Nevertheless, beyond these minimal requirements, the Graduate Student Evaluation Committee must consider the fit between the student's evolving interests and career path and what our program has to offer. This second-year evaluation is a good time to assess that fit.

At the end of the second year, Masters students should have completed all requirements and be eligible for the Masters Degree. Masters students may elect to apply to our doctoral program, but there is no guarantee of admission, and we urge Masters students to apply to a number of doctoral programs, in consultation with their advisors.

**Unsatisfied Requirements**

When, for good reason, a program requirement is unsatisfied at the time of the end of year evaluation, the Evaluation Committee may notify the student that he or she will be allowed one additional semester to complete the unsatisfied requirement, provided the committee deems that the student has the potential to complete the requirement. If the requirement is not fulfilled by the end of the additional semester, the Evaluation Committee may decide to suspend the student's registration in the program, suspend the student's financial support, or ask the student to leave the program.

## PROGRESS EVALUATION

Before any decision, the student and his/her designee may make a presentation to the Evaluation Committee. Whenever a student is suspended, the conditions for restoring registration and financial support are specified.

A student may, in addition to or instead of any of the above, request a leave of absence.

### **Academic Integrity**

Boston College's policy on Academic Integrity can be found at [www.bc.edu/offices/stserv/academic/resources/policy/#integrity](http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity)

### **Eight Year Maximum Rule**

According to BC regulations, a student may remain enrolled as a graduate student for a total of eight years only, including leaves of absence (a leave of absence suspends fees, but does not stop the clock).



## Advisor-Student Relationships

### What to Expect

**T**he key person in the student's education is the advisor. In our department, the advisor is a mentor to the student, providing much of the training through close collaboration. This training includes guiding the student in setting up a research program and in collecting, maintaining, analyzing, interpreting, and publishing data. The advisor provides the student with most of the specific information and resources needed to become an independent researcher.

Experience and research have demonstrated that the nature of supervision and the quality of communication between graduate students and their advisors are critical elements affecting graduate education. The quality of the dissertation and of the educational experience is enhanced, completion rates are increased, and time in the program are reduced when graduate students and their advisors work closely and effectively together. The guidelines here are necessarily broad, merely suggesting underlying principles and basic procedures that can enhance academic quality, safeguard student welfare, and expedite progress towards satisfactory completion of degree requirements.

The principal role of the advisor is to help the student achieve his or her scholarly potential. The student has a right to expect commitment, accessibility, professionalism, stimulation, guidance, respect, and consistent encouragement from the advisor. In turn, the advisor also has a right to expect commitment, professionalism, and respect from the student. The

advisor should be available to help at every stage, from formulation of research projects through establishing the methods and discussing the results, to presentation and publication of the research, and finally to the entry into a professional career. At the same time, as the student demonstrates his/her commitment throughout all stages of the research process, the advisor must ensure that the student's work meets the requisite standards of the department and of the field of psychology.

The mark of a good student-advisor relationship is how quickly the student feels and is perceived as a colleague rather than as a student. Thus, students should not be expected to *work for* the faculty member, but should instead be expected to *work with* the faculty member as a collaborator on their joint programs of research. Of course, the relationship is an interactive one. The progression from the role of a student to a collaborative scientist requires the student to take the initiative to delve into the research literature in their field and gain expertise that within sub-areas of the field may surpass that of the advisor. The student should take the initiative when needed to formulate possible experiments that address interesting questions in their field. The role of professional collaborator is not one that is automatically given, at a certain point in time, but one that is earned by self-initiative and dedication to mastering the experimental literature in your field and spending time working on and revising experimental designs.

The relationship between a graduate student and advisor is ultimately voluntary. Either may withdraw from the relationship, although doing so should never be taken lightly. Every student must have an advisor. In entering an advisor-student relationship, both the advisor and the student make a good faith commitment to continue through to successful completion of the degree if at all possible.

**The advisor and the student should work together to:**

- Select and plan a suitable and manageable research topic for the student to pursue
  - Establish (with input from the student and colleagues) a preliminary advisory committee, and convene a meeting, normally at least annually, to discuss the student's progress. When there is a conflict in advice or when there are different expectations on the part of members of the advisory committee, the advisor and student are expected to endeavor to achieve consensus and resolve the differences in perspectives.
  - Keep each other informed of matters (such as leaves or vacations) that may affect their joint work and the student's progress. They should also work together to ensure the continuity of the student's supervision when the advisor will be absent for extended periods, e.g. a month or longer.
  - Maintain awareness of and share information about current program requirements, deadlines, sources of funding, etc.

## ADVISOR-STUDENT RELATIONSHIPS

- Acknowledge appropriately their respective contributions in presentations and in published material, in appropriate cases via joint authorship.

### **The advisor should:**

- Be accessible to the student for consultation and discussion of the student's academic progress and research. The frequency of meetings will vary according to the stage of work, nature of the project, and desired independence by the student. For many, daily or weekly meetings are essential; for others, monthly meetings are satisfactory. Only in exceptional circumstances should interaction be less frequent than this.
- Respond in a timely and thorough manner to written work submitted by the student, with constructive suggestions for improvement and continuation. The turnaround time for comments on written work should be short, not normally exceeding three weeks.
- Be sufficiently familiar with the field of research to provide guidance or have a willingness to gain that familiarity before agreeing to supervise the research. In other words, the research topic must be mutually agreed upon.
- Assist the student in gaining access to facilities or research materials.
- Ensure that the research environment is safe, healthy, and free from harassment, discrimination, and conflict.
- Encourage the student to make presentations of research results within the department and to outside scholarly or professional bodies as appropriate. The advisor seeks such opportunities, works to make them possible for the student and, whenever possible, attends the student's presentations.
- Encourage the student to complete the degree when it would not be in the student's best interests to extend the program of studies.
- Assist the student to comply with any changes needed to complete competency requirements and the dissertation in response to feedback from committee members.
- Advise and assist the student in finding appropriate placement after the degree.

The list above does not imply that the student is a passive recipient of the advisor's efforts. It is ultimately the student's responsibility to fulfill the requirements of the department and of Boston College, to develop needed expertise, to design and carry out research, and, in general, to exploit fully the opportunity afforded by graduate school.

### **The student should:**

- Approach his or her work as a colleague, and take the intellectual lead as much and as soon as possible. Doing so happens less in the early years, more later on.
- Acquire the necessary background information for all research undertaken (even if this information is not provided or required through coursework).

## ADVISOR-STUDENT RELATIONSHIPS

- Initiate contact with the advisor and arrange needed meetings.
- Consult with all members of the advisory committee individually as well as collectively at formal meetings.
- Become immersed in psychology in general, and in joint student-advisor research projects in particular.
- Participate in the advisor's laboratory or other research projects.
- Participate in the activities of the department and Boston College.
- Take what opportunities arise (such as the Research Workshops, Grad Research Day, and conferences) to present research findings, including publication.
- Strive to complete the program in a timely fashion.
- Seek to solve problems that arise by discussing them with the advisor.

### **Handling Problems**

We have tried to create a program that minimizes problems, but occasionally troubles emerge. When they do, you have a variety of options. Your advisor is typically the first person to go to. The other members of your committee are other people you can go to, and they are all there to help you in whatever way they can.

If you do not receive the help you need, you can go directly to the Graduate Program Director. Part of his/her job is to deal with students' problems, and you should always feel free to contact the Graduate Program Director. Any issue you raise will be taken seriously and held in confidence. If you still do not find a solution or for whatever reason these options are not suitable, you can speak to the Chair, again in confidence if you wish. In addition, other offices on campus exist to handle specific problems, and the Graduate Program Director or other members of the Graduate Program Committee can help you find the appropriate office.

Graduate students sometimes as a group have concerns, and we encourage you to voice your collective concerns about any aspect of the graduate program. In the past, suggestions, proposals, and complaints by graduate students have initiated reforms in the program. Participate in the Psychology Graduate Student Council or bring your concerns to the department.

### **Publication-Related Disputes**

Occasionally a disagreement occurs over the publication of collaborative research. Such disputes are rare, but serious. If you face a problem like this that cannot be resolved, contact the Graduate Program Director. The best way to avoid such problems is for you and your advisor to talk openly about your expectations with regard to issues of publication such as order of authorship, and this discussion should take place prior to data collection.

### **Time-Related Problems**

Students are expected to fulfill their requirements – write their second year Research Project, third year Literature Review, Dissertation Proposal, and Dissertation, as well as other research write-ups – in a timely manner. Nevertheless, circumstances can arise that produce delays. Conflicts with advisors and the Student Evaluation Committee can be minimized by bringing these circumstances to their attention ahead of time.

Faculty are expected to return student work in a timely manner as well, with three weeks being the longest amount of time a student should normally have to wait for feedback, provided the student has submitted the work at the appropriate time. The best tactic here is to make arrangements with your advisor ahead of time.

### **Problems as TA or TF**

The Committee on Graduate Students as Teachers is there to help graduate students gain experience in teaching. It will also advise and mentor grad students in their duties as teaching assistants (TA) and teaching fellows (TF). Any problems you encounter in your role as TA or TF can be brought to one of the committee members or the Graduate Program Director.

### **Bring Your Concern to Graduate Program Committee**

The Graduate Program Committee's purpose is to serve as a forum to address concerns and questions which students and faculty might have relating to the graduate program. Issues concerning the graduate program are discussed by the Graduate Program Committee before being formally voted upon by the faculty. Topics may be proposed by any faculty or graduate student – so, feel free to bring your concern to either the Graduate Program Director or to any member of the Graduate Program Committee. The Graduate Program Committee makes recommendations to the department chair and faculty with the goal of promoting academic coherence and excellence of the program, promoting responsiveness to needs of the faculty and graduate students, and maintaining a positive atmosphere.

## Enhancing Graduate Student's TA Experience

### **What Faculty Can Do**

As a faculty member working with a graduate student TA, we encourage you to be aware of the role that you are playing as a *mentor* in the student's development as a teacher. Most graduate students will have only a limited number of teaching experiences before they find themselves in the role of Assistant Professor. Their experience as your TA could potentially have a very positive impact on their development as a teacher. We understand that

mentoring graduate students in their role as TAs can often require an additional time commitment, and the nature of faculty interactions with TAs may vary across different course formats. However, we believe that the kinds of suggestions provided below can greatly enhance your TA's educational experience, and will allow you to take advantage of the opportunity to positively shape the development of a future teacher.

### *For all Teaching Assistants*

#### **Hold regular meetings with TAs**

Faculty and graduate student TAs often meet regularly in order to monitor course organization, grading, progress, etc. Regular meetings can provide a useful opportunity for faculty and graduate students to “check in” with each other and discuss any problems or issues that arise. Meetings also provide opportunities for discussing more pedagogical issues, such as how faculty develop their teaching styles and philosophies, and how to manage relationships with students.

#### **Train TAs in grading**

TAs can benefit from training on how to grade papers, exams, etc., to ensure that all TAs (along with the faculty member) have a shared understanding of how to evaluate student work. Some faculty members co-grade a select sample of papers/exams with the TAs to discuss how they evaluate each case, so that they can establish consistency in grading across all members of the teaching team.

#### **Allow TAs to contribute to exams and other aspects of the course**

TAs can gain useful teaching experience when they contribute substantively to the course, such as by developing exam questions and planning and implementing class activities. Such contributions to the course can be especially useful for training TAs when faculty are then able to provide TAs with feedback on their work.

#### **Offer TAs unique roles/responsibilities**

TAs can also gain useful teaching experience when they are given special opportunities to work closely with students. Faculty may therefore encourage TAs to work with students by giving them unique roles and responsibilities, such as preparing and leading review sessions, or leading discussion sections.

#### **Plan time for reflection**

Consider setting aside time during the middle of the semester and/or at the end of semester to review the class with the TAs, and to provide TAs with feedback regarding their performance. These times can be useful for reflecting on what was learned over the course of the semester; both by the students enrolled in the course and the TAs themselves.

*For More Experienced Teaching Assistants***Provide TAs with opportunity to guest lecture**

More experienced TAs should be encouraged to prepare and give a guest lecture. Guest lectures can range from as short as 15 minutes in length, to as long as the full class period, depending upon the TA's level of experience and the demands of the course. Opportunities to guest lecture are most effective in training graduate students when faculty can be present, so that they can later provide TAs with detailed feedback on their presentation (videotaping the presentation may be useful too).

**Give TAs a chance to lead class discussions**

More experienced TAs may also organize and lead a class discussion. Preparing for a class discussion may be a bit more advanced and time intensive than planning a class activity, as it may require TAs to find appropriate readings, videos, and other materials that can stimulate class discussion.

**Talk with TAs about course development**

Some advanced TAs may benefit greatly by learning more of the 'behind the scenes' details about course development. Consider sharing your syllabus and course materials with your TA, to discuss your decisions regarding course requirements, organization of topics, and grading policies and procedures. You might also ask TAs to think about the kinds of classes they might want to teach in the future, and suggest ways in which they could begin to develop such classes.

**Co-teaching**

Co-teaching involves the sharing of most teaching duties, including course development, selection of materials, preparation of lectures and grading policies, and overall management of the course. Co-teaching can be a useful way for graduate students to take on more responsibility, while still receiving guidance and mentoring prior to teaching their own independent course.

**What Graduate Students Can Do**

Graduate student TAs can enhance their training as teachers both by engaging in the kinds of activities outlined above, and in taking time to reflect on their teaching experiences. Graduate student TAs interested in engaging in these kinds of activities should discuss possibilities with the faculty member. Of course, your involvement will depend on your experience, the demands of the course, and the expectations of the particular faculty member. But, as a general point, try to use the TAship as a time for you to enhance your teaching skills and qualifications (through

preparing class activities, leading discussions, giving guest lectures, etc.), as well as a chance for you to develop your own teaching style and philosophy. At the same time, graduate students should also keep in mind that TAs are intended to work no more than 15 hours per week *on average* over the course of the semester and that engaging in such activities to enhance their training may involve a time commitment above and beyond that required to meet the original duties of the TAship. Nonetheless, even in the event that TAs do not take on additional duties and responsibilities, there are many things that TAs can do to make the most of their teaching experiences.

### **Reflect on your past learning experiences**

As you take on the roles and responsibilities of the TA-ship, try to reflect on some of your best experiences as an undergraduate in classes with professors you came to admire and respect. Think about the kinds of techniques and teaching approaches used by these professors, and how they might inform your own approaches and interactions with your students.

### **Develop your own ideas of teaching Do's and Don'ts**

Reflect on the faculty member's approach to teaching (e.g., teaching style, methods for encouraging discussions, ways of presenting ideas and methods for grading and evaluating performance). Along with taking notes on the course material, also take notes on things that strike you about the faculty member's approach to teaching. From this, develop your own list of teaching Do's (things you would like to emulate in your own future classes) and Don'ts (things you want to avoid).

### **Pay attention to the students**

Over the course of the semester, pay attention to how students respond to different lectures, class activities, and portions of the course material. Use this information to inform your own ideas for structuring a course. Also, see how the conditions of the classroom context (e.g., class size, physical characteristics of the room, time of day, etc.) may contribute to students' responses.

### **Compare your TA experiences**

For those of you who have served as a TA for many different courses, reflect on the differences you see in how faculty members structure their classes. Given this information, think about how you might structure your own course similarly or differently.

### **Engage in discussions with faculty**

You might also consider contacting individual members of our faculty to talk about teaching, seeking out those who have different teaching styles and philosophies. We suspect that just about any faculty member would be delighted to have a discussion with you about their teaching experiences and philosophies, and these kinds of discussions can often be useful for discerning one's own approach to teaching.



## General Information

### **Funding [Funding does not apply to BA/MA students.]**

Ours is a 4-5-year doctoral program, and financial support is available throughout this period. The department offers tuition remission and either research or teaching assistantships. The University also contributes to the student's health insurance costs. Summer stipends are not guaranteed but typically provided by the research advisor through a research assistantship. Students are required to apply for outside fellowships.

First year Ph.D. students will serve as either **research assistants** or **teaching assistants**. The typical use of time as a research assistant is to work on the collaborative research with the advisor. This may begin with assisting the advisor with his/her research but should evolve soon into the student developing a collaborative project with the advisor. The Research Assistantship is not to be used for clerical work unless the tasks are related to the research being carried out. (Thus students should not be expected to make copies for their advisors, for example, if these copies are unrelated to a research project.) Students are expected to spend 15-20 hours per week as Research Assistants. Masters students serve as Teaching Assistants both years.

In the remaining years students serve as **Teaching Assistants** or **Teaching Fellows**. **Teaching Assistantships** should take about 15 hours per week *on average* over the semester. This means that some weeks might require only a few hours, while others (when papers or other assignments must be graded) might require many more hours. The TA workload necessarily fluctuates over the course of a semester. The professor should work with the student to be sure that on average the workload does not exceed 15 hours per week. If students are working over 15 hours per week on average, they should speak to the professor with whom they are teaching. After this, they should speak to the Graduate Program Director, if necessary.

Students TA for one to three courses per semester. The total hours will not exceed 15 hours on average per week over the semester.

### Teaching Fellows

(TFs) teach their own course. Students must apply to the Department Chair for the privilege of teaching their own course. There is no guarantee that the request will be granted. The needs of the student, the needs of the undergraduate curriculum, and the qualifications of the student to teach the proposed course will all be taken into account in deciding whether the student can teach the proposed course. If students do apply to serve as a TF in their fourth year, they are encouraged to apply to teach 200 and 300 level courses rather than small seminars. Having taught a broader class will probably prove more beneficial when on the job market. Teaching fellows should state BC's policy on Academic Integrity on their syllabi and should provide a link to the website:

<http://www.bc.edu/offices/stserv/academic/resources/policy.html#integrity>

### Fifth Year Funding

Ph.D. students who are ABD (all but dissertation) in January of their fourth year and who are making good progress in their work will be awarded a fifth year of funding if needed. ABD means all requirements are satisfied except the dissertation itself. If a student is granted a fifth year of funding, the student must, in return, serve as a TA or TF.

### In Order to Receive a Stipend

In return for their stipends, masters and doctoral students serve as Research Assistants, Teaching Assistants, or Teaching Fellows. In some cases, an advanced student may have to leave the Boston area yet wish to continue on as a doctoral student. This can be done if the student has completed all course requirements and if the student's committee agrees. However, the student cannot receive a stipend in this case because the student will not be able to serve in the capacity of RA, TA or TF.

**Service stipends checks** are paid via direct deposit to students accounts on the 16<sup>th</sup> of the month in eight installments (September, October, November, December, February, March, April, May). Taxes are withheld from this payment depending on tax forms filled out by the student. **Please note that there is no check in January so plan your expenses accordingly.**

New students must turn in tax paperwork to the Graduate School of Arts & Sciences in McGuinn Hall 221 in person with proper identification. Please bring a voided check when turning in the tax forms so that direct deposit can be established.

### **University Regulations Concerning Employment Elsewhere in University**

By university regulation, full-time graduate students may not work more than 20 hours on the BC payroll. Because we expect our students to work 20 hours a week on their Research Assistantships, and 15 hours a week on their Teaching Assistantships, and because Teaching Fellowships require substantially more time, our graduate students may not be employed elsewhere in the university in addition to their Research and/or Teaching Assistantships/Fellowships.

## Special Fellowships

### **The American Minority Student Fellowship**

The Graduate School has a number of fellowships for minority group students. These fellowships are renewable for a total of five years of support. Notification of this fellowship is made upon admission. Like those on standard fellowships, students on this fellowship serve as research and teaching assistants.

### **The Presidential Fellowship**

The Department is sometimes able to offer a top applicant a Presidential Fellowship. These fellowships are renewable for up to five years. Notification of this fellowship is made upon admission. Like those on standard fellowships, students on this fellowship serve as research and teaching assistants.

### **The Donald J. White Teaching Award**

Each year the university awards the Donald J. White Teaching Award to deserving Teaching Fellows. Each year the Graduate Evaluation Committee can nominate one student to the GSAS to receive this award, or two students to share this award. Nominations are made by the Graduate Evaluation Committee. The criteria for nominating a student for this award are the student's teaching evaluations and a written report of the student's teaching by a faculty who has observed one of the student's classes.

### **Graduate Research Day**

In the spring of each year, the graduate students organize a one day conference, called Graduate Research Day. Graduate students present their research in talks and posters. A luncheon is provided. This is an excellent opportunity for students to develop skill in public speaking or poster presentation. This also helps students to bring their research projects to completion in time for formal presentation. All faculty and students are expected to attend.

### **Psychology Department Colloquium Series**

The department invites distinguished speakers from time to time. The colloquium series is run by a graduate student committee in consultation with the Faculty Colloquium Committee. The graduate students are responsible for everything from organizing the speaker's day on campus to ensuring hotel reservations are made. In addition, they need to work with the Psychology office to locate a room for the presentation, and plan room setup and refreshments that are required. All students are expected to attend and participate.

### **Graduate Program Director**

The Graduate Program Director serves on the Graduate Program Committee, the Graduate Admissions Committee and the Graduate Evaluation Committee. The Graduate Program Committee considers the program structure and makes recommendations to the Department about changes to the structure. The Graduate Evaluation Committee evaluates each student's progress yearly, and makes decisions about special fellowships and awards.

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#### THE GRADUATE PROGRAM DIRECTOR

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- Meets annually with each graduate student to monitor progress and problems
- Deals with individual problems as they arise
- Serves as a graduate student advocate to the department

## Summers

The program we outline in this handbook assumes that the graduate student is devoting 12 months per year to research and other endeavors in the graduate program. This continuous 24/7 immersion is the ideal situation in which the student can develop a successful independent research program. Reaching this ideal requires that students work throughout the summer (with, of course, a rest and recreation break). Students and advisors should therefore discuss possibilities for securing funding to support the students' work during the summer months. The advisor and graduate student should do everything possible to ensure that the graduate student has summer funding. The funding could come from an external research grant, an external student fellowship or internship, or some sort of funding through BC. For example, all faculty members can

apply for a Summer–Fall Research Expense Grant of \$2,000 or for a Research Incentive Grant of \$15,000 (although the latter is more difficult to obtain). These grants may be used to support a graduate student helping to carry out the funded project, and so inclusion of a graduate student should be a top priority in applying for these grants. The project should be related to the student's own program of research, and the work required should be as a researcher rather than as a clerk or receptionist. Of course, no one can live on \$2,000 for an entire summer. BC graduate stipends provide approximately \$19,000 over 9 months, which is \$2,111 per month. So, to be fully funded for the 3 summer months, a student would need approximately \$6333. Still, every dollar helps, and partial support may be all that can be worked out. Advisors could also help students find Research Internships that provide valuable experience during the summer. The department is actively lobbying for additional sources of summer funding earmarked for graduate students.

Even with the best efforts, it is not always possible to secure summer funding for graduate students. When students are forced to seek employment off campus, they cannot be expected to devote full time, or in some cases even part-time, to their studies. Advisors and the Graduate Evaluation Committee must recognize this necessary delay in developing the student's program. When a student can devote only part-time during the summer to studies, then every effort should be made to ensure that the available time is spent on the tasks most central to the student's program. (Of course, at no time should graduate students be asked to serve as unpaid RAs on research projects unrelated to their doctoral requirements. They have much work to do on their own research.)

## Travel to Conferences

Travel to a conference is subsidized from three different sources. Additional information available at: <http://gsas.bc.edu/conference>

### I. Funds from the GSAS

Graduate students traveling to an academic conference for the purpose of delivering a talk or presenting a poster will have some of their expenses defrayed. (Maximum = \$250 per academic year.)

Students must submit a request for such funding to Associate Dean Candace Hetzner, GSAS, ([hetzner@bc.edu](mailto:hetzner@bc.edu)), McGuinn 221, using the Conference Participants form at the following link:

<http://www.bc.edu/schools/gsas/currentstudents/conference.html>

## 2. Funds from the GSA

Students may also apply (with original receipts) for reimbursement from the Graduate Student Association. This grant allows:

- up to \$50 per academic year for attending
- up to \$100 per academic year for presenting a paper or poster

## 3. Funds from Professional Development Grant

This grant (through the psychology department) also allows first year students to attend a conference when not presenting and all students to receive additional support for presenting a paper or poster. (Max = \$250 per academic year)

This grant will further assist each graduate student to attend a professional conference. Each student is eligible to receive a maximum grant of \$250 per academic year (June 1 to May 31).

- **For those presenting**, this brings the maximum travel subsidy up to \$600.
- **For first-year students**, the money can be used to attend a conference even if no paper or poster is presented; this brings the maximum subsidy for non-presenting first years up to \$300.
- **For the rest of the students**, a paper or poster is required. Eligible expenses include:
  - Airfare or other transportation expenses (up to 90% of ticket price), less the amount covered by GSAS & GSA.
  - All non-transportation conference expenses with receipts (hotel, meals, registration, etc.), less the amount covered by GSA.

Students can apply for each source of funding **ONLY ONCE** per academic year, (June 1 to May 31) and only **AFTER** presenting at the conference.

Remember to SAVE YOUR RECEIPTS!

**Bottom line** - Any student presenting is eligible for up to \$600 per year. Any student not presenting is eligible for \$50/year – except for first year students not presenting who are eligible for up to \$300.

Receiving your travel reimbursement:

1) For GSAS and GSA Funds please follow the detailed instructions at the link below and turn in your receipts, as specified on the website, to the Associate Dean's office in McGuinn Room 221:

<http://www.bc.edu/schools/gsas/currentstudents/conference.html>

2) For Professional Development Grant Funds please bring qualifying travel receipts (up to \$250) to the Psychology Graduate Program Assistant in McGuinn Room 300.

Miscellaneous Information

**Graduate Student Professional Workshops Run by Boston College**

The office of Responsible Conduct of Research (RCR) hosts programs for the research community.

Their website is located at <http://www.bc.edu/research/rcip.html>

The schedule of events is here:

<http://www.bc.edu/research/rcip/compliance/education.html>

The Connors Family Learning Center

(<http://www.bc.edu/libraries/help/tutoring/teachingsupport.html> /) also provides 1-hour workshops of a similar nature that are specifically on teaching.

Events Page: <http://www.bc.edu/libraries/meta-elements/pdf/2008spring-teaching-lunch.pdf>

### **Graduate Student Center**

The Murray Graduate Student Center is open to graduate students from all departments. This center serves as way for graduate students to meet socially. The center offers a computer lab, study rooms, dining facilities, and a staff that advocates for graduate students. You can visit their website at: <http://www.bc.edu/offices/gsc/mgc.html>

### **University-Wide Graduate Student Awards**

The Graduate Student Association has a yearly Awards Banquet honoring three students from each graduate school for excellence in their field of study. Awards are also given for Outstanding Leadership, Outstanding Community Service, and the Sister Thea Bowman Award for outstanding service to the graduate office of the AHANA community (AHANA stands for African-American, Hispanic, Asian or Native American).

### **Human Subjects Pool**

The Psychology Department has a Human Subjects Pool composed of undergraduates in certain courses required for the psychology major. If you wish to use the pool, please apply through your advisor.

This pool is accessible through a software system called Sona-Systems. Please see Mike Ring (McGuinn 300) to gain access to the Human Subject Pool as a researcher. Use this link for additional information:

<http://www.bc.edu/schools/cas/psych/undergrad/sona.html>

### **Color Printing**

A color printer is available in room 300; for permission to use it, check with the Graduate Program Assistant in room 300 (as use must be limited).

### **Equipment**

Equipment (LCD projectors, laptops, slide projectors, audiotapes, etc.) can be signed out from the Center for Media and Instructional Technology in Campion Hall (formerly called the Audio-Visual Department). To sign out equipment, phone (617) 552-3243. You can visit the website of the center at: [http://www.bc.edu/bc\\_org/rvp/pubaf/chronicle/v10/n15/cmit.html](http://www.bc.edu/bc_org/rvp/pubaf/chronicle/v10/n15/cmit.html).

The department also has one pc laptop, one Mac laptop and two overhead LCD projectors for graduate students and professors to use for the occasional presentation. Reserve these resources through the Main Office. They are available between the hours of 8:30am and 5:00pm and cannot be loaned overnight.

### **Psychology Conference Room**

McGuinn Hall, room 332 is the Psychology Department's Conference room. Contact the main office to request room reservations.

### **Keys**

To obtain the keys you need, check with the staff in the main office. You should have a key to your office, the printer room in Carney and the exterior building entrance for Carney and/or McGuinn.

### **Library**

All psychology journals at Boston College are at O'Neill library. Most can be accessed online.

### **Mailboxes**

Graduate student mailboxes are in the main office. Mailboxes are organized alphabetically by last name. Campus mail can be left in the outgoing mail basket in the Main Office (McGuinn 300).

### **Offices**

Graduate students are assigned a shared office. Offices may change yearly. Each office is equipped with at least one computer and phone. Printing is done on the office network on either the department copy machine or one of several departmental printers. Please be sparing and print double-sided whenever possible. If you need to print a very large job, we ask you to use the copier printer (named psychcopier) in McGuinn Room 329.

### **Photocopying**

The photocopier is located in McGuinn 329. Students (and faculty) are asked to be conservative in the amount of copying they do. This is also available as a network printer under the name *psychcopier*. Contact the technology consultant if you need assistance setting this up.

### **Administrative Resources**

The staff in the main office will help you with general inquiries about the department. However, their main role is to provide support for the faculty. Thus you are expected to do all of your own word processing, copying, mailing, phoning, etc. If your work involves research with a faculty member and this in turn requires staff assistance, such work should be submitted by the faculty member concerned. When serving as a TF, you can expect the kind of help that faculty members receive for teaching.

**Supplies**

Supplies are provided by the labs. When these supplies are exhausted, students should request further supplies through their advisor. The main office does not provide office supplies for graduate students.

# Appendices

- Appendix 1**      Overview of Department
- Appendix 2**      Psychology Graduate Course Requirements
- Appendix 3**      Relevant Professional Organizations and Journals
  
- Appendix 4**      Practical Information  
for New Graduate Students
- Appendix 5**      Summary of Websites Listed in Handbook
- Appendix 6**      Submission of Dissertation to O'Neill Library
- Appendix 7**      Key Deadlines – Doctoral Program
- Appendix 8**      Graduate Student Forms

## Overview of Department

### Five Areas

Students are accepted into one of five areas listed below along with affiliated faculty:

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BEHAVIORAL NEUROSCIENCE

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- Michael Numan
- Gorica Petrovich
- Alexa Veenema

---

COGNITIVE AND COGNITIVE NEUROSCIENCE

---

- Hiram Brownell
- Elizabeth Kensinger
- Sean MacEvoy
- Scott Slotnick

---

DEVELOPMENTAL PSYCHOLOGY

---

- Sara Cordes
- Michael Moore
- Gilda Morelli
- Karen Rosen
- Ellen Winner

---

QUANTITATIVE PSYCHOLOGY

---

- Hiram Brownell
- Lisa Feldman Barrett
- Sean MacEvoy
- Ehri Ryu
- Scott Slotnick

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SOCIAL PERSONALITY PSYCHOLOGY

---

- Lisa Feldman Barrett
- Donnah Canavan
- Ramsay Liem
- Gilda Morelli
- James Russell
- Maya Tamir

### **Two Cross-Disciplinary Training Programs: Bridging Areas**

While graduate students apply to and are admitted to one of the above areas, students may develop research interests that bridge areas, and thus may work with faculty from more than one area. As shown above, some of our faculty members are also affiliated with more than one area. Students may also join one of our three cross disciplinary programs.

### **Emotion Training Program**

Emotion has long been recognized as a central problem of psychology, but only recently has emotion been the focus of extensive and intensive research. That research has come from all branches of psychology and indeed from disciplines outside psychology from philosophy to neuroscience. The emotion training program was founded in 2002 and so far includes a year-long proseminar, a research workshop, and monthly meetings of the Boston Emotion Research Lunch where emotion scholars from in and around Boston get together for informal discussions about research and theory. Some faculty members engage in joint research. The hope is to develop the training program into an Emotion Center. The key faculty are:

- Lisa Feldman-Barrett (contact person)
- Hiram Brownell
- Michael Numan
- Karen Rosen
- Jim Russell
- Maya Tamir
- Joe Tecce
- Ellen Winner

Students in the Emotion program take PS 530 (Theories of Human Emotion), PS 531 (Social Psychology of Emotion), PS 533 (Affective Neuroscience), and PS 561 (Emotional Development).

### **Neuroscience Track**

Because the ultimate goal of the neuroscience research conducted within our department is to better understand psychological outcomes, there is extensive overlap between the knowledge and training needed by those who use psychological methods of inquiry and by those who use neuroscientific modes. There is not complete overlap, however, and it is with this recognition that we have created a Neuroscience Track for students who wish to take courses that will provide them with the requisite foundation in the sub-fields of neuroscience, as well as hands-on training in neuroscientific methods of analysis. Affiliated Laboratories:

- Lisa Feldman Barrett
- Hiram Brownell
- Elizabeth Kensinger
- Sean MacEvoy
- Michael Numan
- Gorica Petrovich
- Scott Slotnick
- Alexa Veenema (2010)

**Statistical Consulting Committee**

The charge of the Statistical Consulting Committee is to provide faculty and graduate students in Department of Psychology with consultation on statistical issues in data analysis and research design. Currently, the committee consists of Ehri Ryu (Chair), Hiram Brownell. Any faculty member or graduate students in the psychology department are eligible for consultation. Statistical consultation includes (but is not limited to)

- suggesting appropriate methods for analyzing the data
- introducing relevant literature and references
- recommending statistical software packages
- advising of statistical issues to be aware of
- informing of options that can be pursued
- helping with minor problems running programs
- answering specific questions

Statistical consultation does NOT include

- analyzing the data
- writing
- making a decision

For statistical consultation, please contact a member of the committee via email. It is recommended to contact a member with expertise relevant to your inquiry.

Ehri Ryu: [ehri.ryu.1@bc.edu](mailto:ehri.ryu.1@bc.edu)

Multilevel modeling, Structural equation modeling, Longitudinal data analysis,

Regression analysis, SPSS, SAS, Mplus, LISREL

Hiram Brownell: [hiram.brownell.1@bc.edu](mailto:hiram.brownell.1@bc.edu)

Analysis of variance, Single-subject designs, Regression analysis, Non-parametric procedures, SPSS, Data from clinical populations

**Other Faculty**

Students may also draw on the expertise of Peter Gray (Research professor), Randy Easton (Research Professor) and Norman Berkowitz (now retired), Ali Banuazizi (Political Science) and the psychologists at the Lynch School of Education

<http://www.bc.edu/schools/lsoe/>

and the Carroll School of Management <http://www.bc.edu/schools/csom/> .

Students in the Developmental area may wish to take courses from the Lynch School of Education's program in the Applied Developmental and Educational Psychology Program.

<http://www.bc.edu/schools/lsoe/academics/graduate/phd/develop/>

Students in our program have also benefited from courses taken in Boston College's Department of Sociology.

<http://www.bc.edu/schools/cas/sociology/>

### **A Brief History of the Psychology Graduate Program**

The Ph.D. Program in Psychology began in the mid-1960s with an emphasis on the interpersonal, organizational, and social dynamics of social change and community action. As such, it reflected the activist and community-oriented stance of the faculty and the graduate students at the time—not to mention the Zeitgeist of the 1960s and early 1970s—eager to apply the theories and methods of the discipline to the solution of social problems and promotion of positive social change.

By the mid-1980s, with the broadening of faculty interests and new hires in the department, the scope of the Program was expanded to include the areas of perception/cognition, biopsychology, developmental psychology, as well as social and cultural psychology. The distinguishing features of the new Program were:

*(1) its "ecological perspective," maintaining that psychological functions are best understood within their appropriate ecological, social, and cultural contexts; and*

*(2) a tutorial structure that placed a premium on a low student-faculty ratio and an apprenticeship model of learning that involves close working and collaborative relationships between the faculty and graduate students.*

In the subsequent years, the Ph.D. Program came to reflect more fully the diverse interests of all members of the department, organized within five interrelated subdisciplines of psychology, including behavioral neuroscience, cognitive psychology, cultural psychology, developmental psychology, and social psychology. While each of these subdisciplines or areas has its own history, professional organizations, journals, annual conferences and the like, there is much that binds them together, on both theoretical and methodological grounds, within the broader framework of contemporary psychological science. A particular emphasis of the current Program is to ensure that all students, regardless of their area of specialization, achieve competency in core areas of the discipline, its history and theories, and in a variety of research methodologies and analytical techniques. At the same time, given the close ties between psychology and

## APPENDIX 1

its cognate disciplines in the biological and social sciences, the faculty has fostered a number of collaborative arrangements with other departments and schools within the University.

In 2008, the Department re-organized the graduate program into five areas: Behavioral Neuroscience, Cognitive and Cognitive Neuroscience, Developmental Psychology, and Social-Personality Psychology and Quantitative Psychology.

## Psychology Graduate Course Requirements

Students must complete 30 credits by the end of their second year as part of the requirements for a masters degree. Students typically take 18 credits during their first year and 12 credits in the second year.

In year one, the student usually takes one or two area seminars, two statistics courses, two research workshops and two (non-credit) professional development workshops.

In year two, the student takes any remaining area seminars, two research workshops and two independent study or additional courses agreed upon with your advisor. Students should fit remedial courses into the 30 credits.

Doctoral students are required to take an additional breadth seminar (outside of student's area) and a history of psychology course. These classes are usually taken in the third year.

Here are the specific course requirements by area and a checklist of required credits.

### Two Statistics Courses

#### 1. PS 606 Experimental Design and Statistics

NOTE: Those who have already had an equivalent course should see Ehri Ryu to determine whether they should take a more advanced statistics course instead.

#### 2. Second Statistics Course

Students take one of the following courses:

- PS608 Multivariate Statistics (Psychology Department)
- SC 703 Multivariate Statistics (Sociology Department)
- ED 668 (Lynch School of Education)
- A graduate level statistics course selected in consultation with your advisor \*

\* Other relevant statistics courses are available at Boston College outside of the Psychology Department. Please check the course listings for graduate statistics courses in Economics, Education and Sociology and verify with the Graduate Program Director that an alternate course will be accepted as one of your requirements.

**Two Required Area Seminars: Advanced Topics (AT)** [As of Sept. 2009, these requirements are under review and still to be determined]

9/09

The list of specific courses for these areas are currently under review

### ***Behavioral Neuroscience***

1. *BI/PS 573 – Neuroscience II*
2. *One chosen from:*

- *PS581–AT in BN: Hormones, Brain, & Behavior*
- *PS582–AT in BN: Learning & Memory*
- *PS583–AT in BN: Neuropsychopharmacology*
- *PS545---Affective Neuroscience*
- *PS585 – Brain Systems: Motivation and Emotion*

*(Students who have not taken Neurosciences I (PS 572) or equivalent are encouraged to audit or enroll in it)*

### ***Cognitive and Cognitive Neuroscience***

1. *PS570–AT in Cognitive Neuroscience*

### **Social – Personality Psychology**

1. PS540 – AT in Social
2. The second course should be completed by taking another course in the Social-Cultural area.

### **Developmental Psychology**

1. PS560 – AT in Cognitive Development
2. PS561 – Seminar in Social & Emotional Development

## Psychology Graduate Course Credits Checklist

### The First Two Years – All Students

Year	Course #	Course Name	Credits
1		500 Level in Student's Area	3
1		500 Level in Student's Area	3
1		Research Workshop (1)	3
1		Research Workshop (2)	3
1	PS606	Experimental Design and Statistics	3
1		Second Statistics Course	3
1		Professional Development Workshop	0
2		Research Workshop (1)	3
2		Research Workshop (2)	3
2		3 Credit Course to be determined with your advisor	3
2		3 Credit Course to be determined with your advisor	3

### Year Three and Beyond – Doctoral Students

Year	Course #	Course Name	Credits
3		500 Level Area Seminar outside of student's area (Breadth Seminar)	3
3	PS590/PY822	History of Psychology (Through dept or LSOE)	3
4 and beyond	PS99901	Doctoral Continuation Once you have completed your course requirements, you will need to register for at least one doctoral continuation credit each semester until you graduate.	1

## Psychology Graduate Courses

(This list changes frequently)

PS	530	Theories of Human Emotion
PS	531	Social Psychology of Human Emotion
PS	540	Advanced Topics in Social Psychology
PS	544	Seminar in Identity and Intergroup Relations
PS	545	Affective Neuroscience
PS	551	Seminar in Cultural Context of Child Development
PS	560	Advanced Topics in Developmental Psychology
PS	561	Seminar in Social and Emotional Development
PS	569	Special Topics Developmental Psych
PS	570	Advanced Topics in Cognitive Neuroscience
PS	571	Controversies in Cognitive Neuroscience
PS	572	Neuroscience I
PS	573	Neuroscience II
PS	579	Special Topics Cog. Affect & Behavioral Neuroscience
PS	581	Advanced Topics in Behavioral Neuroscience: Hormones, Brain, & Behavior
PS	582	Advanced Topics in Behavioral Neuroscience: Learning and Memory
PS	583	Advanced Topics in Behavioral Neuroscience: Neuropsychopharmacology
PS	585	Brain Systems: Motivation and Emotion
PS	606	Experimental Design and Statistics
PS	608	Multivariate Statistics
PS	640/641	Research Workshop in Social Psychology
PS	646/647	Research Workshop in Emotion
PS	660/661	Research Workshop in Developmental Psychology
PS	672/673	Research Workshop in Cognitive Psychology
PS	686/687	Research Workshop in Behavioral Neuroscience
PS	691/692	Professional Development Workshop

## Graduate Courses Offered by Year

This chart represents a tentative four-year plan of graduate course offerings. Like all plans, this is subject to change. With a few exceptions, the general goal is to offer each course once every two years.

	2009-2010	2010-2011	2011-2012	2012-2013
Cognitive & Cognitive Neuroscience	545 571 579	573 579 582 583	570 545 573	573 579 582 583
Developmental	561	560 569	551 561	551 560 569
Social-Personality	540	531	540	531
Behavioral Neuroscience	585	572 573	585	572 573
Emotion	545 561	530 531	545 561	530 531
General & Quantitative	606 608	606 608	606 608	606 608
History of Psych	PY822	PY822	PY822	PY822

**Graduate Statistics Minor for Doctoral Students in the Behavioral and Social Sciences and in the Professional Schools**  
(As of August 2006)

The graduate statistics minor is an interdepartmental program for doctoral candidates in the Economics, Psychology and Sociology Departments of the Graduate School of Arts and Sciences and in the professional schools.

Students are required to take six courses beyond the basic statistics requirements for their discipline. Requirements for the minor include

- (1) One course in applied mathematics and
- (2) Five courses in statistics at the intermediate or advanced level, with at least one course at the advanced level.

The applied mathematics requirement can be fulfilled with EC720 (Mathematics for Economics) or MT580 (Mathematics for Statistics). Course descriptions for these two courses are given on the next page.

Students will choose the remaining five courses for the minor in consultation with their faculty advisor and/or graduate program director.

Where appropriate, courses taken for the minor may also be used to fulfill doctoral program requirements. Note that the registrar has set aside the code of 800 for the graduate statistics minor for students in GSAS, GSSW, GSOE and GSON.

Current disciplinary contacts are:

- (1) Kit Baum (Economics)
- (2) Hiram Brownell (Psychology)
- (3) Natasha Sarkisian and John Williamson (Sociology)
- (4) Ce Shen (GSSW)
- (5) Larry Ludlow (LSOE)
- (6) Anne Norris (CSON)
- (7) Sam Graves (CSOM)

prepared by:  
Jenny Baglivo  
Mathematics Dept,  
Oversight Committee

**EC 720 Mathematics for Economists (Fall: 3)**

This course consists of two modules: one on linear algebra and the second on economic dynamics. The linear algebra portion of the course covers fundamental material in vector spaces, metric spaces, linear equations and matrices, determinants, and linear algebra. This basic material finds application in numerous economics courses, including macro theory, micro theory, and econometrics, and it will be assumed in the theoretical econometrics sequence. The dynamic optimization portion of the course covers differential equations, difference equations, and various topics in dynamic optimization.

**MT 580 Mathematics for Statistics (Fall: 3)**

This course is an introduction to probability, discrete and continuous methods, and linear algebra for graduate students in applied statistics with little or no formal training in these subjects. Topics include: counting methods, axioms and properties of probability, conditional probability, independence, Bayes rule, limits, infinite series, derivative and integral methods, vector and matrix operations, and computer methods. Applications in statistics will be emphasized throughout the course.

## Relevant Professional Organizations and Journals

### Professional Organizations

You can join any of the organizations listed below as a student member; doing so allows you to submit papers and posters for presentation at the meetings of these organizations. You often get a newsletter as well. The asterisked organizations are likely the more useful ones to join, but you should probably consult with your advisor about which organization is best for you.

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#### ALL AREAS

- American Psychological Society (APS)\*
- American Psychological Association (APA)

*[Students should join the division most closely related to their research interests; for a list of APA divisions, see <http://www.apa.org/about/division.html>]*

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#### BEHAVIORAL NEUROSCIENCE

- Society for Neuroscience\*

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#### COGNITIVE & COGNITIVE NEUROSCIENCE

- Cognitive Neuroscience Society\*
- Psychonomic Society\*
- Society for Neuroscience\*
- International Neuropsychological Society

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CULTURAL

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- International Association for Cross-Cultural Psychology\*
- Society for Cross Cultural Research\*
- Society for the Psychological Study of Ethnic Minority Issues (Div 45 of APA)\*
- Society for Psychological Anthropology
- Asian American Psychological Association
- Association for Asian American Studies

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DEVELOPMENTAL

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- Society for Research in Child Development\*
- American Educational Research Association
- Gerontological Society of America
- International Conference on Infant Studies
- International Society for Behavioral Development
- National Center for Clinical Infant Programs
- New England Mini-Conference on Infant Studies
- Society for Research in Adolescence
- Society for the Study of Human Development

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SOCIAL

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- Society for Personality and Social Psychology\*
- Society for the Psychological Study of Social Issues

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EMOTION TRAINING PROGRAM

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- International Society for Research in Emotion\*

## Journals

Below is a selective listing of journals to which students might consider submitting manuscripts. The student should consult with the advisor in deciding on the appropriate outlet for submission.

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FOR REVIEW PAPERS

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(Such as your Third Year Literature Review)

- Psychological Bulletin
- Psychological Review
- Neuroscience and Biobehavioral Review
- Brain and Cognition
- Brain and Language
- Developmental Review
- Personality and Social Psychology Review

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FOR EMPIRICAL RESEARCH PAPERS

---

(Such as your Second Year Research Project and your Dissertation)

Note: The most prestigious journals are asterisked; the rest of the journals under each area are listed alphabetically.

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ALL AREAS:

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- Psychological Science\*

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BEHAVIORAL  
NEUROSCIENCE

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- Journal of Neuroscience\*
- Behavioral Neuroscience\*
- Behavioral Brain Research
- Hormones and Behavior
- Neuroscience
- Pharmacology, Biochemistry and Behavior
- Physiology and Behavior
- Psychopharmacology

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COGNITIVE &  
COGNITIVE  
NEUROSCIENCE

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- Brain and Language
- Brain and Cognition
- Cognition\*
- Cognitive Neuroscience\*
- Journal of Experimental Psychology: Learning and Cognition\*
- Journal of Experimental Psychology: Human Perception and Performance (or articles on perception)\*
- Journal of Memory and Language
- Memory and Cognition
- Perception and Psychophysics

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DEVELOPMENTAL

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- Child Development\*
- Developmental Psychology\*
- American Educational Research Journal
- British Journal of Child Development
- Cognitive Development
- Development and Psychopathology
- Developmental Science
- Ethos
- Family Psychology
- Family Process
- Health Psychology
- Human Development
- Infant Mental Health Journal
- International Journal of Behavioral Development
- Journal of Adolescence
- Journal of Cross-Cultural Psychology
- Journal of Early Adolescence
- Journal of Experimental Child Psychology
- Journal of Gerontology: Psychological Sciences
- Journal of Research on Adolescence
- Merrill-Palmer Quarterly
- Psychology and Aging
- Review of Educational Research

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S O C I A L   &   P E R S O N A L I T Y

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- Journal of Personality and Social Psychology\*
- Personality and Social Psychology Bulletin\*
- British Journal of Social Psychology
- European Journal of Social Psychology
- Group Processes and Intergroup Relations
- Journal of Experimental Social Psychology
- Journal of Research in Personality
- Journal of Personality
- Journal of Applied Social Psychology

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E M O T I O N

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- Emotion\*
- Cognition and Emotion
- Motivation and Emotion
- Consciousness and Emotion
- Emotion Review

## Practical Information for New Graduate Students

### **Current Graduate Students - Name and Entering Class Year**

**2009:** Jonathan Entis, Brett Ford, Erika Siegel, Aggie Zhang

**2008:** Angelina Hawley, Brendan Murray, Christina Reppucci, Caren Walker

**2007:** Jennifer Drake, Alisha Holland, Mary Kayyal, Preston Thakral,

**2006:** Maria Gendron, Katherine Mickley, Kyle Tierney, Jill Waring

**2005:** Thalia Goldstein, Nicole Nelson, Shannon Snapp

**2004:** Kristen Lindquist, Cécile Morvan,

### **Student Contacts**

If there is someone else you would like to contact, or the contact information above is wrong, you can do directory searches at <http://www.bc.edu>. Just go to the upper right hand corner of the web page and you'll see an option for "Directories."

## APPENDIX 4

### Campus Information

Ask any of the graduate students for a tour of campus. A few key places to know:

#### McElroy Hall

- 1<sup>st</sup> floor: BC Bookstore, Bank of America ATMS
- 2<sup>nd</sup> floor: Eagle's Nest dining hall (serves sandwiches at lunch time) and US post office
- 3<sup>rd</sup> floor: Carney dining hall (full service dining hall) and Chocolate/Coffee Bar

#### 21 Campanella Way

- Hillside Café in (serves good sandwiches, soup and full service Starbucks coffee)

More Hall: home of accounts payable and the payroll office

#### McGuinn Hall

- Basement: Social Work library—a great quiet place to study.
- 1<sup>st</sup> floor: College of Advancing Studies (has cheap snacks and soda available for purchase)

Bapst Library: has dedicated graduate study carrels.

Murray Graduate Center: home of the offices of Graduate Student Life and the Graduate Student Association (has spaces for study, a kitchen, pool and ping pong tables and a DVD library).

<http://www.bc.edu/offices/gsc/mgc.html>

## APPENDIX 4

### **Banks**

- Bank of America–. Most convenient in terms of number and locations of ATM machines. (If you open your account at either the Cleveland Circle or Newton Center branches, and you have direct deposit, BofA will wave your monthly fee. It's a special deal for BC.) Most of the ATMs on campus are BofA.
- Century Bank–this is a good bank, they don't charge fees when opening accounts and don't have a minimum deposit required.
- Citizen's Bank–has branches, or at least cash machines, in most grocery stores.
- Sovereign Bank–Good for international students, because it does not require a social security number. Also, they have totally free checking!

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### Phone

Local Company–Verizon–you don’t get a choice (Unless you choose a digital package from RCN - see below)

Note: Even for local calls you have to dial the area code.

### Utilities

#### Electricity

NSTAR Electric.....1-800-592-200

Mass Electric.....1-800-322-3223

#### Gas

National Grid.....1-617-469-2300

NSTAR Gas Company.....1-800-572-9300

### Cable

RCN – offers package deals for digital cable, cable modem, and phone that come highly recommended. —not available in some neighborhoods

AT&T Broadband/Comcast - (these are the same company now) – offers package deals too.

Verizon DSL

Comcast—offers package deals if you bundle basic cable with cable internet.

### Grocery Stores

**Shaw’s/Star Market** – Star Market in Newton is at the end of Hammond Street on Rte. 9. Star Market in Brighton is on the Green C line. Shaw’s is located beside BU on the Green B line.

**Stop and Shop** – There is one in Brighton near the Mass Pike and the **NewBalance** Building -This is a great shoe outlet – you can take in your old New Balance shoes and get a discount. You can get there by taking the 86 Bus and getting off at Guest St.

**Trader Joe’s** – Coolidge Corner Stop on the Green C line and downtown on Boylston St. on the Green line. Awesome, a bit more expensive but worth it!). Great for organic and other high-quality natural products.

## APPENDIX 4

**Whole Foods** – Also awesome, but also more expensive. Excellent organic products and food to go. There is one in Newton on Beacon St. (close drive) or in Brighton off of the Green B line at the Washington St. stop.

**Johnnie's Fresh Market** – at 1000 Beacon St. on the Green C line at the St. Mary's stop just before the trolley goes underground to Kenmore Square (gives a 10% student discount with BC ID).

**Russo's**- Pleasant St, Watertown. A huge market stocking mostly produce, and excellent cheeses and breads. Very cheap.

### **Movies and Museums**

You can buy discounted tickets with your BC ID at the ticket booth in McElroy for **AMC theaters** (at the Chestnut Hill Mall near by and at the Landmark Shopping Center near the Fenway) at \$5.50.

With your BC ID, you can get into the **Museum of Fine Arts** for free (general admission, not special exhibits). You can also get discounted tickets to the **New England Aquarium** and other museums at the McElroy ticket booth.

From time to time the Graduate Student Association offers discounted tickets to various museums and cultural events. Information about these tickets is disseminated via email to GSA representatives who forward the information to their various departments.

### **Car Info**

#### **ZipCar at BC**

<http://www.bc.edu/offices/transportation/commuting/zip/>

**Car Insurance:** AAA has car and apartment insurance with huge discounts if you are a member. Commerce Insurance is also highly recommended as having “consistently reasonable rates” for car and apartment insurance.

**Parking at BC:** Most graduate students highly recommend getting a parking permit (\$125 or \$130 a year) so you can park in the lower campus garages (especially for the winter when you can leave your car in the garages (for a day or two) if your street is an emergency access street). In particular, the Beacon Street garage's basement and top two floors are supposed to be easy to park in. (Note that parking regulations change from year to year, so be sure to check on the parking sites currently permitted for graduate student parking permits. You can apply for parking permits through

## APPENDIX 4

AGORA. However, if you are feeling lazy, several students park on the side streets near McGuinn.

**Websites** (very helpful, lots of info)

<http://www.bc.edu/offices/gsc/bc-links.html>

<http://www.bc.edu/offices/reslife/gradhousing/>

### **Public Transportation**

<http://www.mbta.com> (maps and info)

### **BC is on the Green Line**

The B line dead ends at BC and the C line ends at Chestnut Hill Ave in Cleveland Circle and you can catch the shuttle from near there to BC. Get off the D line at Reservoir to catch the BC shuttle, or get off at Chestnut Hill and walk up Hammond St. to campus (about 10 minutes).

The other T lines meet with the green line in downtown Boston, but we don't recommend living that far away without a car.

You can buy T passes at some Shaw's Markets, at the larger T stations (e.g. South station, Government Center), and you can get student T passes at BC (Moore Hall), but you have to apply early (call student services for information). Also, although the T stops say they won't take dollars, they will, and if you are outdoors heading outbound on the B, C, or D lines, it's free.

The BC shuttle is free and very convenient (during the regular school year, at least). Here is the website with its route information:

<http://www.bc.edu/offices/transportation/bus/>

The T is great! The B line is slower than the C and D, but even so, it is often more convenient than a car in Boston!

### **Renting an Apartment**

Rent is expensive here, but it has gone down some recently. You should be able to get a one bedroom for around \$1000-\$1200. If you can live in a suburb, you may get your rent as low as \$800-\$900, but you need a car to do that. If you have multiple roommates, you may only have to pay only \$500-600.

*Start looking in May or June if at all possible.*

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Realtors often prefer to start leases on September 1, so it may not be possible, but if you can arrange it, try to move in during the middle of August or earlier. During the first week of September it's a zoo, because most of the college students move in then!

BC has an off-campus realty office – they have blacklisted places, apartment lists, and they can send you all kinds of info and check an address you're thinking about putting a check on (important for Brighton). They even allow locals to list with BC but last year people put overpriced stuff on their list.

<http://www.bc.edu/offices/reslife/offcampus.html>

Another website that several grad students recommend is:

<http://www.bostonapartments.com> <

[www.boston.craigslist.org](http://www.boston.craigslist.org) <<http://www.boston.craigslist.org/>>

### **Closest shopping/eating places:**

Newton Centre is only about a mile from campus (easy walk when the weather permits) and has a lot of nice shops and restaurants, including:

JP Licks

Cold Stone Creamery

Sol Azteca-great Mexican

Coconut Café – excellent Thai

Several of the pizza places there deliver to campus (good for late nights)!

About the same distance in the other direction (toward the city) is Cleveland Circle which has a CVS, several pizza places, Blockbuster, a good Chinese place (Chef Choy's) and a good Thai place (Bangkok Bistro).

Coolidge Corner is a bit farther down Beacon St. (in Brookline) and has everything that you need (Trader Joe's, the Gap, an independent movie theater, Brookline Booksmith, two good Indian restaurants, Pier 1, PaperSource and JP Licks).

### **Close Suburbs**

**Newton:** Huge area. Affluent, suburban, lots of parks.

**Parking:** No overnight parking on the street from November 1 through April 30. This means you need parking for any vehicle for six months of the

#### APPENDIX 4

year. Many apartments come with parking. EASY DRIVE TO BC. Car recommended for further out areas like West Newton and Nonantum.

Public Transit: The BC shuttle runs to and from parts of Newton during the school year (see the website above for a map).

The green line D travels out through Newton.

**Watertown:** Large Area, Buses.

Parking: No overnight parking on the street from November 1 through April 30. This means you need parking for any vehicle for six months of the year. Many apartments come with parking. EASY DRIVE TO BC. Car recommended.

Public Transit: The subway and the T don't go to Watertown. Buses do go there and lots of them, but we wouldn't recommend living in Watertown unless you have a car.

COMMENT: Avoid Executive Realtors (I think this is the name but something like it—they try to create bidding wars.)

**Cambridge:** Where Harvard and MIT are.

Parking: On street (LIMITED) and some places come with it. Car recommended.

Public Transit: The red line and buses. It will take some time to get to BC using the T, so it's not recommended.

**Further out**

**Waltham:** Some people call it working class but someone who lived there said it's a mix of professors and contractors, etc. but very ethnically diverse. Cheap apartment finds abound! It is North (way above Charles River) and South but no one ever formally mentions this. The Southern half, down near Moody Street, is approximately a 15 minute drive to BC. (Great food and good culture on Moody St.)

Parking: On street and most places come with it. Car recommended.

Public Transit: LOTS OF IT. Doable but iffy (a grad student lived out there and bought a car. The T commute was complicated.)

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Similar cities to Waltham (sometimes T-accessible):

- Arlington
- Belmont
- Burlington
- Jamaica Plain
- Natick
- Needham
- West Roxbury
- Wellesley

### **Boston Proper**

Car not needed for the most part and may be a pain in these areas.

The T could take a while from some areas (Back Bay, North End, South End, China Town), i.e., a 10-15 minute walk to the T, then a 20 Minute ride in on the D line.

Many areas you need to start looking in May or June for September stuff.

**Lower Allston** (Inexpensive according to one grad student. Another said that it is nice, within walking distance of Harvard Square, and doesn't have parking problems between Western Ave. and Cambridge St.)

**Allston** (Mostly Student Neighborhood – great for T). Parking is sometimes hard to find in parts of Allston and Brighton. However, if your apartment comes with a parking space or you don't mind going home early (by 7pm), it's okay to have a car there.

**Brighton** (Mostly Student Neighborhood – great for T). Near Newton there are some nice neighborhoods in Brighton.

**Brookline** (Close to the city but Suburban, no on-street overnight parking EVER) The C & D lines of the T run thru Brookline.

**Back Bay** (High End Cost, practically Downtown, very nice)

**Beacon Hill** (High End Cost, downtown, lots of hip restaurants and bars)

**North End** (Downtown, Italian Neighborhood)

**South End** (Downtown, lots of hip restaurants and bars)

**China Town** (Very close to Down Town Crossing shopping center, great food)

Welcome to Boston! It is a great city to be a student in and you will find that there are many other graduate students. Even though you'll be busy studying, try to take time to enjoy local culture, art, and entertainment!

## Summary of Websites Listed in Handbook

**Academic Calendar:**

<http://www.bc.edu/offices/stserv/academic/current/calendar/>

**American Psychological Association Divisions**

<http://www.apa.org/about/division.html>

**Academic Technology and Instructional Services:**

<http://www.bc.edu/offices/instruction/>

**Course listings:**

<https://agora.bc.edu/agora/login.html>

**Dissertation Format Regulations:**

<http://gsas.bc.edu/dissertation>

**Funding for Travel to Conferences:**

<http://gsas.bc.edu/conference>

**Graduate School of Arts and Sciences:**

<http://gsas.bc.edu/>

**Graduate Student Professional Workshops Run by Boston College:**

<http://www.bc.edu/libraries/help/graduates.html>

**Graduate Student Center:**

<http://www.bc.edu/offices/gsc/mgc.html>

**Institutional Review Board (IRB):**

<http://www.bc.edu/research/rcip/human/>

**Graduate Student Life:**

<http://www.bc.edu/offices/gsc/>

**Academic Integrity**

<http://www.bc.edu/schools/cas/polisci/integrity.html>

**Financial Aid, Health, Parking, and other Forms**

<http://www.bc.edu/offices/stserv>

## Deposit of Dissertation to the Dean's Office

- This link provides the most up-to-date guidelines for Dissertation Information <http://gsas.bc.edu/dissertation>
- Full text access to all dissertations, including Boston College dissertations, is available from the Libraries' web site: <http://escholarship.bc.edu/dissertations>

## Master's Thesis and Doctoral Dissertation Forms

On the Department's website, you will find links to samples of the Thesis Packets you will be required to complete. Again, these are sample forms, as they may change. Contact GSAS in McGuinn 221 for your forms.

The link to the Forms page is  
<http://gsas.bc.edu/studentforms>

## Key Deadlines – Doctoral Program

### Include NSF Proposal

#### Year 1

##### November 1– NSF Grant Applications Due

**Dec 1:** 2-3 page outline of proposed Second Year Research Project to advisor

**May 15:** Student Progress Form (Form 1 and all other forms go to the GP Assistant, in the Psychology Office); Formalize Preliminary Advisory committee (Form 2 to Advisor and GP Assistant); First and second year plan approved by committee (Form 3)

#### Year 2

**March 15:** Near Final draft of second year research project to committee with advisor's prior approval

**March 31:** Defense and final approval of second year research project (Form 4)

**May 15:** Student Progress Form 1

**IMPORTANT NOTE:** At the end of the second year, students are either invited to continue on in the program or are asked to leave, with a Master's if possible. This evaluation is based on the second year research project, other research, the student's writing, and performance in required courses.

#### Year 3

**Dec. 1:** Third and fourth year plan approved by committee (Form 5); third year Literature Review Plan approved by committee (Form 6); Dissertation Proposal to committee

**Sometime in Year 3:** Formalize Dissertation Advisory Committee (Form 9); Formalize Dissertation Defense Committee (Form 10)

**May 15:** Student Progress Form (Form 1); Dissertation Proposal Defense (Form 7); Students passed into Doctoral Candidacy when they have successfully defended the dissertation proposal; Final approval of third year literature review by committee (Form 8);

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**Year 4** for students finishing in four years: Students register for doctoral continuation; Work on dissertation; Final dissertation and public defense of dissertation; Students who successfully defend **by early April** may march in the **May** commencement. (Check GSAS website for exact date.)

Year 4 for students staying on for a fifth year: Students register for doctoral continuation; Work on dissertation.

Year 5 (not all students need a fifth year): Dissertation should be successfully defended **by June**; Students who successfully defend **by early April** may march in the **May** commencement. (Check GSAS website for exact date.)

## Graduate Student Forms

1. Cumulative Student Progress Form (Add on to and submit each year)
2. Preliminary Advisory Committee Form
3. First and Second Year Plan Approval Form
4. Second Year Research Project Approval Form
5. Third and Fourth Year Plan Approval Form
6. Third Year Literature Review Plan
7. Dissertation Proposal Defense Approval Form
8. Third Year Literature Review (Focus Competency) Final Approval Form
9. Dissertation Advisory Committee Form
10. Dissertation Defense Committee Form
11. Final Examination and Public Defense of Doctoral Dissertation

Forms are to be filled out by the student, signed by the committee members, and the original submitted by the student to the Graduate Program Assistant in Room 300, by the date indicated. Forms that do not require signatures may be sent to [psychoff@bc.edu](mailto:psychoff@bc.edu) electronically. The office will make a copy of the other forms for the Graduate Program Director. Students should keep a copy of each completed form for their records. Forms can also be downloaded from our website.