



PSYCHOLOGY DEPARTMENT GRADUATE PROGRAM

GRADUATE HANDBOOK

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The logo of Tufts University, featuring a circular emblem with a tree and the text 'TUFTS UNIVERSITY' and '1862'.
TUFTS UNIVERSITY

Overview of Program

The graduate program in psychology is designed to prepare scholars for entering scientifically oriented research and/or teaching jobs. To this end, the program requirements for the Master's and Ph.D. degree have two major goals: to provide a broad-based, high-level exposure to scientific psychology; and to provide in-depth experimentally-oriented knowledge of a focus area in psychology.

Components of Program

All students are admitted to the Ph.D. program, which is comprised of Masters and Ph.D. components. Students admitted with Bachelor's degrees are initially admitted to the Masters component. After completion of the Master's degree, the student formally requests admission to the Ph.D. portion of the program. The decision to admit the student to the Ph.D. portion is made by a majority vote of the department faculty. Although most students enter the program with a Bachelor's degree, students may be admitted with a Master's degree from another institution and receive advanced standing pending departmental approval and after completion of the first-year requirements (statistics and first-year project). All students are expected to be full-time students and actively involved in research throughout their graduate studies.

Transfer Students

Students entering the program with a Master's degree in psychology must meet with their advisor and the Graduate Director to determine which course and program requirements remain to be met. Students entering with some graduate credits but without a Master's degree may transfer up to two graduate level courses toward the M.S., except when those courses have already counted for another degree. Graduate courses taken elsewhere may, however, be used to waive a program requirement (e.g., statistics). Application for course transfer must be made to the Dean of the Graduate School, after approval by the Graduate Director. Additional transfer courses may be applied to the Ph.D. requirements; however, these courses do not need to be referred to the Dean of the Graduate School. Students, who did not do an experimental thesis as part of their M.S. degree will be admitted to the Masters portion of the program. All students with an outside M.S. degree in psychology must do a first-year project (see description of this requirement below), and must demonstrate statistical competence (see statistical qualifying exam below).

Program Requirements

Milestone Requirements for Graduate Program

The graduate program is based around five major annual milestones:

- Year 1:** A 1st year project
- Year 2:** Completion of Masters' Thesis
- Year 3:** 3rd Year Grant/Publication Requirement
- Year 4:** Conceptual Presentation and Mini-Review
- Year 5:** Completion of Dissertation

Besides providing an easy way for you to measure progress in the program, these major projects are designed, along with the associated course work, to provide a strong research-oriented background in a specialty within psychology. The first two requirements correspond with the master's degree requirements and the others correspond with the Ph.D. requirements. Other requirements are described below.

Requirements for the Master's Degree

The requirements for the Master's degree include 10 credits (8 course & 2 research credits) distributed as follows:

- Completion of the graduate sequence in statistics (Psychology 107 & 108)
- One Core Course
- One additional Core Course or 200-level psychology course
- Two upper level psychology seminars (100- or 200- level)
- One Elective (independent reading/research course, another Psychology course, or course from another department at graduate level)
- One professional preparation course (the Teaching course is highly suggested)
- Students also must successfully complete a First Year Project (1 credit) and Master's Thesis (1 credit).

Students must demonstrate expertise in statistics methods and experimental design. This can be done by receiving a grade of A- or better in Psychology 108 (Advanced Statistics II). Students who do not meet this requirement must take a written statistics qualifying exam before being admitted to the Ph.D. portion of the program. The Master's thesis is to be completed by the end of the second year. As described later, a written proposal outlining this thesis should be submitted at least six months prior to the project's defense date (see dates listed below).

- May Degree: Proposal must be completed by preceding November
- August Degree: Proposal must be completed by preceding February
- November Degree: Proposal must be completed by preceding May
- February Degree: Proposal must be completed by preceding August

Admission to the Ph.D. portion of program

Admission to the Ph.D. portion of the program is based on satisfactory progress meeting program requirements (class performance, laboratory experience, TA and/or RA performance) and scholarly potential. Scholarly potential refers to the degree to which students have demonstrated their commitment to experimental psychology, and their ability to critically evaluate significant issues in psychology through research, writing, discussion, and teaching. There are a number of ways in which such potential may be demonstrated, including: showing initiative and active involvement in research; writing and publishing research articles, making presentations in departmental settings and at professional conferences, writing grant and/or fellowship proposals; attending colloquia and professional meetings; and organizing or promoting activities which aid intellectual exchange. The student must write a letter, to be given to the Graduate Director, requesting admission to the Ph.D. portion of the program. This application will be presented to the full faculty; a positive vote by a majority of faculty is required for admission.

Course Requirements for the Ph.D. degree

After completing the courses required for the Master's degree, students admitted to the post-Master's component of the program must complete 13 credits (8 course & 5 research credits) to attain the Ph.D.

- One Core Course
- Two additional 200-level psychology (either Core or seminar)
- One additional professional preparation course (the research/writing course is suggested)
- Four Elective Courses (independent reading/research courses, other Psychology courses or courses from another department)
- Third Year Publication Requirement (1 credit)
- Fourth Year Conceptual Presentation and Mini-Review (1 credit)
- Successful completion and defense of Dissertation (3 credits)
- Demonstrate competence in statistics (see statistics qualifying exam)

Students admitted to the Ph.D component of the program may complete the remaining requirements in as little as two years, although students more commonly take three years to finish. The Graduate School requires that students spend a minimum of three years from the time of their enrollment at Tufts to complete their Ph.D.s, and requires that they be a full-time student for at least one of these years. The Graduate School requires that the Ph.D. be awarded within seven years. Requests for extensions of time limitations must be made to the Dean of the Graduate School and must be accompanied by a supportive statement from the department.

General Research and Teaching Requirements

All full-time candidates for a graduate degree should be actively involved in research every term. It is also expected that students obtain teaching experience during their graduate student career. Teaching and research must be in furtherance of the student's graduate education and must be supervised. If the experience is other than a departmental teaching assistantship or research assistantship, it must be approved by the department.

Research. Given the demands of the current job market, students, with the assistance of their advisors, should plan to develop strong research skills and interests. It is the student's responsibility to establish a strong working relationship with a faculty member who may serve as the student's advisor, and as an advocate when the student is evaluated and considered for formal admission to the Ph.D. program. (Normally, the student should also make this person her or his official advisor at the Registrar's office for purposes of registration.) It is expected that graduate students will be consistently involved in research while in the program and will have several publications and conference presentations by graduation.

Research experience may take the form of working as a half-time research assistant for a faculty member (for which the student receives a stipend), conducting independent research in psychology or a related area for course credit (Psychology 293 or 294), or working on research either independently or in collaboration with faculty and/or graduate student colleagues (without

receiving course credit or a stipend). Course work alone (other than directed reading/research) will not satisfy the research requirement.

Teaching. Teaching experience is most often obtained by working as a departmental or university teaching assistant (TA), for which the student receives a stipend. Alternate ways of obtaining teaching experience include participation in the Graduate Institute for Teaching (GiFT), teaching a summer course in the department (limited opportunities), and teaching in another unit of the university (e.g., Ex-College). Students with a Master's degree may pursue teaching opportunities at another college or university. At a minimum, all students must take the Teaching Professional Preparation course and/or participate in the GiFT program.

Detailed Description of Program Requirements

Core Courses

The purpose of the core course requirement is to provide students with a broad knowledge of psychology in their own as well as other sub-disciplines of psychology. Core courses are comprehensive, professional-level surveys of a particular area of psychology. They are structured to be broad, rather than focused in the instructor's area of research, and to be suitable for both students who are specializing in the area and students with other areas of specialization.

The syllabus for each core course will be more or less stable over time, and independent of the person teaching the course. Course work will involve both exams and papers. Each of the five core courses is taught once every five semesters. Core courses are offered in the following areas:

Core Course	Possible Instructors
Biopsychology	Cook, DeBold, Holcomb, Kanarek, Kuperberg, Miczek, Shin, Urry
Cognition	Bushnell, Chechile, Cook, Goldberg, Holcomb, Taylor, Thomas
Developmental	Bushnell
Social	Ambady, Maddox, Sommers
Psychopathology	Harder, Kuperberg, Shin, Urry

First Year Project

All first-year students are required to conduct a first-year project (FYP), including planning, data collection, analysis, and oral and written presentation. All first-year students should enroll in PSYC 292 (section of Graduate Director) during the to receive credit for their FYP. Additionally, students are encouraged to submit the proposal for their FYP to the National Science Foundation or another appropriate funding source.

The FYP is to be an empirical research project. Data should be collected during the student's first year at Tufts. Exceptions to this (e.g., analyzing an extant data set in a different way) must be approved by the Graduate Director. Students will write up their project into a manuscript, using formatting requirements outlined by a journal to which the work could possibly be submitted. First-year students will present their findings at a Spring conference attended by faculty, other graduate

students, and other departmental researchers. This conference takes place on the second day of reading period spring semester. Presentations will consist of an approximately 15 minute oral summary of the project, with approximately 5 minutes for questions and discussion. Students should use audio-visual aids during presentations (e.g., PowerPoint). Final written manuscripts of students' FYP are due approximately four weeks after the conference (the Graduate Director will set the specific due date). The deadline for submitting these manuscripts to the department is firm. Grading of FYP will include both oral and written presentations. Feedback on the written portion will be provided by the student's advisor and another faculty member as determined by the faculty. In all cases, the faculty will attempt to assign a relevant faculty, in terms of research interests, to a project. If students receive a non-pass grade, they have one month to revise and resubmit their manuscript.

Professional Preparation Courses

These two courses, designed to prepare you for your career, are required. The *teaching* course focuses on how to teach and related pedagogical issues. Because the course can also be helpful for students serving as teaching assistant, it is strongly suggested as the professional preparation course for meeting the Masters' requirements. The teaching course can also be completed by taking part in the Tufts Graduate Institute for Teaching (GiFT), whereby students receive instruction on teaching during the first summer session and then co-teach a course with a faculty member during the subsequent fall semester. To do this option, students must make arrangements with a faculty teaching mentor (someone teaching a suitable course Fall semester). The *research/grant writing* course focuses on research-related issues. Topics to be covered include, for instance, writing a research article, grant writing and preparation, research ethics, professional presentations and laboratory management. This course can be helpful in meeting the 3rd Year Publication or 4th year presentation and mini-review requirements. A given Professional Preparation Course will be offered every other year.

Independent reading/research courses & elective courses

Three electives are required for the pre-Master's portion of the program, and six additional electives are required for the Ph.D portion.

- A. Directed readings/research -- Of the nine required electives, no more than five (one pre-Master's, four post-Master's) can be individualized directed reading or research courses.
- B. 100- and 200-level courses -- The remaining electives must be regular courses. In general, courses numbered 100 and above can be taken for graduate credit, and courses numbered in the 200 series are intended exclusively for graduate students. Individual 200-level courses are offered on an irregular basis. This necessitates some care in planning so that an essential course will not be missed, because it may be offered only once or twice during the entire time that a graduate student is in the program.

In general, courses at the 100- or 200-level offered in other departments (e.g., sociology, biology, child development, philosophy) or other schools in the university (e.g. Medical School, Sackler School, School of Nutritional Science and Policy) or at other Universities

may also be taken for graduate credit. However, it is important to check with your faculty advisor or Graduate Director to make sure that specific courses in other departments, other Tufts' schools, or at other institutions are suitable for graduate credit.

- C. Courses below the 100-level -- Even some undergraduate-level courses (e.g., Psy 11, 13, 53) may be taken for graduate credit, but these require additional work and registration for Psy 197 or 198. (These registrations will count as directed reading/research credits, and will limit the number of additional directed reading/research courses that can be taken (see above). Check with your advisor before taking any courses below the 200-level to make sure that the courses are suitable for your graduate training.

Statistics Qualifying Exam

All students must demonstrate competence in statistical methods and experimental design by either receiving a grade of A- or better in Psychology 108 or taking a written qualifying exam in statistics. The statistics qualifying exam is to be individually arranged between the student and the two faculty examiners/readers. The exam is generally taken at the beginning or end of a semester. Requests to take the qualifying exam should be presented to the Graduate Director of the Department in a timely fashion, so that qualifying exams may be given to groups of students when possible. Following the exam, the readers will report on the student's performance on a pass/fail basis. In order to demonstrate statistics competence, transfer students can either take Psychology 108 and receive a grade of A- or higher, or pass the statistics qualifying exam.

Third Year Grant/Publication Requirement

Students are required to submit a first-authored manuscript to a peer-reviewed scholarly journal or a grant proposal for funding by an external agency by the end of their third year. Students must submit verification of submission to the department (e.g., cover letter accompanying submission, confirmation of submission). Although it is hoped that the student's manuscript is accepted for publication or the grant is funded, these outcomes are not necessary for fulfillment of the requirement. The professional preparation course that focuses on writing and research can be particularly helpful in meeting this requirement. Note that for graduation there is a credit associated with this requirement, apart from the professional preparation course that focuses on writing. Students should sign up for a readings or research credit with their advisor in conjunction with this requirement.

Fourth Year Conceptual Presentation at Department Conference and Mini-Review

The fourth year milestone requirements will have graduate students conceptualize their research (past, present and future) for a broad psychological audience i.e. an audience that extends beyond the student's sub-area within Psychology. Conceptualizing and motivating a research question at multiple levels is a critical career skill for a Ph.D., whether in academia or industry. The requirement consists of both oral and written components as follows: 1) presentation at the Department 4th Year Conference, to take place during Fall Semester reading period, and 2) a mini-review of research addressing the specific research question. The details of these components are outlined below.

The Department 4th Year Conference will take place during Fall semester's reading period. The goal of the conference is to assess the student's ability to present a concise summary of the literature related to a specific research question, and field questions from an audience. Toward this end, the presentation should be directed to a multidisciplinary audience that is scientifically intelligent, yet unfamiliar with the research area. Students are encouraged to focus the presentation on their dissertation question. Presentations will be limited to 15 minutes, with an additional 5 to 10 minutes for questions. One model for this presentation is that of the introduction to a longer job-talk. The student is strongly advised to consult with her/his advisor and broader dissertation committee in determining the best approach to the presentation given the students' specific research. The question period is designed to help students field questions about their specific research question from a broader audience.

The mini-review will be due on the last day of classes of the Spring semester, after which the student will receive feedback and prepare a re-submission by the Fall semester of the 5th year. Mini-reviews have become a popular, and highly-cited method of intellectual dissemination. The general approach with mini-reviews is to distill research addressing a specific research question, time-locked to what is known at the time the article is written. Lengths for mini-reviews are limited and inclusion of attractive and highly illustrative graphics is highly encouraged. Students should follow the author guidelines imposed by the mini-review journal that most closely matches the student's sub-field within Psychology. Examples of mini-reviews include papers in journals such as *Current Opinions in Neurobiology*, *Current Directions in Psychological Science*, *Trends in Cognitive Science*, *Trends in Neurosciences*, *Current Neuroscience Reports*, *Current Research in Psychology*, to name some. Students should consult with their advisor to determine the appropriate model. Additionally, students are highly encouraged to submit their mini-review for publication. *Note:* Although the requirement specifies a mini-review, students who wish to take on a more detailed review, such as those published in *Psychological Bulletin*, *Psychological Review*, or published in book chapters may certainly do so.

Timeline and Details for the 4th Year Requirement

- *November of 4th Year* – The graduate committee, with input from the graduate student, will designate the reviewers for each student's 4th year requirements. To facilitate this process, students must submit 1) an abstract (150 words) outlining their research topic and 2) input, if desired, on reviewers to the graduate committee by the first Monday in November. Graduate students who have not, by this time, determined their dissertation research question should consult with their advisor and the graduate director on the best course of action. The reviewers will include, at a minimum, the student's advisor and another faculty member not within the student's sub-area of Psychology. Additional reviewers may be added either based on student or faculty input. The reviewer composition is designed to keep in mind that this requirement assesses a student's ability to pitch ideas and research to a broad audience. Reviewers are responsible for evaluating both the student presentation and the mini-review.
- *December of the 4th Year, Fall Semester Reading Period* -- Students will prepare and deliver a 15-minute presentation designed to introduce their research question to a broad audience.

- *January/February of the 4th Year*—Students will receive feedback on their presentation from their reviewers. Content feedback should be considered in the mini-review. Presentation feedback should be considered for future presentations.
- *April/May of the 4th Year*: Student will submit their mini-review to the Graduate Director by the last day of classes in Spring Semester of the 4th Year. The Graduate Director will then disperse the mini-reviews to the reviewers.
- *June of the 4th Year*: Reviewers will return reviews to the Graduate Director for dispersal to graduate students. These reviews should be similar to those submitted to journals when reviewing manuscripts.
- *September of 5th Year*: Students will submit revisions to mini-review, addressing reviewers' comments by the first day of classes of the 5th year. Re-submissions should include a detailed cover letter indicating how reviewers' points were addressed in the revision. This is an essential element for re-submission of manuscripts for publication and as such crafting response letters is an important skill to cultivate.

Theses and Dissertations

Master's Thesis and Ph.D. Dissertation. Thesis and dissertation work is supervised and evaluated by a faculty committee from the proposal stage to completion. Both the Master's thesis and the Ph.D. dissertation are written monographs based on original, empirical research conducted by the candidate; they differ only in the extent and complexity of the studies undertaken. Both may be written in journal form, although full supporting data and analyses should be included.

There is no publication requirement associated with either theses or dissertations (although, see above description of Third Year Publication Requirement). However, the quality of the dissertation is expected to warrant its publication. Further, all students are strongly urged to publish their research findings. Copies of theses and dissertations are kept both in the department and in the library.

Stages of completing theses and dissertations include:

- Picking a research topic
- Selecting your committee.
- Checking with the Graduate School Office on University procedural details and deadlines
- Preparing the proposal.
- Having a proposal meeting (at least six months before the defense).
- Conducting the research
- Writing the Thesis/ Dissertation.
- Distributing the document to your committee
- Presentation of oral defense to committee.
- Final copy is sent to the Graduate School.

Selecting a Committee. In doing either a Master's thesis or a Ph.D. dissertation, the first step is to select a problem in consultation with your faculty mentor. The next step is to select the remaining members of the committee and ascertain their willingness to serve. This should be done in consultation with your faculty mentor, who should serve as the committee chair. For the Master's

committee, in addition to the committee chair, the committee must include one additional full-time faculty member from the Psychology Department, and one member from outside the department (either from a different department at Tufts University or from any department in a different university) who holds at least a Master's degree. For the Ph.D. committee, the committee includes the chair, two additional full-time faculty members from the department, and an appropriate member from outside both the department and the university (normally, with a Ph.D.). Every attempt should be made to have your outside members be "local". The department does not pay for transportation or housing of such members. The outside member may attend the defense via video-conference. The candidate is responsible for making the appropriate arrangements for this.

Occasionally, a student will wish to conduct his or her research in a laboratory off the Tufts University campus. This may be done with departmental approval. Under these circumstances, someone with appropriate credentials must agree to provide day-to-day, on-site supervision of the student's work and agree to serve on the student's committee. However, the committee chair must be a member of the department faculty.

Once all committee members have agreed to serve, the **student will notify the graduate director in writing**. The graduate director may accept the recommended membership or may request additions or substitutions.

Preparing a Proposal. After consultation with the committee chair, the student will prepare a **written paper** describing his or her proposed research. This proposal will describe the rationale for the research, as well as hypotheses, proposed methods, and expected results of the research. This proposal should be submitted approximately one week prior to the proposal meeting.

Proposal Meeting. When the proposal is sufficiently polished and distributed to the committee, the student arranges a meeting of the committee to hear an oral proposal presentation. The date of the meeting must be transmitted to the Graduate Director prior to the meeting. The written proposal should be distributed to the committee at least one week prior to the proposal meeting. Although the outside member of the committee is invited to be present at the proposal meeting, his or her attendance is not mandatory. This proposal meeting should be held at least **six months prior to the project completion**.

Based on the proposal meeting, the committee may approve, disapprove, or request changes in the proposal, and may request another meeting. Once the proposal has been approved, the student must notify the graduate director that it has been approved, and provide the title of the study.

Conducting the Research and Writing the Thesis/ Dissertation. The student's committee may meet as often as needed (either at the request of the student or of the committee) until the research is complete. Usually the student and her or his committee chair go through several drafts of the thesis or dissertation until it appears to be a suitable base on which to complete the oral exam. Students should be aware that the Graduate School has stringent style requirements for thesis and dissertation manuscripts that must be followed (a copy of the requirements is available from the department administrator).

Oral Defense. Once the student and the committee chair feel that a draft of the thesis/dissertation is acceptable, an oral defense is scheduled. Before the oral defense is held, the student should procure the Fitness Form, the Grade Change Form, and the Binding Form from the Graduate School website (<http://gradstudy.tufts.edu>). In advance of the defense, the student must e-mail an announcement of their public announcement to the department, and reserve the conference room and necessary AV equipment. **All committee members, including the outside member, must be present for the oral defense. In cases when a committee member cannot be present on campus for the defense, video or audio conferencing can be set up.**

The first part of the orals exam, whether for a Master's or a Ph.D., must be open to the public, and must be announced and publicly posted at least a week in advance of the defense date. Students are also encouraged to give a separate departmental colloquium presenting their research.

Grading of Thesis/Dissertation Work. Based upon the written thesis/dissertation and the student's performance in the oral defense, the committee will assess whether the research has been properly executed and well-defended, and whether it constitutes a "contribution to knowledge." If these conditions are met, the student will have successfully completed the orals. If the student passes the oral exam, the committee chair will ensure that all members of the committee sign the Fitness Form approving the oral defense. (The Fitness Form may be obtained at <http://gradstudy.tufts.edu>) **A copy of this form must be made for departmental records prior to returning to the Graduate School.**

If the student passes the orals a grade must be entered (not a P or F) for the thesis or dissertation work. The committee chair must complete the necessary form to remove incomplete grades from the student's record for Psychology 295-296 (Master's thesis) or Psychology 297-298 (Ph.D. dissertation), and, on the same forms, assign a letter grade for the student's thesis or dissertation.

When all suggested revisions have been made and the thesis or dissertation is in an acceptable form for binding, the student will bring the Binding Form to her/his committee chair for signature. The signing of the Binding Form attests to the fact that all requirements have been met. Then the Binding Form, along with one final corrected manuscript plus two copies (required) for the M.S., or one final corrected manuscript plus one copy (required), is brought to the Graduate School with the correct fee (required) for the M.S. or the Ph.D. The fees and due dates for the final copies can be found at <http://gradstudy.tufts.edu>.

Awarding of Degrees. Degrees are awarded by the Trustees four times a year: May, September, November, and February. A Degree Sheet and Exit Survey must be filled out and returned to the Graduate School by a specified date. The Degree Sheet can be obtained at Dowling Hall. The Exit Survey can be found at <http://gradstudy.tufts.edu>. The Degree Sheet for the M.S. degree lists courses taken, requirements met, committee members, and the title of the thesis. The Degree Sheet for the Ph.D. asks for date the program was entered, previous degrees, dissertation title and committee members. The Degree Sheet must be signed by the student's committee chair and by the department graduate director or department chair. **A copy of the form must be given to the departmental office before returning it to the Graduate School.** When the original is returned to the Graduate School, the student's name is placed on a degree list.

Evaluation of Academic Progress

Graduate students, by the very nature of their work, are frequently evaluated. Reduced to their simplest form, the questions asked about each student are:

1. Has s/he demonstrated "scholarly potential"?
2. Will s/he become a responsible and productive psychologist, who will bring credit to the profession, him/herself, the department, and the University?

Course grades, satisfactory academic progress, the quality of independent work, thesis and dissertation research, the handling of graduate student duties and responsibilities (such as teaching and research assistantships), and the quality of other scholarly activities are the major factors that enter into the answers to these questions.

Graduate students should remain in close contact with their advisors and the graduate director to ensure they are making satisfactory progress in the program. During the spring semester of each academic year, the faculty along with the advisor of each graduate student will evaluate their academic progress. In addition to the evaluation by the advisor, faculty members for whom students have worked as teaching or research assistants will evaluate students. For this reason, it is recommended that graduate students working as teaching or research assistants meet with the relevant faculty members to solicit performance feedback and to deal with any problems that arise. Each student will receive a formal letter of evaluation. A copy of this evaluation letter will be placed in the student's permanent file. Evaluations will be influential in later decisions regarding financial awards or positions.

Satisfactory Academic Progress

In order for satisfactory academic progress to be made, the following should hold:

The Master's degree should be completed in two years, the Ph.D. in an additional three years. Overly ambitious Master's theses, involving longitudinal designs, rare or difficult-to-obtain subject populations, etc., are discouraged.

Core and other courses should be taken in an appropriate time frame. For graduate students, a grade below a B- is considered a failing grade for any course. If the student does get a grade below a B- for the M.S. degree, then the student can be still be considered to be making satisfactory progress as long as the course is retaken again promptly with a passing grade or another course is substituted. For Ph.D. candidates, a second grade below B- is permitted as long as the course is retaken or substituted promptly.

Students should demonstrate consistent involvement in independent research.

Unsatisfactory academic progress

The following are signs of unsatisfactory academic progress and may be grounds for dismissal from the program.

- Academic or scientific dishonesty.
- More than one grade below a B- for the Master's candidates without prompt retaking or replacement with another course.
- More than two grades below a B-.
- Failure to satisfactorily complete one or more degree requirements (e.g., yearly milestones).
- Having two incomplete course grades on the student's record at any one time

Consequences of Unsatisfactory Academic Progress

If a student is making unsatisfactory academic progress, the following steps will occur:

- a. The student will be informed, either by the advisor or by the department chair, that unsatisfactory progress is being made toward the degree. The steps necessary to regain satisfactory status will be specified at this time.
- b. If, after a reasonable interval, the student continues to perform in an unsatisfactory manner, the chair in consultation with the advisor will set a time limit for the completion of the relevant work. The likelihood of termination from the program, should the deadline not be met, will be communicated to the student.
- c. If the student lets this deadline pass without regaining satisfactory status, the student will not be allowed to register. The department faculty will meet to formally vote on the student's termination from the program.

Dismissal from the program should not be confused with failure to be admitted to the Ph.D. part of the program, which is reserved for those students who are deemed to have superior research and academic potential. Since this is a relatively small program it is essential that there be a good "match" between the interests of student and faculty. While every effort is made to ensure that students admitted to the graduate program have a faculty mentor in their area of interest, it is a fact that interests change. Thus it is possible that a student who performs satisfactorily at the Master's level may be denied admittance to the post-Master's program because his or her interests are not shared by at least one member of the faculty. Such a student will be counseled to seek admittance to another Ph.D. program where the necessary supports are more likely to be found. Dismissal and non-admittance to the post-Master's program shall be by vote of the faculty, after a careful consideration of the individual case. Students may appeal a negative decision according to standard grievance procedures (see grievance section below).

A dismissal notice may be given to a graduate student at any time of the year, but promptly following any action by the faculty. Dismissals are most likely to occur between semesters. Should one occur during a semester the student, under normal circumstances, will be allowed to complete the semester. If a student would like to transfer to another school because he/she feels his/her academic performance is putting him/her in jeopardy, he/she should seek advice from his/her advisor or the graduate director so that there will be adequate time to apply to another school.

Stipends and Tuition Support

Students can typically expect tuition support for five courses per year for 4-5 years. In addition to these tuition scholarships, financial support may also be available from the following sources.

1. Teaching Assistantships

Teaching Assistantships involve a 9-month commitment (Sept. 1 through May 30). The annual stipend is divided into 9 equal monthly payments, and is subject to withholding taxes. TA's are expected to devote up to 20 hours per week on their teaching assistantship duties. These duties should be discussed with the course instructor at the beginning of the semester. They may include, but are not limited to, the following:

- attending class sessions
- preparing, proctoring, administering, and grading exams
- grading papers or laboratory reports
- preparing materials for lab experiments or lectures
- giving occasional lectures
- conducting discussion/review sessions
- maintaining regular office hours
- photocopying course materials

On some occasions, TA's will be required to assist in more than one course. These assignments will be made such that the total workload of the TA does not exceed 20 hours. When this is done, the faculty of the two courses will meet with the TA to discuss how duties will be divided between the courses. Although students and faculty will be consulted about their TA preferences, an attempt will be made to have all students TA Psychology 1, 31, and 32 at least once.

2. Research Assistantships

Research assistantships involve assisting a particular faculty member with his or her research. The availability of research assistantships depends upon faculty grants and the needs of faculty investigators. Both the time commitment and the stipend for research assistantships are usually equal to those for teaching assistantships. However, in some cases, the term for an RA may differ from that of a TA. If grant funds are available, RA's may be employed in the summer as well as during the academic year. During the summer, RA's may receive up to two times their regular monthly pay, depending on the grant budget and assuming a full-time commitment. The term of a research assistantship may not always cover the entire academic year. In these cases, the department will make every effort to assist the student in locating alternative sources of support.

3. Fellowships

Students are encouraged to seek fellowship support for their graduate education. These awards add prestige to one's vita when searching for jobs or post-doctoral opportunities, as well as

increasing one's flexibility when juggling course work and research activities. This may become an increasingly important source of graduate student support as Tufts (like all other Universities) faces increasing budgetary restraints.

There are several places in which details about additional funding may be obtained:

- By speaking to the department chair
- Searching the Internet
- The Graduate School Office has compiled a list of funding sources appropriate for graduate students.
- Tisch Library has several directories of funding. Staff at the reference desk can assist you in locating these.
- The U.S. Government has publications regarding funding opportunities, which are available through the above sources.
- The department chair or graduate director may occasionally issue newsletters or circulate information regarding available sources of funding.

4. Other Jobs

When other means of support are not available, graduate students sometimes pursue job openings either within or outside of the University. Graduate students may sometimes be eligible for work-study grants to pursue campus employment. However, this is not an option for those who already hold a research or teaching assistantship. Information about work-study is available at the Financial Aid Office (128 Professor's Row). International students should consult the office of International Students for specific employment regulations regarding foreign students.

In evaluating this option, students should avoid employment that may detract from their ability to make satisfactory progress in the program; it is difficult to balance student responsibilities with a taxing job. Students should also be aware that some fellowships may be revoked if their recipients earn more than a token amount in an outside job.

5. Loans

Information on government-guaranteed loans is available at the Financial Aid Office (128 Professor's Row).

Departmental Support of Graduate Students

Phones. All graduate students have access to telephones linked to extensions on the Medford, Boston, & Grafton campuses. These telephones can also be used to make local calls. Excessive phone use, however, is not encouraged. The department is assessed a small usage charge each month based on the total number of incoming and outgoing calls, regardless of the type of call (intra-university, local, or long-distance). In addition, all outside calls, including local calls and calls to directory assistance, are charged to the departmental budget and must be kept to a minimum. All calls are itemized, by individual extension, and inspected on a monthly basis. The Department Chair will take corrective measures if telephone privileges are abused.

Photocopying. The departmental copying machines are available for use necessary in fulfilling TA and RA responsibilities. Personal copying may be done at cost of \$.05 a copy. Payment for this copying is arranged through Cynthia Goddard. Personal copying includes copying done for courses in which you are enrolled, theses, and individual research projects, etc.

Supplies. Graduate students may use reasonable quantities of standard office supplies necessary to complete their work.

Travel Expenses. A graduate student presenting a paper at a conference may ask the Graduate Director for money from the department. The department generally provides \$150 to help defray the cost of conference attendance. Students can generally get additional support for conference travel by applying to the graduate school. Students should request travel funds from the Graduate Director and must provide an indication that they are presenting their research at the conference they will be attending.

Thesis or Dissertation Expenses. Approximately \$150.00 may be requested for Master's research expenses, and \$300.00 for Ph.D. research expenses. Expenditures for thesis or dissertation research for which the student would like to be reimbursed must be approved in advance by the department chair. Original receipts must accompany all requests for reimbursement. Additional support may be available by direct application to the graduate school. These funds may be used for purposes such as: purchasing standardized tests, apparatus, or equipment, to pay subjects, or to hire a consultant. They may not be used for expenses that relate to the binding, typing, or photocopying of the thesis document. These costs must be covered by the candidate or by his/her faculty advisor.

Registration

1. Academic Calendar

The academic year at Tufts is divided into three terms: Fall, Spring, and Summer. The fall term typically begins in early September, and ends in mid- to late-December. The spring term begins in mid-January and ends in mid-May. There is a week-long spring break in March. Commencement typically occurs in the middle of May. Summer school has two 6-week sessions, one beginning right after Commencement (in late May) and the other beginning in early July.

Graduate students may take courses for credit during any of these official terms. However, few graduate courses are likely to be offered in summer school (although 100-level courses are occasionally offered). It is possible to sign up for independent study, directed reading, and thesis or dissertation course credit through summer school. To do this, a student must establish that a faculty member is willing to supervise his/her work during this period and then register for the appropriate courses. The student is responsible for any tuition which might be charged in the summer.

Graduate students who are paid for a Research Assistantship in the summer need to register for the correct continuation credit (402 for masters, 502 for doctoral) to indicate they are a student. There are no tuition charges associated with this registration. This will keep the tax rate the university deducts from pay checks at the same rate used during the academic year.

Students who have research or teaching assistantships are appointed for 9-month terms, running from September 1st through May 30th (see section B-1). They should therefore report to the department as early in September as possible, and no later than registration day. In addition, it should be understood that undergraduate vacation periods do not necessarily apply to graduate students. Graduate students are expected to complete their work before leaving, and are encouraged to consult their faculty supervisors or advisors to discuss policies regarding graduate student vacations.

2. Registering at Tufts

a. Available Courses

To find out which courses will be offered during a specific term, consult departmental course booklets (available late each semester) detailing the course offerings for the following term. Alternatively, consult the booklet entitled "Announcement of Courses," which is issued during the pre-registration period. Guidelines regarding the specific course requirements and the manner in which they can be fulfilled are presented in sections E and F.

b. The Registration Process

Before registering, students should discuss their planned course work with their advisor to make sure that their program meets departmental requirements. Registration is done on-line. Before you can register, you must get advisor's approval, which is done on-line.

It is extremely important that graduate students go through this procedure each semester. Failure to register will result in being administratively withdrawn from the university. If a student is withdrawn, a reinstatement fee will be charged to re-enter the program. Once a student has matriculated at Tufts, pre-registration can simplify matters enormously.

c. Registration for Teaching Assistant or Research Assistant

Graduate students should register each semester as either a Teaching (Psychology 405) or Research Assistant (Psychology 406). These do not carry course credit, but designate on the student's transcript whether they served as a Teaching or Research Assistant.

c. Registration with No Coursework

In order to be considered an active graduate student during terms in which the student is not registered for courses or thesis/dissertation credit, the student should register for Psychology 501 or 502. No tuition is charged for this registration. Students must be registered for at least 501/502 during the semester in which they would like to receive their degree.

d. Leaves of Absence

Students who wish to temporarily leave the program should request a leave of absence. Such requests should first be discussed with one's advisor, the department chair, or the graduate director. Forms for requesting leaves are available at Dowling Hall. There is a space on the Leave of Absence form for a statement of approval/disapproval which must be filled in by the department chair before the form is forwarded to the Dean of the Graduate School.

3. Registering at other Universities

In addition to taking courses at Tufts, students may cross-register for graduate credit courses at Boston University, Boston College, and Brandeis. Cross-registration may be accomplished by using a form available through the Registrar's Office.

Student Status

Definition of Full-time Student Status

It is assumed that students in the program will normally be full-time students. A full-time student is one who:

- (a) holds a research or teaching assistantship and takes at least 5 courses in a year, or
- (b) holds a fellowship and is taking 5 courses within a year, or
- (c) has completed course work and is actively working on a thesis or dissertation.

It is also expected -- and strongly urged -- that students will generally complete the entire graduate program in five years. Financial support cannot be guaranteed beyond the fifth year.

Graduate Student Grievances

Student grievances may be resolved at any of several levels depending on the nature of the grievance. The levels are:

1. The student's advisor.
2. The Department Chair and/or Graduate Director.
3. A grievance Panel of Department faculty.
4. The Dean of Students.
5. The Dean of the Graduate School
6. A grievance Panel of the University faculty.

Normally one would begin by discussing the grievance with his/her advisor. Usually the matter can be handled at this level. If the problem involves others or is more complex in nature, it may be taken to the Graduate Director.

When the problem is complex and/or sensitive, as judged by the Graduate Director and/or advisor, a panel of department faculty may be established to hear the grievance and to act or make recommendations as is appropriate in the judgement of the panel. Graduate students may serve on the panel at the request of the aggrieved person, the student governing group, or the faculty, providing that department faculty judge the matter to be one that can be discussed with graduate students present. The panel size should be an odd number such as 3, 5, or 7, so as to avoid tie votes. The Chair may or may not be a member of the panel as determined at the faculty meeting. The same is true for the advisor.

Should the issues comprising the grievance extend beyond the bounds of department control or resolution, it may be taken to a higher level. The Dean and Associate Dean of students handle many non-academic issues and matters of academic dishonesty. The Dean of the Graduate School handles matters relating to graduate policy and regulations, academic performance, financial support and other unforeseen or unique problems. The Dean may act on his/her own or with advice of a panel of university faculty, at the Dean's discretion.

If a student does not find satisfaction at a lower level in the grievance hierarchy, the student may address the request to the appropriate person at the higher level and notify those involved at the lower level that such a request has been made. If a student wishes to initiate grievance procedures at the level of the Dean of Students or the Dean of the Graduate School, the Department Graduate Director and Chair should be advised. Grounds for initiating grievances proceedings at a high level in the grievance hierarchy would be the belief that those lower in the hierarchy might be involved in the grievance, or that university regulations are part of the grievance. Student grievances against other students should start at the level of the department Chair where an appropriate plan of action will be determined.

Psychology Department Graduate Program Quick Overview

Major Program Milestones

- Year 1: A 1st year project
- Year 2: Completion of Masters' Thesis
- Year 3: 3rd Year Grant/Publication Requirement
- Year 4: 4th Year Comprehensive Paper/Exam
- Year 5: Completion of Ph.D.

Requirements for the Master's Degree

The requirements for the Master's degree include 10 credits (8 course & 2 research credits) distributed as follows:

- Completion of the graduate sequence in statistics (Psychology 107 & 108)
- One Core Course
- An additional Core Course or 200-level Seminar
- Two upper level psychology classes or seminars (100 level or higher)
- One independent reading/research course or other course credit
- One professional preparation course (the Teaching course is highly suggested)
- Students also must successfully complete a First Year Project (1 credit) and Master's Thesis (1 credit) before admission to the post-master's portion of the program.

Requirements for the Ph.D. degree

After completing the courses required for the Master's degree, students admitted to the post-Master's component of the program must complete 13 credits (8 course & 5 research credits) to attain the Ph.D.

- One additional area core course
- Two additional 200-level psychology courses or seminars¹
- One additional professional preparation course (the research/writing course is suggested)
- Four independent reading/research courses or other course credits
- A Third Year Publication Requirement (1 credit)
- A Fourth Year Comprehensive Paper/Exam (1 credit)
- Successful completion and defense of Dissertation (3 credits)
- Demonstrate competence in statistics (see statistics qualifying exam)

A Suggested Timeline For The First Two Years

For incoming students with no Masters degree

First Year

Fall Semester

- Course 1 – Statistics I –Psychology 107
- Course 2 – Psychology Core Course or seminar
- Discuss and start First Year Project with Advisor

Spring Semester

- Course 1 – Statistics II – Psychology 108
- Course 2 – Psychology Core Course or seminar
- Course 3 – First Year Project Credit
- Present FYP - Second day of reading period
- Write and Submit FYP beginning of June

Second Year

Fall Semester

- Course 1 – PP course - Teaching in Psychology (suggested)
- Course 2 – Advanced Course
- Contact internal and external committee members early in semester
- Organize and present written Masters Proposal to committee by end of semester

Spring Semester

- Course 1 – Advanced Course
- Course 2 – Independent Readings Course
- Course 3 – Master's Thesis Credit
- Present and defend written Masters Thesis by end of semester/summer

The above is just a suggestion. Obviously, variations are possible depending on course schedules, etc.