PSYCHOLOGY DEPARTMENT
GRADUATE PROGRAM

GRADUATE HANDBOOK

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Program Overview
The psychology graduate program aims to prepare scholars for scientifically oriented research and/or teaching jobs. To this end, the program requirements for the Master's and Ph.D. degree have three major goals: 1) to provide a broad-based, high-level exposure to scientific psychology; 2) to provide in-depth experimentally-oriented knowledge of a focus area; and 3) to provide experience with effective oral and written communication. All students are expected to be full-time and actively involved in research throughout their graduate studies.

Admissions: Program Components
Students are admitted to the Ph.D. program, which is comprised of Masters and Ph.D. components. Students admitted with Bachelor's degrees enter the Masters component. After completing the Master's degree, the student must request admission to the Ph.D. portion of the program via a letter to the Graduate Director. The decision to admit a student to the Ph.D. portion is made by a majority vote of the department faculty. 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). To determine advanced standing, students must have done an empirical masters thesis project. They must meet with their advisor and the Graduate Director to determine which course and program requirements remain to be met. Students who did not complete an empirical Master’s thesis will be admitted to the Masters portion of the program. Students with an outside M.S. degree must demonstrate statistical competence, as determined by the graduate statistics instructor.

Transferring Graduate Credits
Students entering with some graduate credits, but without a Master's degree, may transfer up to two graduate level courses toward the M.S., unless those courses have already counted for a degree. Graduate courses taken elsewhere may be used to waive a program requirement, but must be approved by the department graduate committee. Application for course transfer must be made to Student Services, after approval by the Graduate Director. Additional transfer courses may be applied to the Ph.D. requirements.

Program Requirements
Milestone Requirements for Graduate Program
The graduate program is based around five annual milestones that provide a strong research-oriented background and a means of measuring student progress. The first two milestones fit into the master’s degree requirements and the others correspond with the Ph.D. requirements.

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

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

- Complete the graduate statistics sequence (Psychology 107 & 108)
- One Core Course
- One additional Core Course or 200-level psychology seminar
Students must demonstrate expertise in statistical methods and experimental design. This can be done by either receiving a grade of A- or better in Psychology 108 (Advanced Statistics II) or taking a written statistics qualifying exam. Statistical expertise must be verified 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. A written proposal outlining this thesis should be submitted and orally defended at minimum of 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
- 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 in meeting master’s degree 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. Ways in which such potential may be demonstrated include showing initiative and active involvement in research; writing and publishing research articles, presenting research in departmental settings and at professional conferences, writing grant and/or fellowship proposals; attending colloquia and professional meetings; and organizing or promoting activities that 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 letter 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**

Students in the PhD component of the program must complete 13 credits (8 course, 2 research, 3 dissertation) to attain the Ph.D.

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

Students admitted to the Ph.D component of the program may complete the remaining requirements in as little as two years, although three years is more common. Tufts requires that a student spend a minimum of three years from the time of enrollment and a maximum of seven years to complete
their Ph.D. Requests for extensions of time must be made to 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 will obtain teaching experience. 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. Students, with the assistance of their advisors, should develop strong research skills and interests. 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. 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. The student should make this person her/his official advisor with Student Services. The Graduate Director will be listed as a secondary advisor for all students.

Research experience may take the form of working as a half-time research assistant for a faculty (for which the student receives a stipend), conducting independent research in psychology or a related area for course credit (Psychology 291 or 292), 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 will not satisfy the research requirement.

Teaching. Teaching experience is most often obtained by working as a 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), teaching a department course during the academic year (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 Professional Preparation course on Teaching and/or participate in the GiFT program.

Detailed Description of Program Requirements

Core Courses
Core course provide students with a broad knowledge of psychology in their own as well as other sub-disciplines. 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 research area, and to be suitable for students in any psychology speciality area.

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. Core courses are offered in the following areas:

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Possible Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biopsychology</td>
<td>DeBold, Holcomb, Kanarek, Kuperberg, Miczek, Patel, Shin, Urry</td>
</tr>
<tr>
<td>Cognition</td>
<td>Chechile, Cook, Goldberg, Holcomb, Patel, Race, Taylor, Thomas</td>
</tr>
<tr>
<td>Social</td>
<td>Maddox, Remedios, Sommers</td>
</tr>
<tr>
<td>Psychopathology</td>
<td>Harder, Kuperberg, Shin, Urry, Queen</td>
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Seminar Courses
Seminar courses provide depth of knowledge on a narrower topic. Students may receive graduate credit for Tufts courses at the 100- or 200-level. Students must take 200-level seminars to meet the PhD requirements. Students may petition for one non-PSY course to count toward one seminar requirement, with justification that the course fits their research program. Petitions should be submitted to the graduate director.

Professional Preparation Courses
Both Professional Preparation 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. Students can also complete the teaching course by taking part in the Graduate Institute for Teaching (GiFT), whereby students receive instruction on teaching during the summer and then co-teach a course with a faculty member during the subsequent academic year. For this option, students must make arrangements with a faculty teaching mentor (someone teaching a suitable course) and both the student and faculty must apply to GiFT. The research writing course focuses on research 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 and 4th year milestone requirements. Students may also meet this requirement through the Graduate Research Excellence at Tufts (GREAT) program. A given Professional Preparation Course will be offered every other year.

Seminar, 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. Note this does not include research courses used for milestone project credits.

B. 100- and 200-level seminar courses -- Seminar courses provide depth of knowledge on a narrower topic. Students may receive graduate credit for Tufts courses at the 100- or 200-level. Courses numbered in the 200 series are intended exclusively for graduate students. Students must take two seminars (100- or 200-level) for the Master’s requirements and two 200-level seminars for the PhD requirements. 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. Seminar courses can also be used for the remaining electives. These can include 100- or 200-level courses 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. 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 -- Some undergraduate-level courses 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 100-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. The statistics qualifying exam is to be individually arranged between the student and the graduate statistics instructor. Requests to take the qualifying exam should be made in a timely fashion, so that qualifying exams may be given to groups of students when possible. Following the exam, student performance will be reported as pass/fail. 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.

First Year Project
All first-year students must 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 spring semester 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 Committee. 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 the second day of reading period spring semester. Presentations will consist of an approximately 15 minute oral project summary with approximately 5 minutes for questions and discussion. Final written manuscripts of FYP are due approximately four weeks after the conference (with specific due date set by the Graduate Director). The deadline for submitting these manuscripts is firm. FYP grading will consider work on the project as well as oral and written presentations. The student’s advisor and another faculty member, determined by the department, will provide feedback on the manuscript. The department will attempt to assign a relevant faculty, in terms of research interests, to a project. Students receiving a non-pass grade have one month to revise and resubmit their manuscript.

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 focusing on research writing can be particularly helpful in meeting this requirement. Note that students must sign up for a credit (a readings or research credit with their advisor) associated with this requirement, apart from the professional preparation course that focuses on writing.

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 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 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 an approximately 15-minute presentation designed to motivate 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 publication. Further, all students are strongly urged to publish their research. 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 for 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 (one week prior to defense)
- Presentation of oral defense to committee.
Final copy is sent to the Graduate School.

Selecting a Committee. For the Master’s thesis and Ph.D. dissertation, the first step is to select a problem in consultation with your faculty mentor. The next step is to select the members of the committee and ascertain their willingness to serve. This should be done in consultation with your faculty mentor, who will serve as the committee chair. For the Master’s committee, in addition to the committee chair, the committee must include one additional 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 faculty members from the department, and an appropriate member from outside the university (normally, with a Ph.D.). Outside members who are not local may attend the defense via videoconference. The department does not pay for transportation or housing of such members.

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.

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 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. If not attending, the outside committee member should send comments and concerns, in writing, to the student’s advisor. 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.

Conducting the Research and Writing the Thesis/Dissertation. The student's committee may meet as often as needed (at the request of either the student or 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 prior to distribution to the committee. Students should be aware that the Graduate School has stringent style requirements for thesis and dissertation manuscripts that must be followed (see graduate school web-site).

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 Certificate of Fitness and the Approval of Thesis/Dissertation for Submission forms from the
Graduate School web-site (http://uss.tufts.edu/stuServ/gradservices.asp) and a grade change form from one of the department administrators. In advance of the defense, the student must e-mail a public announcement to the department, and reserve a conference room and necessary AV equipment. All committee members, including the outside member, must be present for the oral defense. Attendance via video conference is acceptable.

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 publicly announced at least a week in advance of the defense. Students are also encouraged to give a separate departmental colloquium or brown bag 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 orals, the committee chair will ensure that all members of the committee sign the Fitness Form (found here http://uss.tufts.edu/stuServ/gradservices.asp) approving the defense. 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 (Satisfactory/Unsatisfactory) must be entered 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 S/U grade for the thesis or dissertation.

When all suggested revisions have been made and the thesis or dissertation is in an acceptable form, the student will bring the Approval of Thesis/Dissertation for Submission Form to her/his committee chair for signature. The signing of this approval form attests that all requirements have been met. Then the Approval of Thesis/Dissertation for Submission Form must be submitted to the Graduate School with the correct fee (required) for the M.S. or the Ph.D. The thesis or dissertation is submitted electronically. The fees and due dates for final submission, as well as information about electronic submission, can be found at http://gradstudy.tufts.edu.

Awarding of Degrees. Degrees are awarded by the Trustees three times a year: May, September, and February. A Degree Sheet must be submitted at least one semester prior to the graduation date. 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. In addition, the Exit Survey must be filled out and returned to the Graduate School by a specified date. For forms needed for graduation check http://uss.tufts.edu/stuServ/gradservices.asp.

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 advisor(s) and the graduate director to ensure they are making satisfactory progress. During the spring semester of each academic year, the full faculty will evaluate graduate student academic progress. Because all faculty with whom the student has interacted participate in the evaluation, 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 graduate director, 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 graduate director in consultation with the advisor will set a time limit for the completion of 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. 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, research interests can change. Thus it is possible that a student who performs satisfactorily at the Master's level may be denied admission to the Ph.D. portion of the 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. 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 below).

A dismissal notice may be given to a graduate student at any time of the year. 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 TA duties. Course instructor and TA will meet at the beginning of the semester and complete a TA expectations form. TA duties 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

Sometimes, 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:

- 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.

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 (Dowling Hall). 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 (Dowling Hall).

**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 be used to make local calls. 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 (2 short terms). The fall term typically begins in early September, and ends in 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 mid-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 offered in summer school (100-level courses are occasionally offered).

Graduate students who are paid for a Research Assistantship in the summer need to register for the correct continuation credit (PSY 502) to indicate they are a student. There are no tuition charges associated with this registration.

Students who have research or teaching assistantships are appointed for 9-month terms, running from September 1st through May 30th. 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 to discuss policies regarding graduate student vacations.

2. **Registering at Tufts**
   
a. **Available Courses** -- Consult departmental course listings (online on Psychology website) to find out which courses will be offered in the upcoming term. Consult your requirement checklist for details about requirements.

b. **The Registration Process** -- Before registering, students should discuss their planned course work with their advisor. Before you can register, you advisor must clear you 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), unless on external fellowship. These do not carry course credit, but designate on the student’s transcript whether they served as a Teaching or Research Assistant.

d. Registration with No or Reduced Coursework -- In order to maintain active status during terms in which the student is registered for fewer than 3 courses, 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.

e. Leaves of Absence -- Students who wish to temporarily leave the program should request a leave of absence. Such requests should be discussed with one's advisor, the department chair, or graduate director. Forms for requesting leaves are available through student services. There is a space on the Leave of Absence form for a statement of approval/disapproval that 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 Student Services.

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 5th year (or beyond the 4th year for students entering with a masters degree).

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 the Graduate School
5. 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 or Department Chair.

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. 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 with the Graduate Dean, the Department Graduate Director and Chair should be advised. Grounds for initiating grievances proceedings at a high level 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 Graduate Director or 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 seminars
- 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, Seminar or Professional Preparation Course.  
Discuss and start First Year Project with Advisor  
PSY 501 – student is taking fewer than 3 courses

Spring Semester
Course 1 – Statistics II – Psychology 108  
Course 2 – Psychology Core Course or seminar  
Course 3 – First Year Project Credit (Graduate Director’s section)  
Present FYP - Second day of reading period  
Write and Submit FYP beginning of June

Second Year

Fall Semester
Course 1 – Psychology Core Course, Seminar or Professional Preparation Course.  
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  
PSY 501 – student is taking fewer than 3 courses

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.