Psychology—the scientific study of thought, feeling and behavior in humans and other animal species—is one of the most exciting areas of study today. The study of the relationship of mind, brain and behavior is at the frontier of science, and discoveries in the field of psychology have profound effects on other domains—e.g., philosophy, economics, law, education and public policy.

At Boston College, we are enthusiastic about where we are now and where we’re headed in the future. We have a thriving department with numerous world-class investigators. In the last 10 years, we have hired 11 new faculty members at the assistant professor level. This tremendous growth has created a truly unparalleled level of excitement among our faculty and graduate students.

Our department conducts research in all of the core areas of psychology: cognitive neuroscience, behavioral neuroscience, developmental psychology and social psychology. We also have a quantitative (mathematical psychology) area that strengthens the other research areas and provides our graduate students with the advanced statistical training that has come to be expected in the field. Across areas, our department has a singular focus on neuroscience, which is in line with President Obama’s 2013 BRAIN Initiative to revolutionize our understanding of the human brain.

Our faculty and graduate students are highly productive. Last year, our department published more than 50 research papers, with graduate students serving as first author on the large majority. Our graduate students also regularly present at national conferences. Given this level of research productivity, it is not surprising that our national rankings have dramatically improved over the last decade. Each spring, we hold a Graduate Student Research Day, which is an excellent forum for students to practice giving presentations, discuss new ideas and get feedback on their recent work.

Many of our graduate students are supported by the National Science Foundation, the National Institutes of Health and other prestigious foundations. More advanced graduate students can also elect to teach their own courses, an invaluable experience that provides an edge when they go into the job market. Indeed, our graduate students have excellent research and teaching skills and routinely secure coveted post-doctoral and faculty positions.

To appreciate the exciting and productive environment of our department, we encourage you to visit our website and come to campus. We would be happy to arrange individual meetings with our faculty and current graduate students so you can experience our thriving department for yourself.
We offer a Ph.D. graduate training program in the five core areas of psychology: Behavioral Neuroscience, Cognitive Neuroscience, Developmental Psychology, Quantitative Psychology and Social Psychology. The department seeks students whose interests fall within or bridge these areas. All students collaborate closely with a faculty advisor.

Our doctoral program is aimed at students who intend to become research psychologists, participating in the basic search for knowledge about human beings. The focus throughout the stay at Boston College is on original research. The Psychology Department matriculates a small class of new doctoral students each September; our program’s size ensures individualized attention.

PLAN OF STUDY

First Year
Each student is accepted to work with a primary advisor. By the end of the first semester, the student, along with his/her advisor, selects two additional faculty members to serve on a thesis committee. The Ph.D. student’s initial task is the production of a second-year research project. Work on this task begins immediately. A topic is selected, background reading carried out and a research program designed and piloted. A proposal is then submitted to the student’s committee. The proposal is defended orally in front of the committee.

Second Year
In the second year, any further pilot work needed is carried out, IRB approval is obtained, the data gathered and analyzed, and the second-year research project written and defended.

The thesis reports original empirical research initiated and conducted while in our program. Although the project is carried out in close collaboration with the advisor, the student should be the major contributor to the thesis, thus qualifying the student for senior authorship on the thesis when it is submitted for publication.

Third, Fourth and Fifth Years
The second period in the 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 the student works on simultaneously: the third year literature review and the dissertation proposal. The fourth year focuses on dissertation research. The student’s principal job is carrying out research and building a CV. The program is designed to be completed within five years.

COURSE REQUIREMENTS
The required coursework is determined by the intended area of research. Please visit our website at bc.edu/psychology for specific information pertaining to required coursework for your area of research.

Neuroscience Concentration: Brain Mechanisms of Behavior and Cognition
Graduate students are able to receive a Ph.D. in psychology with a concentration in neuroscience. The goal of the neuroscience concentration is to promote research training in the basic neural processes and brain mechanisms that regulate behavior, cognition and emotion. This concentration offers flexible programs of study and is appropriate for students with interests in behavioral and cognitive neuroscience. The concentration is housed within the Psychology Department, but may include courses taught in the Biology Department.

GRADUATE STATISTICS MINOR
Graduate students in psychology and other departments may complete a minor in statistics through completion of courses in the Mathematics and other departments.
FACULTY PROFILES

BEHAVIORAL NEUROSCIENCE

JOHN CHRISTIANSON
Ph.D. 2006, University of New Hampshire
Email: john.christianson.2@bc.edu

The focus of John Christianson's research is to determine how stress interacts with the neural systems that permit individuals to adapt to potentially dangerous and changing environments. The current emphasis is on the neural mechanisms that underly safety learning. The laboratory employs a multidisciplinary approach to study brain circuits and behavior including sophisticated behavioral paradigms, electrophysiology and optogenetics. The overall goal is to provide new insight into the organization of the brain and behavior and improve treatment for psychological illness.

RECENT PUBLICATIONS


GORICA D. PETROVICH
Ph.D. 1997, University of Southern California
Email: gorica.petrovich@bc.edu

Gorica Petrovich's research explores the neurobiolgy of the motivational and emotional control of feeding behavior. She is particularly interested in interactions between the forebrain and the hypothalamus in the control of food intake and how basic hunger mechanisms can be influenced by learning and stress. She accomplishes the research goals through the use of advanced neuroanatomical, molecular and behavioral techniques in animal models. Her research demonstrates that the brain network formed by the amygdala, medial prefrontal cortex and lateral hypothalamus mediates control of food consumption by learned motivational cues.

RECENT PUBLICATIONS


MICHAEL A. MCDANNA LD
Ph.D. 2008, Johns Hopkins University
Email: michael.mcdannald@bc.edu

Michael McDannald’s research is aimed at uncovering the neural circuits that support the prediction of important events such as danger and reward. To uncover these neural circuits the laboratory combines Pavlovian conditioning procedures from the learning theory tradition with single-unit recording, optogenetic stimulation, neurotoxic lesions and neural inactivation procedures. The goal is to describe neural circuits that support prediction and how dysfunction of these circuits contributes to disorder of anxiety and addiction.

RECENT PUBLICATIONS


ALEXA H. VEENEMA
Ph.D. 2003, University of Groningen, The Netherlands
Email: alexa.veenema@bc.edu

Alexa Veenema examines the neural basis of social behaviors including juvenile play-fighting, adult aggression, social recognition and social anxiety. She is particularly interested in the role of early life stress in modulating these behaviors and in the neural circuits underlying the maturation of social behaviors. She is using rats and mice to explore the underlying brain systems with a focus on the neuropeptides vasopressin and oxytocin among others. Her research ultimately aims to shed light on normal and abnormal human social functioning as observed in autism spectrum disorder, borderline personality disorder, antisocial personality disorder and schizophrenia.

RECENT PUBLICATIONS

FACULTY PROFILES

Elizabeth Kensinger’s research combines behavioral and brain imaging techniques to examine how emotion affects the processes that are used to remember information. She is interested in understanding these cognitive and neural processes in young adults and in identifying how these processes change across the adult lifespan.

RECENT PUBLICATIONS

Maureen Ritchey’s research is focused on the psychology and neuroscience of human memory. She combines cognitive neuroscience methods, including functional magnetic resonance imaging (fMRI) and electroencephalography (EEG), to investigate the relationship between cortico-hippocampal systems and memory processes. One line of research aims to uncover how these systems and processes are affected by modulatory states such as emotional arousal. The goal of this research program is to determine why we remember some things and not others and to identify ways to intervene in memory-guided behavior.

RECENT PUBLICATIONS
SCOTT SLOTNICK

Ph.D. 1998, University of California, Berkeley
Email: scott.slotnick@bc.edu

Scott Slotnick's research program aims to understand the nature of visual memory (i.e., memory for visual items or events). Drawing on the foundation of research in visual perception, he employs cognitive modeling (based on behavioral measures), event-related potentials (ERPs) and functional magnetic resonance imaging (fMRI). His research indicates that memory retrieval is a continuous process that is constructive in nature, where features or components from disparate cortical regions bind together to form a unified memory.

RECENT PUBLICATIONS

JOSEPH Tecce

Ph.D. 1961, Catholic University
Email: tecce@bc.edu

Joseph Tecce studies the role of attention in the understanding of stress-health associations and in the achievement of stress reduction by cognitive-behavioral methods. He also investigates the use of eyeblinks as an indicator of emotional arousal and the control of computer functions by eye movements.

RECENT PUBLICATIONS

See also Sara Cordes, Ellen Winner and Liane Young.

DEVELOPMENTAL PSYCHOLOGY

SARA CORDES

Ph.D. 2005, Rutgers University
Email: sara.cordes.1@bc.edu

Sara Cordes studies cognitive development. Her primary research focus is on understanding how infants, children and adults keep track of basic quantities such as number, time and amount, and how these abilities relate to early counting abilities and mathematics achievement in the classroom. Using primarily looking-time measures with infants and psychophysical tasks with children and adults, her work investigates the impact of contextual, linguistic and social factors on these preverbal representations of quantity.

RECENT PUBLICATIONS

JOSHUA HARTSHORNE

Ph.D. 2012, Harvard University
E-Mail: joshua.hartshorne@bc.edu

Joshua Hartshorne studies the relationship between language and intuitive theories of the world, with a particular focus on how children use their intuitive theories to bootstrap language acquisition. He is particularly interested in using new and emerging methodologies, such as viral quizzes, crowdsourcing and Bayesian modeling to make progress on previously intractable problems.

RECENT PUBLICATIONS
Katherine McAuliffe's work focuses on the development and evolution of cooperation. Her primary research investigates how children develop an understanding of the norms governing cooperation and a willingness to enforce them. Her work on children is situated within a broader cross-cultural and comparative context that seeks to understand how and why the cognition supporting cooperation evolved.

RECENT PUBLICATIONS


Michael Moore studies parent-child interactions, cognitive and emotional development, memory organization and automatic processing. His current research interests focus on children’s participation in organized sports and their understanding of the “rules of the game.”

Karen Rosen's work focuses on social and emotional development during infancy and early childhood. Her research on parenting and early attachment relationships has included both mothers and fathers. She has studied questions about the effects of these early attachments on emotion regulation, on sibling relationships and on the development of problem behaviors.

RECENT PUBLICATIONS


Ellen Winner’s work focuses on cognition and emotion in the arts. She studies typical and atypical development in the arts, and the relationship between artistic learning and other forms of cognition.

RECENT PUBLICATIONS


See also James A. Russell.

Ehri Ryu’s research interests include multilevel modeling, structural equation modeling and analysis of longitudinal data. She is particularly interested in the assessment of goodness of model fit in multilevel structural equation modeling, different approaches to analyzing multivariate multilevel data and modeling longitudinal relationships between multiple variables.

RECENT PUBLICATIONS

**HAO WU**
Ph.D. 2010, The Ohio State University  
Email: hao.wu.5@bc.edu

Hao Wu’s research interest lies in the evaluation of statistical models in psychology. Relying on tools such as classical asymptotic theories, Bayesian statistics and information theoretic methodologies, he is particularly interested in issues such as how to compare multiple statistical models, how to account for the fact that models are not exactly true in reality, and how to handle nonlinear relations or non-normal distributions.

**RECENT PUBLICATIONS**

See also Hiram Brownell, Sean Macevoy and Scott Slotnick.

**SOCIAL PSYCHOLOGY**

**DONNAH CANAVAN**
Ph.D. 1969, Columbia University  
Email: canavang@bc.edu

Donnah Canavan’s research interests focus on the development of individual differences, including narcissism, psychological separateness and three orientations to achievement (fear of success, conventional success and healthy success). Her recent studies of the effects of shared affect and enthusiasm have led to a series of studies on a new concept she calls “social energy.”

**RECENT PUBLICATIONS**

**JAMES A. RUSSELL**
Ph.D. 1974, University of California, Los Angeles  
Email: james.russell@bc.edu

James Russell’s work focuses on emotion. He studies the expression and recognition of emotion through faces, children’s understanding of emotion, the structure of emotional experience, cultural influences on emotion and the distinction between mood and emotion and scientific taxonomies of each.

**RECENT PUBLICATIONS**

**LIANE YOUNG**
Ph.D. 2008, Harvard University  
Email: liane.young@bc.edu

Liane Young studies the cognitive and neural basis of human moral judgment. Her current research focuses on the role of theory of mind and emotions in moral judgment and moral behavior, as well as cultural and individual differences in moral cognition. She is also interested in conceptions of the self and free will. Her research employs methods of social psychology and cognitive neuroscience, including functional magnetic resonance imaging (fMRI), examination of patient populations with selective cognitive deficits and modulating activity in specific brain regions using transcranial magnetic stimulation (TMS).

**RECENT PUBLICATIONS**
**COURSES**

The combined and varied interests of the faculty, as indicated in the faculty profiles, ensure that the department offers a wide variety of graduate course electives. While the number and content of the graduate electives varies from year to year, the following list is illustrative of the range of courses offered.

**FALL 2016**

- Experimental Design and Statistics: Wu
- The Logical Problem of Language Acquisition: Hartshorne
- Neurobiology of Mental Illness: Veenema
- Theories of Human Emotion: Russell

**SPRING 2017**

- Advanced Topics in Developmental Psychology: Cordes
- Advanced Topics in Social Psychology: Heberlein
- Brain Systems: Motivation and Emotion: Petrovich
- Introduction to Multivariate Statistics: Ryu

**OUTCOMES**

**Recent Theses/Dissertations**

- **Laura Niemi**, “Interrogating Moral Norms: Interpersonal Orientations, Attitudes and Neural Activity Associated with Moral Values”
- **Tasha Posid**, “The Small-Large Divide: The Development of Infants’ Ability to Discriminate Small vs. Large Sets”
- **Maria Therese Gendron**, “Relativity in the Perception of Emotion Across Cultures”
- **Angelina Justine Hawley Dolan**, “Two Sides of the Same Mind: How Our Beliefs about the Artist’s Moral Mind Influence the Way We Respond to the Artistic Mind”
- **Brendan David Murray**, “Psychology Memory for Associative Integrations Depends on Emotion and Age”
- **Preston P. Thakral**, “The Role of Human Motion Processing Complex, MT+, During Sustained Perception and Attention”
- **Jennifer E. Drake**, “Predictors of Local and Global Processing in Autistic and Typical Development”
- **Thalia R. Goldstein**, “The Effects of Acting Training on Theory of Mind, Empathy, and Emotion Regulation”

**Recent Placement**

The Psychology Department takes an active role in attempting to place its students in attractive post-doctoral, tenure track and nonacademic positions. Our recent students’ placements have included:

**POST-DOCTORAL PLACEMENTS**
- Boston Children’s Hospital
- The Broad Institute
- The Martinos Center at Mass. General Hospital
- Princeton University
- Rutgers University Center for Cognitive Science
- Stanford University
- Tufts University
- University of California, Davis
- University of Massachusetts
- University of Virginia
- Yale University
- Yale University School of Medicine

**TENURE-TRACK PLACEMENTS**
- Brooklyn College
- California State University, Sacramento
- Elon University
- Manhattanville College
- Pace University
- University of Otago, New Zealand
- University of Waterloo
- University of Wisconsin, Eau Claire
- Washington and Lee University

**NON-ACADEMIC PLACEMENTS**
- BAE Systems
- Capacities.com
- Digital Research, Inc.
- Gillette Advanced Technologies Center
- MPR Associates
- Zeldis Research Associates
MORRISSEY COLLEGE OF ARTS & SCIENCES

The oldest and largest of the University’s eight schools and colleges, the Morrissey College of Arts and Sciences offers graduate programs in the humanities, social sciences and natural sciences, leading to the degrees of Doctor of Philosophy, Master of Arts and Master of Science. In addition, numerous dual-degree options are offered in cooperation with the Carroll School of Management, the Boston College Law School, the Lynch School of Education and the Graduate School of Social Work.

With approximately 1,000 students and 400 full-time faculty, the Graduate School is small enough to know you as a person, but large enough to serve you and prepare you for a rewarding life and satisfying career.

Academic Resources

PSYCHOLOGY COLLOQUIUM SERIES
We host a diverse colloquium series that brings outstanding visiting scientists to the department for formal and informal interactions with all of the members of the department.

Recent visitors have included:

2015
Randy Buckner, Harvard University
David Lewkowicz, Northeastern University
Josh Knobe, Yale University
Geoffrey Schoenbaum, University of Maryland
Jessica Black, Boston College School of Social Work

2014
Hillary Anger Eifenben, Washington University
Robert Rauschenberger, Exponent
William Seeley, Bates College
David Miele, Boston College Lynch School of Education
Jonathan Phillips, Yale University
Ronnie Janoff-Bulman, University of Massachusetts, Amherst
Laurie Santos, Yale University
Paul Harris, Harvard University
Ani Patel, Tufts University

2013
Howard Eichenbaum, Harvard University
Yaoda Xu, Harvard University
Ken Paller, Northwestern University
Glenn Schellenberg, University of Toronto

BOSTON AREA CONSORTIUM
The Boston Area Consortium allows graduate students to cross-register for courses at Boston University, Brandeis University and Tufts University.

BOSTON COLLEGE LIBRARIES
The University is home to eight libraries, containing 2.95 million volumes; more than 700 manuscript collections, including music, photos, art and artifacts; 625,000 e-books; and more than 600 electronic databases. O’Neill Library, Boston College’s main library, offers subject-specialist librarians to help with research, to set up alerts to publications in areas of interest and to answer any research- and library-related questions.

THE BOSTON LIBRARY CONSORTIUM
The Boston Library Consortium allows Boston College students access to millions of volumes and other services at 19 area institutions in addition to the world-class resources available through the Boston College Library System.

THE GRADUATE CONSORTIUM IN WOMEN’S STUDIES
The Graduate Consortium in Women’s Studies (GCWS) brings together scholars and teachers at nine degree-granting institutions in the Boston area: Boston College, Boston University, Brandeis University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons College, Tufts University and the University of Massachusetts Boston. The GCWS is devoted to graduate teaching and research in Women’s Studies and to advancing interdisciplinary Women’s Studies scholarship. Students can engage in the community and cross-disciplinary study promoted by the GCWS in myriad ways. Through courses, attending events and organizing conferences, these initiatives provide a learning environment unlike any other.
Boston College is located on the edge of one of the world’s most vibrant cities. Just six miles from downtown Boston—an exciting and dynamic place to live and learn—Boston College is an easy car or “T” ride away from a booming center for trade, finance, research and education.

Home to some of New England’s most prestigious cultural landmarks, including the Museum of Fine Arts, the Isabella Stewart Gardner Museum, Boston Symphony Hall and the Freedom Trail, Boston provides a rich environment for those passionate about art, music and history. For sports fans, Boston hosts a number of the country’s greatest sports teams: the Celtics, Patriots, Bruins and, of course, Fenway Park’s beloved Red Sox. Found within a short drive from Boston are some of New England’s best recreational sites, from the excellent skiing in New Hampshire to the pristine beaches of Cape Cod.

Boston also offers a wide range of family friendly attractions, including the Children’s Museum, New England Aquarium, Franklin Park Zoo and the Museum of Science. There are roughly 50 universities located in the Boston area, and the large student population adds to the city’s intellectually rich and diverse community. Events, lectures and reading groups hosted by world-renowned scholars abound on area campuses, providing abundant opportunities to meet and network with other graduate students and faculty throughout the Boston area.

The University

Boston College is a Jesuit university with more than 14,000 students, 786 full-time faculty and more than 170,000 active alumni. Since its founding in 1863, the University has known extraordinary growth and change. From its beginnings as a small Jesuit college intended to provide higher education for Boston’s largely immigrant Catholic population, Boston College has grown into a national institution of higher learning that is consistently ranked among the top universities in the nation: Boston College is ranked 30th among national universities by U.S. News & World Report.

Today, Boston College attracts scholars from all 50 states and over 80 countries, and confers more than 4,000 degrees annually in more than 50 fields through its eight schools and colleges. Its faculty members are committed to both teaching and research and have set new marks for research grants in each of the last 10 years. The University is committed to academic excellence. As part of its most recent strategic plan, Boston College is in the process of adding 100 new faculty positions, expanding faculty and graduate research, increasing student financial aid and widening opportunities in key undergraduate and graduate programs.

The University is comprised of the following colleges and schools: Morrissey College of Arts and Sciences, Carroll School of Management, Connell School of Nursing, Lynch School of Education, Woods College of Advancing Studies, Boston College Law School, Graduate School of Social Work and School of Theology and Ministry.

General Resources

Housing

While on-campus housing is not available for graduate students, most choose to live in nearby apartments. The Office of Residential Life maintains an extensive database with available rental listings, roommates and helpful local real estate agents. The best time to look for fall semester housing is June through the end of August. For spring semester housing, the best time to look is late November through the beginning of the second semester. Additionally, some graduate students may live on campus as resident assistants. Interested students should contact the Office of Residential Life.
JOHN COURTNEY MURRAY, S.J., GRADUATE STUDENT CENTER

One of only a handful of graduate student centers around the country, the Murray Graduate Student Center is dedicated to the support and enrichment of graduate student life at Boston College. Its primary purpose is to build a sense of community among the entire graduate student population and cultivate a sense of belonging to the University as a whole. Its amenities include study rooms, a computer lab, two smart televisions, kitchen, deck and patio space, complimentary coffee and tea, and more. Throughout the year, the center hosts programs organized by the Office of Graduate Student Life and graduate student groups. The Murray Graduate Student Center also maintains an active job board (available electronically), listing academic and non-academic opportunities for employment both on and off campus.

MCMULLEN MUSEUM OF ART

Serving as a dynamic educational resource for the national and international community, the McMullen Museum of Art showcases interdisciplinary exhibitions that ask innovative questions and break new ground in the display and scholarship of the works on view. The McMullen regularly offers exhibition-related programs, including musical and theatrical performances, films, gallery talks, symposia, lectures, readings and receptions that draw students, faculty, alumni and friends together for stimulating dialogue. Located on the main campus, the McMullen Museum is free to all visitors.

CONNORS FAMILY LEARNING CENTER

Working closely with the Graduate School, the Connors Family Learning Center sponsors seminars, workshops and discussions for graduate teaching assistants and teaching fellows on strategies for improving teaching effectiveness and student learning. Each fall, the Learning Center and the Graduate School hold a one-and-a-half day “Fall Teaching Orientation” workshop designed to help students prepare for teaching. The center also hosts ongoing seminars on college teaching, higher learning and academic life; assists graduate students in developing teaching portfolios; and provides class visits and teaching consultations, upon request. Through these and other activities, the Connors Family Learning Center plays an important role in enhancing the quality of academic life at Boston College.

FLYNN RECREATION COMPLEX

The 144,000-square-foot Flynn Recreation Complex houses a running track; tennis, basketball, volleyball, squash and racquetball courts; an aquatics center with pool and dive well; saunas and more. Its 10,000-square-foot Fitness Center offers more than 100 pieces of cardio equipment, a full complement of strength training equipment and free weights, an air-conditioned spin studio and three air-conditioned group fitness studios. During the academic year, BC Rec holds more than 80 group fitness classes per week in a variety of disciplines, including Zumba, spin, yoga, strength training, Pilates and more.

BOSTON COLLEGE CAREER CENTER

The Boston College Career Center works with graduate students at each step of their career development. Services include self-assessment, career counseling, various career development workshops, resume and cover letter critiques, and practice interviews. In addition to extensive workshop offerings, Career Center staff members are available throughout the year for one-on-one advising about any aspect of the career path. The Career Resource Library offers a wealth of resources, including books, periodicals and online databases.
Admission Requirements

The application deadline for fall admission is December 15. Please visit bc.edu/gsas for detailed information on how to apply.

Application requirements include:

- **Application Form:** Submitted online, via the GSAS website.
- **Application Fee:** $75, non-refundable.
- **Abstract of Courses Form:** A concise overview of background and related courses completed in an intended field or proposed area of study.
- **Official Transcripts:** Demonstrating coursework completed/degree conferred from all post-secondary institutions attended.
- **GRE General Test:** Official score report required for all applicants.
- **GRE Subject Test:** Official score report from either the psychology or biology exam strongly recommended for all applicants.
- **Three Letters of Recommendation:** From professors or supervisors. It is highly advisable that at least one letter be from an academic source.
- **Statement of Purpose:** A brief (1-2 page) discussion of an applicant’s preparation, motivation and goals for their proposed course of study.
- **Proof of English Proficiency:** (International only) Official TOEFL/IELTS score reports accepted.

Financial Assistance

DEPARTMENT FUNDING

Our Ph.D. students are fully funded, including a stipend and tuition scholarship. Students serve as either research assistants or teaching assistants during the course of the program.

FEDERAL FINANCIAL AID

Graduate students can apply for federal financial aid using the FAFSA. The loans that may be available to graduate students are the Federal Direct Unsubsidized Stafford Loan and Perkins Loan, based on eligibility. If additional funds are needed, students may apply for a Grad Plus Loan. For more information, see the Graduate Financial Aid website at bc.edu/gradaid or contact the Graduate Financial Aid Office at 617-552-3300 or 800-294-0294.

OFFICE OF SPONSORED RESEARCH

The Office of Sponsored Programs (OSP) assists both faculty and graduate students in finding sources of external funding for their projects and provides advice in the development of proposals. OSP maintains a reference library of publications from both public and private sectors listing funding sources for sponsored projects. In the recent past, graduate students have received research support from prominent agencies, corporations and organizations such as the Fulbright Commission, the Guggenheim Foundation, the National Science Foundation, the American Political Science Association, the American Chemical Society and the American Association of University Women.