Doctoral Program in Psychology

The Graduate School and University Center
City University of New York

Basic and Applied Social Psychology Training Area Handbook

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The purpose of this handbook is to serve as a reference guide for students and faculty in the Basic and Applied Social Psychology (BASP) Training Area of the PhD Program in Psychology at the CUNY Graduate Center.

In addition to this handbook, students are expected to read and be familiar with the following:

1. The Graduate Center's Student Handbook, available at:
   https://www.gc.cuny.edu/student-handbook

2. The GC Psychology Department's Forms, Requirements and Procedures for Doctoral Students, available at:
   https://www.gc.cuny.edu/psychology/forms-and-procedures

3. The APA Ethical Principles of Psychologists and Code of Conduct, available at:
   http://www.apa.org/ethics/code/index.aspx

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I. Introduction and Overview

The Basic and Applied Social Psychology (BASP) Program at the CUNY Graduate Center trains students in the theories, principles, and research methods relevant to the conduct of social psychological research. The primary goal of the training program is to produce rigorous, competent, and creative researchers, who are well-versed in the traditional canon of social psychology, but can apply this knowledge to engage with innovative questions and pursuits.

Three factors distinguish our program from others offering traditional Social Psychology doctoral training.

- First, we are committed to training students in a broad variety of research methods so that they will have the quantitative and qualitative skills that lead to success in both academic and non-academic research settings. Members of our faculty have been recognized nationally and internationally for conducting basic *and* applied research, using multiple and mixed methods.

- Second, because our faculty's research is directly relevant to policy and programs in areas such as health, relationships, psychology and the law, judgment and decision-making, intergroup relations, stigma, social cognition, stereotyping and prejudice, and emotion, our research programs have an impact beyond the confines of our respective fields. Many members of our faculty study topics within social psychology with direct policy applications, and their research occurs in collaboration with community-based organizations, public schools, courts, hospitals and other human services, policy institutes, and federal, state, and local governments.

- Third, our home at the CUNY Graduate Center, an internationally recognized center for advanced studies and a national model for public doctoral education, enables us to attract top students. BASP's home at the Graduate Center promotes an interdisciplinary perspective that allows students to benefit from a vibrant and active place of learning, culture, science and the arts, in the heart of New York City. For over 50 years, the Graduate Center has been a hub for activism and social justice pursuits, and it is within this context that our program trains students to apply their interests and skills.

A. Mission Statement and Training Philosophy

The mission of the Ph.D. Program in Psychology at the CUNY Graduate Center is to encourage its students to become thoughtful, creative, productive scholars and life-long learners. We seek to (a) instill in our students an understanding of psychology as a science, (b) promote human welfare and serve society at large, (c) foster student growth and development, and (d) prepare students to serve professionally in the field of psychology or related areas. This mission comes in the context of the larger Graduate Center mission to serve its unusually diverse student population.

Within that context, the BASP PhD Program is designed to provide students with:

- Knowledge and understanding of core concepts and theories in the field of social psychology;
- Competence in a variety of research skills and methods, including quantitative, qualitative, and mixed methods designs,
- Synthesis or application of research expertise in one or more specific areas of social psychology; and
- Hands-on professional development opportunities, including both formal and informal training in manuscript preparation, revision, and review, oral presentation, grant writing, and teaching.

Our training philosophy is that the best model for graduate study is a combination of formal coursework and apprenticeship with research mentors. Although students are expected to explore and develop their own line of research, they work closely with one or more faculty members in the first two years of their training, to learn basic skills, gain experience with various stages of the research process, and receive exposure to varied approaches and methodologies. This apprenticeship model trains students in the empirical tools of social psychological research, allowing them to select from this toolbox in developing their own independent programs of research.

B. Commitment to Diversity and Social Justice

The Basic and Applied Social Psychology program (BASP) is located in the diverse communities of New York City and beyond, and is housed in the CUNY Graduate Center, which ranks among the top 10 institutions awarding doctorates to members of underrepresented minority groups. In keeping with the mission of the Graduate Center, BASP is committed to cultivating inclusion, connectedness, and social justice in our program culture, in our science, and in its applied impact. BASP recognizes the need for direct, focused, and sustained action to address underrepresentation of individuals and perspectives systemically marginalized on the basis of social groupings and interactions among them, such as class, social background, ethnicity, race, sexual orientation, gender identity, religion, disability, or political belief. As scientists and scholars in an interconnected social community, BASP strives to represent and promote diversity and equity. We are committed to critically understanding and confronting inter/intrapersonal, situational, systemic, and institutional injustice, and the ideologies that justify them, including racism, heterosexism, misogyny, classism, and ableism.

C. Organizational Structure

The BASP training area is one of ten doctoral training areas within the PhD Program in Psychology at the CUNY Graduate Center (GC). Each training area has its own curriculum, requirements, and culture, but shares common core elements with the GC Psychology department as a whole. The PhD Program at the GC operates as a consortium model, fostering interdisciplinary training and collaboration, while respecting the integrity of specific disciplines within the field.

1. The Executive Office of the PhD Program in Psychology

The **Executive Officer (EO) of the PhD Program** in Psychology at the GC chairs the Psychology Executive Committee and other Committees as specified in the Psychology Governance Plan; oversees academic and administrative operations of the consortial doctoral program in Psychology; allocates program resources; works with the Graduate Center administration on behalf of the doctoral program; works closely with CUNY campus administrators, especially Department Chairs, Deans, and Provosts to ensure smooth operation of the consortium. The EO appoints three Deputy Executive Officers (DEOs) to assist in the running of the program.

The **Deputy Executive Officer for Research** provides essential support to three primary program research initiatives: the Doctoral Student Research Grant Program (DSRG); the Dissertation Fellowship Program (DFP); and Psychology Research Day. For the first two grant programs, the DEO will assist with announcements to students, encourage participation, and provide guidance to student applicants. Specifically, with respect to the DSRG, the DEO for Research will solicit reviewers, establish appropriate review panels, work with panel chairs to revise and develop review criteria, oversee the review process and compliance with GC policies, and prepare a report to the EO with recommendations for funding. For the DFP, the DEO for Research will solicit reviewers and encourage student participation. For Psychology Student Research Day, the DEO for Research will work with the student committee and the EO office to oversee the planning for the day.

The **Deputy Executive Officer for Pedagogy and Professional Development** assists in the building of the Psychology Department's Pedagogy program, including the annual Teaching of Psychology Workshop in the fall semester, will build advanced professional development in pedagogy, working with other doctoral programs on joint pedagogy programming. The DEO for Pedagogy will maintain the program's connection with the Society for the Teaching of Psychology and the American Psychological Association's Education Directorate, including seeking funding opportunities; will forge relationships with the campus Centers for Teaching and Learning to ensure access to services for our students; will develop possible speakers and trainers; will identify psychology alumni with pedagogy expertise; and will continue to build a community of CUNY psychology scholars of teaching and learning.

The Deputy Executive Officer for the Graduate Center Campus serves as the local "Chair," working with the faculty and students who are based at the Graduate Center to ensure they have the support and resources they need to do their work.

2. Psychology Department Committees

The **Executive Committee** is responsible for establishing policy for the Ph.D. program in Psychology, acting on the recommendations of standing committees, and is responsible for all matters pertaining to students, including student status, applications for admission, and cases of disciplinary action. The Executive Committee meets once a month and includes: a) the ten training area Coordinators; b) the chairpersons of the eight campus Departments; c) the EO; and d) student representatives.

The **Curriculum and Examinations Committee** reviews requests for new courses or new program requirements, reviews the administration of first doctoral exams, second doctoral exams, and dissertation defenses in terms of compliance with program and GC

policies, ensures compliance with GC requirements for assessment, and makes recommendations to the Executive Committee for action as needed in these areas. This Committee includes the EO, one representative from each of the four Programmatic and Curricular Clusters, and student representatives.

The **Faculty Membership Committee** is responsible for developing procedures and formulating criteria for making new faculty appointments, regularly reviewing faculty membership, and removing inactive faculty in accordance with membership policies set by the Psychology Program and the Graduate Center governance document. The Faculty Membership Committee also makes recommendations to the Executive Committee for faculty membership, including the process by which faculty members designate their primary training area affiliation.

The **Admissions and Awards Committee** is responsible for recommending admissions policy to the program's faculty and Executive Committee and for reviewing applications for admissions and making recommendations to the Executive Committee for both admissions and awards.

The **Governance Committee** is responsible for reviewing the Program's Governance Plan annually prior to the scheduled meeting of the Program faculty, and for recommending to the Executive Committee any amendments or changes that might be warranted for that Plan.

3. Psychology Department Administrative Staff

The administrative staff works directly with the EO, faculty, and student leader to support the mission of the doctoral program in Psychology.

The **Assistant Program Officer (APO) for Administration and Program Management** works with the EO on program management tasks, policies and procedures, budgets, and the day-to-day administrative responsibilities of the doctoral program. This APO's responsibilities include developing procedures, systems, and databases to support the program, managing the EO staff, helping to manage resources and space (including budgets, facilities, room reservations, and supplies), supporting the course scheduling process, and serving as the key liaison with the Provost's Office, the Business Office, and the Financial Aid Office for financial aid, budget and human resources matters. She manages the student and faculty files, and supports governance meetings and many Program events.

The **APO for Academic Support and Student Progress** assists over 550 students and 250 faculty in understanding the milestone requirements of the Ph.D. process; ensures that the EO office has the requisite documents and clear guidance in place to ensure milestone achievement; and, works closely with the DEO for Student Progress (and EO) on resolving Satisfactory Progress Reports. She also assists students and faculty in understanding other academic requirements and necessary paperwork. She distributes information needed by students regarding registration and advancement, and ensures that the information students and faculty need is on the Psychology web site. She provides staff support to the two major academic events for the doctoral program, Pedagogy Day and Psychology Student Research Day, including working with faculty, student chairs and committees of these events to plan for needed facilities, catering or other provisions, and helping to staff the events.

The **College Assistants** report directly to the APO for Administration and Program Management, who, in consultation with the EO, coordinates work assignments and ensures that the EO, DEOs, faculty and student leaders, and the APO for Academic Support and Student Progress, have the most effective staff support possible given resources provided.

4. Psychology Department Ombudsperson

The EO appoints (and the Executive Committee confirms) a faculty member who is not a current member of any program's standing committees to serve as Ombudsperson for Psychology. The Ombudsperson is available to all Psychology students to discuss matters of concern in complete confidentiality. *Please note that the BASP program also has its own Ombudspersons (see below), and BASP students may go to the BASP or GC Ombudspersons as best meets their needs.*

In addition, the Graduate Center has an [Ombuds office](#) that is open to all students, faculty, and staff. The Psychology Ombudsperson and the GC Ombuds Office is for individuals who are looking for:

- A neutral, impartial person to speak to confidentially about problems related to work or study at The Graduate Center.
- Ideas for alternative dispute resolution
- An advocate for fairness

Information about whom to turn to at The Graduate Center:

Psychology Ombudsperson
Dr. Martin Ruck
Phone: (212) 817-7820
Email: mruck@gc.cuny.edu

GC Ombuds Office
7th Floor, Room 7313
Phone: (212) 817-7191
Email: ombuds@gc.cuny.edu

C. BASP Program Governance

The ***Training Area Coordinator (Chair of the Program)*** oversees academic and administrative operations of the BASP training area in Psychology and works with the EO and other Graduate Center administration on behalf of BASP. The Training Area Coordinator is elected for a three-year term, in the Spring semester preceding their term.

Core and Affiliated BASP Faculty. Faculty may be members of the BASP training area as either Core or Affiliated Faculty. Core Faculty have made a commitment to the training area and to the students it trains. They are active members of the faculty, and enjoy the full rights and responsibilities of faculty membership. The rights of core faculty include: a) priority as primary mentors for new students; b) priority for teaching assignments; c) priority for funding packages for new and continuing students; and d) full voting member on changes to curriculum, program governance, and admissions decisions. The responsibilities of core faculty include: a) regular attendance at BASP faculty meetings (~80%); b) regular attendance at BASP colloquium (~50%); c) active participation in student mentoring and/or teaching (including acting as a second reader on first and second doctoral examinations and

serving on dissertation committees); and d) active participation in admissions (including, at-minimum, attendance at interview day and participation in student selection meetings). Responsibilities (but not rights) of Core BASP Faculty are suspended during periods of sabbatical or other official leaves. The BASP Faculty reserve the right to vote a faculty member off Core Faculty in the event of two semesters without fulfilling his/her responsibilities. <u>Affiliated Faculty</u> are CUNY PhD program faculty members who are interested in the BASP training area, but are not able to make a commitment to be a core member. Affiliated faculty may act as secondary mentor for doctoral students, serve on student committees, and participate in other BASP activities. The expertise and collaboration of Affiliated Faculty are a vital part of the BASP training area, and make an important contribution to our community. However, affiliated faculty do not have voting rights within the BASP training area.

Most programmatic and policy-related discussion and decision-making occurs in **BASP Faculty meetings**, which are held two to three times per semester or as needed. *As a rule, BASP programs and policies are developed by consensus among the faculty, and all programmatic issues and changes are discussed by the faculty as a whole and must be approved by a majority of core BASP Faculty.* Student representatives are invited to attend and participate in faculty meetings. Student representatives are not voting members, but they do bring motions and policies to the faculty for consideration, and their thoughts and opinions are considered critical to any discussion and programmatic decision-making. Student representatives are not present during discussions of faculty hiring, faculty evaluation, graduate student evaluation, selecting graduate student award winners, and other similar personnel issues.

The **Admissions Committee** is responsible for reviewing student applications, interviewing students, and making recommendations regarding admission. Any BASP faculty member may serve on the Admissions Committee. All BASP students may be involved in the admissions process, help interview applicants, and give feedback to the Admissions Committee and BASP Faculty. However, students will not have access to applicant or student files. Final decisions about admissions are made by consensus of Core BASP Faculty attending the Admissions Decision Meeting.

Student Representation and Feedback. BASP students maintain their own online forums to discuss programmatic issues and meet multiple times each year to review any questions or concerns. Students are invited to attend and participate in portions of the faculty meetings, and 2-3 students usually attend each meeting on a rotating basis (decided on by students at their meetings). As noted above, student representatives are not voting members at faculty meetings, but they do bring motions and policies to the faculty for consideration, and their thoughts and opinions are considered critical to any programmatic decision-making. Student representatives are not present during discussions of faculty hiring, faculty evaluation, graduate student evaluation, selecting graduate student award winners, and other similar personnel issues.

The BASP Ombudspersons are BASP faculty who are available to talk to students about concerns or questions they might not feel comfortable raising immediately with their advisors or with the Training Area Coordinator. BASP maintains two Ombudspersons every semester, and students are encouraged to go to either one. Contact information for the current BASP Ombudspersons can be found on the BASP website.

In addition, BASP students maintain an anonymous google doc that students may use to post questions or concerns that they would like student representatives to bring to the attention of the faculty or the GC administration, in the event that they are not comfortable addressing an issue in any of the forums listed above.

II. Curriculum Plan and Path to Degree

The BASP curriculum and milestones are designed to provide the basic education required to function as an academic or applied research psychologist, but allows flexibility to build a course of study and research that meets each individual student's needs and interests. Consistent with the requirement of the CUNY Graduate Center, the BASP program requires:

1. Completion of 60 credits (including all required courses), with an overall average of B or better.
2. Successful completion of a First-Doctoral Examination, which includes <u>all</u> of the following:
   o Completion of research project proposal;
   o Completion of research project with written report, in the form of an APA-style thesis or manuscript;
   o Oral presentation of the project to the BASP community.
      (NB: After completing 45 credits (with a B average) and passing their First Doctoral Exam, students are eligible to apply for *en-route* MA degree from the Graduate Center.)
3. Successful completion of the Second-Doctoral Examination, which includes <u>one</u> of the following:
   o A review paper in the style of *Psychological Bulletin* or *Personality and Social Psychology Review* (PSPR)
   o A ready-to-submit grant proposal (e.g., NSF or NIH)
4. Successful completion of the Comprehensive Doctoral Activities, which includes <u>all</u> of the following:
   o Submission of a first-authored manuscript to a peer-reviewed journal
   o Presentation of research (e.g., paper or poster) at a regional, national or international conference
   o Attendance at two different conferences (one of which must be SPSP, the other must be hosted by a different organization)
5. Successful completion of the Dissertation, which includes <u>all</u> of the following:
   o Completion of the Dissertation proposal (Dissertation Proposal)
   o Completion of the Dissertation (complete data collection or analysis collection, as well as dissertation write-up)
   o Oral defense of the completed Dissertation

The program is designed to be completed in 5-6 years, but students who enter with an MA/MS degree may be able to complete the requirements in less time.

A. Course Requirements

Course requirements are broken into four components (60 credits total):

1. Foundational Courses (21 credits)
2. Methods and Research Courses (18 credits)
3. Professional Development Courses (9 credits)
4. Electives and Breadth Requirements (12 credits)

Note for students who matriculated in Fall of 2021 or earlier*:* prior to the 2021-2022 academic year, BASP required a Proseminar course instead of a second general elective. Students who took the BASP Proseminar (PSYCH 708.00) may count this course as their second general elective, and are not required to take an additional elective course.

1. **Foundational Courses (21 credits).** Foundational courses are those offered within the BASP training area.

Course Name	Course #	# Credits	Usually Taken
Advanced Social Psychology I	846.00	3	Fall of 1st or 2nd Year
Advanced Social Psychology II	848.00	3	Fall of 1st or 2nd Year
Practicum in the Application of Psychology	703.40	6 (1 cr./semester for 6 semesters)	Every semester; required for credit in first three years.
BASP Core Electives	801.03	9 (3 courses 3 cr./course)	2nd and 3rd years in program

Advanced Social Psychology I & II (6 credits): Across two semesters, this two-course sequence provides a broad overview of the field of Social Psychology. Course content is organized around classic and contemporary, theoretical approaches and areas in the field of Social Psychology. Topics, such as social cognition and perception, the self, prejudice and intergroup relations, stigma and stereotypes, attitudes, social influence, interpersonal attraction and relationships, aggression, pro-social behavior, and group processes, will be covered. Related goals of the course are to further develop critique of scholarship, research design, and stimulate creative thinking.

Practicum in the Application of Psychology (6 credits): This 1 credit colloquium course provides students with exposure to social psychology research from leading scholars in the field. Leading Social Psychologists are invited to present their research as a part of the BASP brown-bag series. The course serves as a means to introduce students to a variety of research topics. In addition, students are also exposed to a series of different professional development topics, and are expected to present their research. Students are required to take a total of 6 credits throughout their graduate training to fulfill the BASP colloquium requirement. *Note*: Students in the first two years will not be able to waive attendance to attend another course.

In addition, students in the third year will only be provided a waiver for one semester—in special circumstances.

BASP Core Electives (9 Credits). Students are expected to take three core-elective BASP courses. These are seminars directly relating to core concepts and/or theoretical perspectives within Social Psychology. In the recent past, core electives have included: Close Relationships, Intergroup Relationships, Social Cognition, Stigma, Attitudes & Persuasion, Psychology for a Better Society. These courses are usually (but not always) taught by and directly linked to the expertise of BASP faculty.

2. **Research Courses (18 credits).** These courses are designed to provide students with training in research methods and statistics, and the conduct of research that will support one's future career. Many of these classes are taken in conjunction with students in other psychology training areas.

Course Name	Course #	# Credits	Usually Taken
Research Methods & Design	703.10	3	Fall of 1st Year
Statistical Methods in Psychology I	705.00	3	Fall of 1st Year
Statistical Methods in Psychology II	706.00	3	Spring of 1st Year
Research Practicum	703.30	3	Spring of 2nd or 3rd Year
Independent Psychological Research	802.00	3	2nd or 3rd Year
Advanced Methods Elective	various	3	2nd or 3rd Year

Research Methods & Design: This course provides an introduction to the practice of science and is typically taken in the first semester. Topics include experimental and quasi-experimental design, threats to internal and external validity, questionnaire construction, observational techniques, content analyses and coding procedures, and ethical treatment of participants.

Statistical Methods in Psychology I: This course introduces students to data analysis techniques that are suitable for field research projects. Heavy emphasis is given to regression models as well as univariate and multivariate analysis of variance techniques. Students are given experience using computer programs such as SAS and SPSS.

Statistical Methods in Psychology II: This course continues to provide an overview of basic statistics. Topics covered include confidence intervals for regression parameters and their use in prediction problems, simultaneous, stepwise, and hierarchic regression models, power analysis, simple and factorial analysis of variance (balanced and unbalanced cases), post-hoc comparisons, simple and factorial multivariate analyses of variance.

Research Practicum (Directed Research): The goal of this apprenticeship course is to facilitate students' independent program of research by developing the skills needed to become a successful researcher, including conceptualizing, designing, implementing, analyzing, and reporting on research. *NB:* BASP students conduct this apprenticeship course with their primary or secondary advisor, but registration rotates among BASP faculty. Each semester, the BASP TA Coordinator will advise students when to enroll in this course and the faculty member with whom they should register.

Independent Psychological Research: Taken in Year 3 while working on collaborative research with a faculty member (usually the primary advisor), the goal of this apprenticeship course is to further develop the students' program of independent research. *NB:* BASP students conduct this independent research course with their primary or secondary advisor, but registration rotates among BASP faculty. Each semester, the BASP TA Coordinator will advise students which faculty member is the faculty of record for this course.

Advanced Statistics/Methods Elective (3 Credits). Students are required to take at least one advanced methods or statistics course. Students can select courses from both within and outside of CUNY (e.g., cross-registration through the [Interuniversity Doctoral Consortium](#). The course must be approved by the student's faculty advisor and/or the BASP TA Coordinator.

3. **Professional Development Courses (9 credits).** These courses are designed to provide students with additional skills and resources necessary to navigate their future career paths.

Course Name	Course #	# Credits	Usually Taken
Seminar and Practicum on the Teaching of Psychology	799.00	3	Spring of 1st Year or Fall of 2nd Year
Professional Development	824.00	3	Year 3
Ethics in Psychology	various	3	Year 2 or 3

Seminar and Practicum on the Teaching of Psychology: An important goal of the PhD program is to prepare graduate students to teach psychology in university settings. This course explores methods of undergraduate teaching by focusing on both the desired learning outcomes for students and the professional development of instructors. Students read and discuss research on topics such as the science of teaching and learning, the use of evidence-based teaching techniques, and the advantages and disadvantages of various technologies for instruction (e.g., hybrid/on-line teaching, YouTube, Blackboard, PowerPoint).

Professional Development: Taken in the third year of doctoral training, this course provides an overview and skill building in five areas critical to a successful research career in social psychology: (a) grant writing, (b) journal writing, revision, and review, (c) professional presentations, (d) teaching, and (e) preparing for the job market.

Ethics in Psychology: This course is designed to provide a forum for discussion about the ethical issues that arise in psychological research with human participants, within psychological practice, and within the academy. Students may fulfil this requirement by taking any research ethics course offered by the GC Psychology department, including: Ethical Issues in Research and Professional Development (PSYC 802.07) or Ethical and Legal Issues for Psychologists (PSYC 771.00).

4. Breadth Requirements and Electives (12 credits)

Course Name	Course #	# Credits	Usually Taken
Breadth Electives	various	6 (two 3cr. Courses)	Years 2 and 3
General Electives	various	6 (two 3 cr. Courses)	Years 2 and 3

Breadth Elective courses (6 Credits). Students are expected to take two breadth-elective courses. These are elective courses in psychology or related disciplines *offered outside the BASP training program*, designed to increase the breadth of knowledge of BASP students as well as expose them to upper level classes. Students should consult with their advisor and/or the BASP TA Head to discuss whether a desired course meets the requirements of the breadth elective.

General Elective courses (6 Credits). Students can take two general elective courses of their choosing. These courses can be any 3 credit course offered at the Graduate Center (or through the Interuniversity Doctoral Consortium) and can be taken at any point in their graduate career. Many students use these electives to do the Quantitative or Qualitative Concentration (see below).

5. Registration after completion of all 60 credits

<u>*Weighted Instructional Units*</u>. Students who have not yet advanced to Level III (i.e., they do not yet have an approved dissertation topic proposal) must be registered for at least 7 credits in order to maintain their full-time status. If students have completed their BASP requirements and do not want to register for additional courses, they must register for something called Weighted Instructional Units (WIU) in order to maintain their full-time status of 7 credits per semester. Students can register for between 1 and 7 WIU, depending on how many other course credits they are taking.

<u>*Dissertation Supervision (PSYC 900.00)*</u> Students who have advanced to Level III (i.e., they have completed all requirements and have an approved dissertation topic proposal) register for Dissertation Supervision with their Dissertation Committee Chair. Each semester, the Chair must certify that that student is making satisfactory progress in order for the student to "pass" the dissertation supervision course. *Please note that if you are Level 3 and you register for anything other than Dissertation Supervision, you will be charged by the GC for taking that course.* You are free to audit a course when you are Level III for no additional charge.

6. Quantitative Concentration

The PhD program in Psychology at the Graduate Center offers a quantitative concentration, which can be listed on a student's C.V., but will not be denoted on the diploma. The quantitative concentration requires the two core psychology statistics courses (PSYC 705.00 and PSYC 706.00), plus three advanced or upper level quantitative courses. <u>BASP students wishing to pursue the quantitative concentration may fulfil this requirement by using their advanced methods elective and both their general electives to take three advanced quantitative courses</u>. Students may also fulfil this requirement by adding advanced

quantitative courses to the BASP curricular requirement, during the time in which they are Level II students (i.e., they have taken 45 credits and passed their 1st doctoral exam, but have not advanced to candidacy). GC students may take additional courses (above the 7 credits necessary to maintain full-time status) when they are Level II, with no additional charge. Students who are Level III (Dissertation stage) will be charged by the GC for any additional classes taken for credit, but do not incur additional charges for courses that are audited. In order to receive the quantitative concentration designation, students must also demonstrate an ability to correctly conduct an advanced quantitative analysis. See the website for the Quantitative Concentration for more information.

7. Qualitative Concentration

The PhD program in Psychology at the Graduate Center offers a qualitative concentration, which can be listed on a student's C.V., but will not be denoted on the diploma. The qualitative concentration requires a foundational course, Conceptual and Methodological Foundations of Qualitative Research, plus three qualitative electives (9 credits). <u>BASP students wishing to pursue the qualitative concentration may fulfil this requirement by using their advanced methods elective and both their general electives to take qualitative courses, and by finding a qualitative course that fulfils the BASP breadth elective</u>, as many courses that count toward the qualitative requirement also expose BASP students to other areas of psychology, e.g., Community Psychology, Study of Lives, or Feminist Ethnography. Students may also fulfil this requirement by adding advanced qualitative courses to the BASP curricular requirement, during the time in which they are Level II students (i.e., they have taken 45 credits and passed their 1st doctoral exam, but have not advanced to candidacy). GC students may take additional courses (above the 7 credits necessary to maintain full-time status) when they are Level II with no additional charge. Students who are Level III (Dissertation stage) will be charged by the GC for any additional classes taken for credit, but do not incur additional charges for courses that are audited. In addition to the course work, a student pursing the Qualitative Concentration is required to present an original research project that highlights qualitative methods. See the [website for the Qualitative Concentration](#) for more information.

8. Sample Course Sequence

Required Courses & Model Curriculum
(Sample Course Sequence)

FALL YEAR ONE
Advanced Social Psychology I[1]
Research Design & Methods
Statistics I
BASP Colloquium (1 credit)

SPRING YEAR ONE
Elective 1 (Core, General or Breadth)[2]
Directed Research
Statistics II
BASP Colloquium (1 credit)

FALL YEAR TWO
Advanced Social Psychology II[1]
Ethics or Teaching of Psychology [3]
Elective 2 (Core, General or Breadth)[2]
BASP Colloquium (1 credit)

SPRING YEAR TWO
Ethics or Teaching of Psychology[4]
Elective 3 (Core, General or Breadth)[2]
Advanced Statistics Elective [4]
BASP Colloquium (1 credit)

FALL YEAR THREE
Elective 4 (Core, General or Breadth)[2]
Elective 5 (Core, General or Breadth)[2]
Professional Development
BASP Colloquium (1 credit)

SPRING YEAR THREE
Elective 6 (Core, General or Breadth)
Elective 7 (Core, General or Breadth)[2]
Independent research
BASP Colloquium (1 credit) [5]

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[1] Social Psychology I and II can be taken in Year 1 or Year 2, depending on when offered.

[2] As noted above, BASP students take a total of seven electives: three BASP Core Electives, two Breadth-electives, and two General electives. These may be taken at any semester, depending of the availability of courses that best meet students' interests.

[3] Teaching of Psychology and Ethics should be taken based on availability can be taken in Year 1 or Year 2, depending on when offered.

[4] The Advanced Statistics Elective can be taken any semester after the first year, but it is suggested that the spring of the second year may be the most useful for the student.

[5] Students are required to take a total of 6 BASP colloquium credits. Although it is preferable that students fulfill these credits within the first three years, these credits can be taken at any point in their graduate training.

NOTE: The above course sequence represents a suggested curriculum in the first three years, but may differ for each student based on a variety of factors, such as course availability, in-state status (e.g., out of state or international student status), etc.

9. Taking Classes outside the Graduate Center

The Graduate Center is a member of the [Interuniversity Doctoral Consortium](#), which provides for cross-registration among member students. Upon approval by the student's advisor, any of the elective courses may be taken at another consortium member university, including: Columbia University, Fordham University, New School for Social Research, New York University, Princeton University, Rutgers University (New Brunswick campus), and Stony Brook (State University of New York). Matriculated Graduate Center doctoral students may

cross-register for doctoral study in the graduate schools of arts and sciences of any of these institutions.

10. Transfer of Academic Credit

According to GC policy, a maximum of 30 graduate credits taken prior to admission to the doctoral program at CUNY may be considered for application toward the doctoral degree. The Executive Office and BASP program conventionally accept up to 12 transfer credits but may approve more under extenuating circumstances. Credits are eligible for consideration provided courses were completed with a grade of B or higher within an appropriate period preceding the time of application and are equivalent to comparable courses at the CUNY. The transfer of credits will be considered on an individual basis by examining in detail the course syllabi and other materials for each course for which a transfer of credits is being requested.

Any student wishing to apply for a transfer must submit the following materials to the Training Area Coordinator by *February 1st of the first year of matriculation*:

1. A list of all courses submitted for transfer of academic credit, including the institution at which the course was taken, the grade received, and the rationale for consideration of the specific course for transfer.
2. A transcript documenting the grade and credits for all courses requesting transfer
3. The syllabus and reading list for all courses requesting transfer
4. A sample paper or assignment for all courses requesting transfer
5. A rationale for how the transfer of academic credit (total credits requested) would improve the student's ability to meet programmatic and professional goals.

The Training Area Coordinator will review the application in conjunction with the Curriculum Committee, and a determination of transfer of academic credit will be made by April 15th.

Please note: GC students must complete their 1st doctoral exam prior to accruing 45 credits, including any transfer credits. As such, even though the agreement about which credits to transfer should be made early (so that the student can plan their course of study), the student should consult with the Area Head about delaying the administrative processing of this transfer until they complete their 1st doc, in order to avoid going over the 45-credit limit.

III. BASP MILESTONE REQUIREMENTS

Overview

In addition to coursework, the Graduate Center requires that all doctoral student pass three examinations in order receive the PhD. The nature and content of these examinations is determined by the specific program and within Psychology, by the specific training area. In BASP, these examinations have been designed to provide students with practice in the types of professional activities in which they are most likely to engage in their future career: designing and executing independent research, presenting research findings, writing review papers, and developing grant applications.

The **First-Doctoral exam** is a mentored empirical research project. The goal of the exam is to provide students with the opportunity to practice the different components of the research process early on in their graduate career.

The **Second-Doctoral exam** is a systemic review or grant proposal that demonstrates in-depth knowledge of a particular project, and is designed to be another opportunity for the student to practice professional activities relevant for their future career.

The **Third Doctoral exam** is the Dissertation, which is an original empirical investigation that demonstrates their knowledge and training and is designed to contribute to the larger field.

1. First Doctoral Examination

To pass the first doctoral examination, BASP students must successfully complete a mentored empirical research project. This includes the development of a research proposal, a written manuscript of the completed project, and an oral presentation of results to the BASP faculty and students during the practicum course. The research project should be designed in collaboration with a faculty member. It can involve the collection of new data, the analysis of data from a faculty advisors' existing research, a secondary data analysis on a national data set, or an extension of a faculty's approved research project. In all cases, but particularly when using data from existing or ongoing research, students should take significant responsibility in forging the research question. The analyses (qualitative or quantitative) must be conducted by the student, and the manuscript must be written independently by the student.

First Doctoral Exam Committee

A two-person committee will supervise and evaluate the students' first doctoral exam. The committee should consist of:
1. Primary Advisor (usually the student's primary advisor in the program)
2. One additional BASP faculty member (2nd reader), mutually agreed by the student, advisor, and BASP Area Head.

First Doctoral Exam Proposal

The First Doctoral Exam Proposal is a brief document designed to provide an overview of the student's plan for the first doctoral exam project that can be agreed upon by their two-person

faculty committee. Students have two options for completion of the First Doctoral Exam Proposal. Under Option 1, student prepare a brief summary (2-5 pages), divided into five sections: problem and significance, background and hypotheses, design and methods, proposed analyses, and references. Under Option 2, students complete a pre-registration of their first doctoral exam study, using either the Open Science Framework or As Predicted websites. The student submits the First Doctoral Exam Proposal to both members of their committee for approval. The Primary Advisor and 2nd Reader certify that they have read and approved the proposal using the First Doctoral Exam Proposal Certification Form. This form is then sent to the Area Head by the Primary Advisor, along with a clean copy of the proposal.

First Doctoral Exam Manuscript

The First Doctoral Exam Manuscript takes the form of either a publication-ready manuscript or an APA-style thesis paper. The student usually completes several drafts of the paper with their primary advisor before the final product is submitted to the second reader. Students are encouraged to complete their First Doctoral Exam Manuscript prior to the oral presentation of their work at the BASP Practicum, but this is not required.

First Doctoral Exam Oral Presentation

All BASP students must make an oral presentation of their First Doctoral Exam to the BASP Community. These presentations are usually scheduled during BASP Practicum, in the Spring semester of the student's 2nd year. Presentations are usually 15-20 minutes long, with 5 minutes for questions.

Assessment of the First Doctoral Examination

The First-Doctoral Examination is graded as pass, qualified pass, or fail by each of the two committee members. A student must earn a pass (or qualified pass that converts to a pass) from both members of the First Doctoral Exam Committee in order to successfully complete the requirement.

- A "pass" indicates that the student has successfully completed the requirement and no revisions to the written work or presentation are required.
- A "qualified pass" indicates that minor revisions are required, and the student should re-submit the revisions for final approval by the committee chair. Once these revisions are submitted, the grade usually converts to a "pass," and the requirement is completed.
- A "fail" indicates that significant and substantial revisions are required in order to pass exam, and that a revised examination must be re-evaluated by both committee members. In this case, the committee members will suggestion revisions, which can include additional analyses and/or rewriting. The student will discuss a plan for these revisions with both members of the committee, and a timeline will be agreed upon for completion, usually within one month.

In the Case of Failure. If a student does not pass the First Doctoral Examination after completing an initial round of revisions as specified above, the Training Area Head will develop a written remediation plan. This remediation will include specific criteria for successful versus unsuccessful completion of the exam, developed by the second doctoral committee and approved by Area Head. If the remediation plan is not successful, the student

will be required to withdraw from the program. Please note that this remediation plan must be completed by the timeline required for completion of the exam (see below).

Certification of Completed First Doctoral Exam

- <u>Certification with BASP</u>: Once the student's first doctoral exam paper has been approved by both readers, the Primary Advisor fills out the BASP First Doctoral Exam Completion Form and submits this form and a final copy of the paper to the Area Head.

- <u>Certification with the GC Psychology Department</u>. There is no GC form for the First Doctoral Exam. The Primary Advisor must send an email to the EO Office with:
    - Students Name
    - EMPL ID#
    - Date that the First Doctoral Exam was successfully completed.
  The EO Office will notify the Registrar and the milestone will be noted at the bottom of the student's transcript.

Acceptance of Prior Graduate Work in Fulfillment of the First Doctoral Examination

For students who enter the program with a Master's degree, a completed thesis from Psychology or related field may be accepted as fulfilling the First-Doc requirement of the program, if the manuscript includes all elements of the BASP first-doc requirements and is deemed appropriate to the level of scholarship of first doctoral exams within the BASP program. This includes an original research project relevant to social psychology, prepared in APA-style that is also deemed appropriate to the level of scholarship of first-doctoral exams within the BASP program. Successful completion of the First-Doctoral exam requirement will involve submission of the completed project manuscript to a two-member committee, typically the student's faculty advisor and another BASP faculty member. Once approved by the two-member committee, the BASP training-area program head must also sign-off on the first-doc requirement. Students utilizing this alternative will also be required to orally present their project to the BASP community in the practicum course. Thus, students completing this option will need approval of the completed manuscript and an oral presentation to the BASP community to successfully complete the first-doc exam requirements.

First Doctoral Exam Timing and Completion Deadline

	Fall Semester	**Spring Semester**	**Summer**
1st Year	• Project Conceptualization and discussions with advisor	• Finalization of Research Questions • Completion of 1st Doc Research Proposal	• IRB Approval • Data Collection • Lit Review/Writing
2nd Year	• Data Collection • Draft methods/Intro	• Data Analysis • Paper Writing • Presentation at BASP Practicum • Final Paper Submitted to Committee • 1st Doc Completion Form Submitted to TA Coordinator	

The first doctoral examination <u>must be completed by the end of the student's fourth semester of enrollment</u> (typically, this is the last day of the semester of the second year).

If a student does not pass the First-Doctoral Examination by the time they earn 45 credits, the student will be placed on academic probation, and will not be permitted to enroll in any additional classes in the BASP Program until the First Doc is completed. Student will receive a failure to achieve Satisfactory Progress report (called a "Sat Prog" report) from the GC registrar. Students will only be permitted to continue in the Program for one year without taking classes once 45 credits have been earned. If the First Doc is not completed at the end of that particular year, the student will be required to withdraw from the Program.

En-Route Master's Degree

Upon completing 45 credits with an average grade of B and passing the First Examination (which includes satisfactory completion of a major research paper), students may apply for an en-route M.A. degree from the Graduate Center. To apply for the en-route M.A. degree, you must be enrolled during the semester you apply and have met your financial obligations to CUNY. Students who have a Master's Degree in Psychology from another institution are not eligible for the En-Route Master's Degree.

Detailed information about application for the En-Route Master's Degree is available on the Graduate Center website. Please note the following:
- BASP students should request the GC as their granting institution, regardless of their primary advisor's campus affiliation.
- The En-Route Master's Application must be signed by three Faculty Members who have read and approved the Major Paper (i.e., the First Doctoral Exam Manuscript). Usually, this will be the student's first doctoral exam committee, plus the Training Area Coordinator. In the event that the Training Area Coordinator is part of the exam committee, they will appoint another BASP faculty member to be the student's third reader.

- Students should submit the completed En-Route Masters Application Form and a copy of the First Doctoral Exam manuscript to the APO of Academic Support and Student Progress in the Psychology Department at the GC.
- The APO will get the Executive Officer's signature, and will forward the paperwork to the Registrar's office for processing.
- There are three deadlines to "deposit" the En-Route master's Degree each year (September, January, and April). Physical degrees are printed only one time each year in May.

First Doctoral Exam Summary Table		
Overview	The First-Doctoral exam is a mentored empirical research project. The goal of the exam is to provide students with the opportunity to practice the different components of the research process early on in their graduate career.	
Steps and Recommended Timeline	Year 1, Fall	1. Project conceptualization discussions with advisor
	Year 1, Spring	2. Finalization of RQs and methods 3. Completion of 1st Doc Research Proposal (see Forms) 4. IRB approval
	Year 2, Fall	5. Data Collection 6. Draft methods/intro
	Year 2, Spring	7. Analyses and writing 8. Presentation at BASP Practicum 9. Paper submitted to committee 10. Final approval before Year 3, Fall registration
Requirements	⇒ Must be completed prior to registering for coursework above 45 credits (including any transfer credits). ⇒ Given a usual BASP course load (10 credits/semester), this requirement means that students must complete the 1st doc before registration for the fall of their 3rd year semester. ⇒ Note: Students who are transferring credits should consult with the Area Coordinator about delaying this transfer until completion of the 1st doc in order to avoid going over the 45-credit limit.	
Committee Selection	▪ Two-person committee consisting of the student's advisor plus one other BASP faculty member (2nd reader), mutually agreed by the student, advisor, and BASP Area Coordinator. ▪ 2nd reader must be identified in time to review and approve proposal.	
BASP Forms	1st Doc Proposal Form	Students may choose Option 1 (5-question proposal summary) or Option 2 (pre-registration on OSF or As Predicted).
	1st Doc Proposal Certification Form	Once the proposal is complete, the Advisor and 2nd Reader certify that they have read and approved the proposal using this form. This form is sent to the Area Coordinator by the Advisor, along with a clean copy of the proposal.
	1st Doc Completion Form	Once the student's 1st doctoral exam paper has been approved by both readers, the Advisor submits this form and a final copy of the paper to the Area Coordinator.
GC Forms	There is no GC form for the First Doctoral Exam. The **Advisor must send an email** to the EO Office with: 1. Students Name 2. EMPL ID# 3. Date that the First Doctoral Exam was successfully completed. The EO Office will notify the Registrar and the milestone will be noted at the bottom of the student's transcript.	

First Doctoral Exam Summary Table (continued)	
Student Logistics (See Forms, above)	⇒ Complete 1st Doc Proposal Form ⇒ Ensure that 1st Doc certification form has been sent to Area Coordinator ⇒ Provide clean, final copy to Advisor for submission ⇒ Ensure that Advisor has notified both Area Coordinator and EO's office
Advisor Logistics (See Forms, above)	⇒ Submit 1st Doc Certification Form to Area Coordinator ⇒ Submit 1st Doc Completion Form to Area Coordinator ⇒ Email EO's Office to certify that milestone has been completed
Committee Responsibilities	⇒ Review/approve 1st Doc Proposal ⇒ Review/approve final paper
Other Notes	▪ Passing the First Doctoral exam and completing 45 credits automatically advances the student to Level II. ▪ Students who enter with a Master's degree can apply to the Area Coordinator to submit their Master's Thesis as their 1st doctoral exam. ▪ See Handbook for details about grading and evaluation of the exam. ▪ After completing 45 credits (with a B average) and passing their First Doctoral Exam, students are eligible to apply for *en-route* MA degree from the Graduate Center. See the BASP Handbook for details.
Publication and Authorship	▪ Students are strongly encouraged to submit data from their first doctoral exams for publication (assuming the data warrant it). ▪ A student is presumed to have full publication authority over their first-doctoral exam data, unless there have been some prior restrictions to which the student has agreed (e.g., that publication must wait until primary outcomes data from a larger project are published). ▪ It is expected that the student will be first author on publications that are based on their first doctoral exam. Additional authors should be determined based on scientific contributions (see the APA Science Student Council's Graduate Student Guide to Determining Authorship Credit and Authorship Order). ▪ If the student has conducted a secondary analysis of data collected for a research project under a different Principal Investigator, it is ethical practice not to publish these data without the PI's permission and review. ▪ Obtaining funding but not participating in the general intellectual activity of the research project does not qualify a person for authorship. That person should be included in the acknowledgements. ▪ Students who feel they have been mistreated in the authorship process should bring this issue to one of the two BASP Ombudspersons.

2. Second Doctoral Exam

The Second-Doctoral exam is designed to be another opportunity for the student to practice professional activities relevant for their future career. There are two options for the 2nd doc exam: (A) A review paper, similar to those found in Psychology Bulletin/Personality and Social Psychology Review; or (B) a grant proposal, similar to a Graduate Research Fellowship for NSF or a F31 (pre-doctoral fellowship) or R36 (Dissertation Award) for NIH.

Option A: Integrative Review Paper. Students who choose this option prepare an approximately 25 page (excluding references) review of research on a topic which bridges a number of related areas within social psychology and is similar to reviews found in *Psychological Bulletin* or *Personality and Social Psychology Review*. The paper should take the form of a systematic and integrative review that makes a theoretical argument and/or presents a new theoretical model. Students are encouraged to be familiar with the guidelines of these journals and use them as a framework for writing the review. The treatment of the related area of psychology should not be incidental but represent a significant contribution to the theorizing, review, or analysis within the paper.

Option B. Grant Proposal. Students who choose this option prepare a ready-to-submit (as judged by the second-doc committee) NSF or NIH-style grant proposal. The grant proposal should give appropriate attention to theoretical, ethical, diversity and methodological issues, as well as encompass several studies, if appropriate. Students should discuss with their advisor the options for selecting the grant format to be utilized. In the majority of cases, students complete an NSF or NIH grant. In certain cases, proposals for private foundation grants may be used if the student plans to submit the dissertation grant to that agency for funding. The specific grant mechanism selected must be approved by the primary advisor *before* starting the 2nd doc.

Second Doctoral Exam Committee

A three-person committee will advise and grade the students' second- doctoral exam. The committee should consist of:
1. Committee Chair (usually the student's primary faculty advisor)
2. A GC Psychology Faculty member selected by the student and advisor based on expertise relevant to the Second Doctoral Exam Topic; and
3. A member of the BASP faculty chosen by the Area Coordinator (in consultation with the student and advisor).

After a committee has been selected, students must gain approval of their topic from their second-doctoral committee chair prior to beginning their Second-Doctoral Exam. Committee members should be identified early enough in the process to provide feedback on the content and scope of the paper. The committee for the Second-Doctoral Exam is likely to include members of the student's Dissertation Committee; however, the committees need not be the same.

Second Doctoral Exam Topic Form

This form specifies the format, topic, and scope of the 2nd doc. It also provides names of potential committee members. It is completed by the student and advisor and submitted to the Area Coordinator.

Assessment of the Second Doctoral Examination

The Second-Doctoral Examination is graded as pass, qualified pass, or fail by each of the three committee members. A student must earn a pass (or qualified pass that converts to a pass) from all three members of the Second Doctoral Committee in order to successfully complete the requirement.

- A "pass" indicates that the student has successfully completed the requirement and no revisions to the written work or presentation are required.
- A "qualified pass" indicates that minor revisions are required, and the student should re-submit the revisions for final approval by the committee chair. Once these revisions are submitted, the grade usually converts to a "pass," and the requirement is completed.
- A "fail" indicates that significant and substantial revisions are required in order to pass exam, and that a revised examination must be re-evaluated by both committee members. In this case, the committee members will suggest revisions, which can include additional analyses and/or rewriting. The student will discuss a plan for these revisions with both members of the committee, and a timeline will be agreed upon for completion, usually within one month.

In the Case of Failure. If a student does not pass the Second Doctoral Examination after completing an initial round of revisions as specified above, the Training Area Coordinator will develop a written remediation plan. This remediation will include specific criteria for successful versus unsuccessful completion of the exam, developed by the second doctoral committee and approved by Area Coordinator. If the remediation plan is not successful, the student will be required to withdraw from the program.

Certification of Completed Second Doctoral Exam

- Certification with BASP: Once the student's 2nd doctoral exam paper has been approved by all three members of the committee, the Advisor submits this form and a final copy of the paper to the Area Coordinator.
- Certification with the GC Psychology Department. There is no GC form for the Second Doctoral Exam. The Primary Advisor must send an email to the EO Office with:
  - Students Name
  - EMPL ID#
  - Date that the Second Doctoral Exam was successfully completed.
  The EO Office will notify the Registrar and the milestone will be noted at the bottom of the student's transcript.

Second Doctoral Exam Timing and Completion Deadline

	Fall Semester	**Spring Semester**	**Summer**
3rd Year	• Project Conceptualization and discussions with advisor • Begin lit review and writing	• Lit review and writing	• Writing
4th Year	• Drafts/Revisions with Advisor • Paper Submitted to Committee • Revisions and final approval		

The BASP Second Doctoral Exam should ideally be completed before the student's Year 4 Spring semester, but <u>must be completed within eight (8) registered semesters</u> of enrollment, i.e., prior to registration for the fall of the 5th year. If the second-doctoral examination is not successfully completed by the beginning of the fall semester of the student's fifth year, the student will need permission from the Area Coordinator to enroll for the 9th semester. Failure to complete the Second Doctoral Exam within ten registered semesters of enrollment will result in a failure to achieve Satisfactory Progress hold (called a "Sat Prog" hold) being placed on the student's registration. The student will not be able to register until the hold is cleared.

Second Doctoral Exam Summary Table		
Overview	The Second-Doctoral exam is designed to be another opportunity for the student to practice professional activities relevant for their future career. There are two options for the 2nd doc exam: (1) A review paper, similar to those found in Psychology Bulletin/Personality and Social Psychology Review; or (2) a grant proposal, similar to an NSF Research Proposal or an NIH F31 (pre-doctoral fellowship) or R36 (Dissertation Award).	
Steps and Recommended Timeline	Year 3, Fall	1. Project conceptualization discussions with advisor 2. Begin lit review and writing
	Year 3, Spring	3. Lit review and Writing
	Year 4, Fall	4. Drafts/revision with advisor 5. Paper Submitted to Committee 6. Final Approval before Year 4, Spring registration
Requirements	⇒ Must be completed within eight (8) registered semesters of enrollment, i.e., prior to registration for the fall of the 5th year.	
Committee Selection	▪ Three-person committee consisting of: (1) the student's advisor; (2) a GC Psychology Faculty member selected by student and advisor based on expertise; (3) a member of the BASP faculty chosen by the Area Coordinator (in consultation with the student and advisor). ▪ Committee members should be identified early enough in the process to provide feedback on the content and scope of the paper.	
BASP Forms	2nd Doc Topic Form	This form specifies the format, topic, and scope of the 2nd doc. It also provides names of potential committee members. It is completed by the student and advisor and submitted to the Area Coordinator.
	2nd Doc Completion Form	Once the student's 2nd doctoral exam paper has been approved by all three members of the committee, the Advisor submits this form and a final copy of the paper to the Area Coordinator.
	PI Designation Agreement (if applicable)	This protects both the student and the advisor by designating PI relationships in the event that a second doc exam is submitted as an NSF or other grant that does not allow for a student PI.
GC Forms	There is no GC form for the Second Doctoral Exam. The **Advisor must send an email** to the [EO Office] with: 1. Students Name 2. EMPL ID# 3. Date that the Second Doctoral Exam was successfully completed. The EO Office will notify the Registrar and the milestone will be noted at the bottom of the student's transcript.	

Second Doctoral Exam Summary Table (continued)	
Student Logistics (See BASP and GC Forms, above)	⇒ Complete 2nd Doc Topic Form ⇒ Ensure that 2nd Doc Topic Form has been sent to Area Coordinator ⇒ Provide clean, final copy to Advisor for submission ⇒ Ensure that Advisor has notified both Area Coordinator and EO's office of completion of the 2nd Doc
Advisor Logistics (See BASP & GC Forms, above)	⇒ Submit 2nd Doc Topic Form to Area Coordinator ⇒ Submit 2nd Doc Completion Form to Area Coordinator ⇒ Email EO's Office to certify that milestone has been completed
Committee Responsibilities	⇒ Provide general advice during the research/writing process ⇒ Review/approve final paper
Publication and Authorship	▪ Students who choose the review paper option are strongly encouraged to submit their paper for publication. ▪ A student is presumed to have full publication authority over their second doctoral exam paper. ▪ In the event that a student feels that other members of their committee have made an intellectual contribution that warrants authorship, they may invite them to co-author. Guidelines for significant contributions can be found in the APA Science Student Council's Graduate Student Guide to Determining Authorship Credit and Authorship Order. ▪ Faculty should not allow competing work responsibilities or other time pressures to delay a student's publication of their second doctoral exam. If a co-author cannot review and respond in a timely manner (usually 2-4 weeks), they should excuse themselves from authorship and move to the acknowledgements.

3. Doctoral Activities Milestone

To complete the requirements of the Comprehensive Doctoral Activities, students must engage successfully in a number of professional activities that are intimately associated with the creation, communication, and dissemination of scholarship in social psychology. Although this milestone is not a requirement of the Graduate Center Psychology doctoral program, all students will be required to complete the Comprehensive Doctoral Activities to complete the BASP program.

To successfully complete the comprehensive doctoral activities milestone, students are required to complete **all** of the following activities:

1. Submit a first-authored manuscript to a peer-reviewed journal, and complete at least one round of revise-&-resubmit procedures (for submission to the same or a different journal). The goal of this milestone is to demonstrate three competencies: preparation of a manuscript of appropriate quality to be considered for publication; selection of a journal that might be an appropriate outlet for their work; and incorporation of reviewer feedback to produce a revised document that is responsive to those reviews. The process of publishing the manuscript should allow students to develop skills of responding to editor and peer reviews (either directly via a revise & resubmit OR via a new submission to a different journal). The manuscript could be based on the student's first-doc research project, an alternative project with her or his faculty advisor, or a project with a faculty member who is not the advisor (e.g., another BASP faculty member or non-CUNY or BASP faculty member). The peer-reviewed journal to which the article is submitted is subject to the approval of the student's faculty advisor.

2. Present a poster or paper at a relevant regional, national or international conference. The student should be first author on the presentation.

3. Attend <u>two</u> professional conferences. One of the conferences must be SPSP, and the second conference must be hosted by a different organization. Acceptable conferences include, but are not limited to SPSP, APA, SPSSI, ISPP, APS, AP-LS, SBM, SESP, and regional conferences such as EPA and MPA.

Evaluation. Students must obtain approval from their faculty advisor <u>prior</u> to engaging in each of the comprehensive tasks to ensure the respective activity meets the standards of the BASP program. In addition, successful completion of the Comprehensive Doctoral Activities Milestone will be subject to the approval of the student's faculty advisor and the training-area program Coordinator.

Timing. Students are required to complete all the Doctoral Comprehensive Assessment activities prior to their final dissertation oral defense. It is expected, however, that students will attempt to complete all activities by the end of their first four years in the program.

4. Doctoral Dissertation

The Doctoral Dissertation is the culmination of the student's research training in the BASP program. The dissertation should be original empirical research, produced by the student, demonstrating their knowledge and training. The scope of the research is more ambitious than that of the First-Doctoral Exam research project, yet it should not be of such scope as to be incapable of completion in a reasonable period of time, within the eight-year typical limit set by the GC for the completion of doctoral training. Students should realistically plan for completion long before the deadline is reached.

The BASP dissertation should demonstrate the student's ability to: a) utilize the research literature to critically analyze, evaluate, and develop a research question; b) develop and execute an empirical research project designed to address this research question; c) analyze research data and discuss its implications for both basic and applied social psychology. Most BASP dissertations involve multiple, related small-scale research studies, but this is not a requirement. Students may conduct a single, more complex research study, provided the dissertation project meets the criteria above. The expectation is that the idea for the research and execution will be developed by the student, in consultation with the student's faculty advisor. Students may, but are not required to, use the research topic from their Second-Doctoral Exam as a basis for the dissertation. All dissertations must be based on original research, and must clearly demonstrate the candidate's ability to work at the frontiers of the field.

Please Note: In addition to the information below, the GC Psychology EO's office has created a helpful document entitled "Prerequisites to the Dissertation & the Dissertation Process", which includes updated links to all the forms listed below.

Dissertation Committee.

The complete Dissertation Committee must consist of at least four faculty members, including:
1. Dissertation Committee Chair (the student's primary advisor), who must be a BASP Faculty Member.
2. Two additional members of the GC Psychology Doctoral Faculty. These will typically be members of BASP, but are not required to be.
3. One "external" member, who should not be affiliated with the BASP training area. This person can be a member of another training area within the GC Psychology Department, or may be at another institution. Any committee member who is not GC faculty must hold an advanced degree and must be approved by the GC (see forms, below).

Three of the four committee members are designated as the "Core" Dissertation Committee and must approve the student's written dissertation proposal and oral dissertation proposal defense. At least one additional committee member, designated as the "outside" reader, is brought in at the end of the process to approve the Dissertation paper and Dissertation defense. The role of the "outside reader" is to provide perspective and critique as an expert in the field who has not been a part of the development and oversight of the dissertation study. The outside reader may be the external member, but does not need to be. Some students may find that an external member is integral to advising their proposal and dissertation process. In that case, the outside reader may be a member of BASP and/or GC Psychology Faculty.

Some students find that they would benefit from the addition of a fifth committee member. Students may add fourth committee member to their Core Committee, or may bring in a second outside reader at the end of the process. This decision is left to the discretion of the student, in consultation with their advisor. Any additional committee members must either be members of the GC Psychology Faculty or be approved by the GC.

Dissertation Topic and Committee Selection

Prior to beginning work on the dissertation, the GC requires the student to submit a Dissertation Topic and Committee Selection Form to the EO's office. This form requests the names of the three core committee members, the working title of the dissertation, and a summary of proposed research. The goal of this form is to make sure that the student and dissertation chair agree that a manageable research problem has been formulated (i.e. one that is methodologically, financially, and time feasible and for which there are appropriate subject populations available). The Dissertation Chair must sign this form. The student submits this form, along with the Summary of the proposed research to EO's office, cc'ing their Dissertation Chair and the BASP Training Area Coordinator.

Dissertation Proposal

The dissertation proposal is a detailed account of the dissertation research to be conducted. The dissertation proposal should contain the following sections (at a minimum): an in-depth review of the theories that undergird the study(ies); the relevant literature supporting the research questions; specific aims; hypotheses; a fully developed Methods section (including Research Design, Recruitment Procedures, Proposed Sample, and a detailed description of the measures); and a data analysis plan. Typically, the student completes several rounds of edits on the Dissertation Proposal with their advisor, and then submits it to their Core Dissertation committee. <u>Committee members should be given at least 2 weeks to read and comment on the proposal</u>. Once the committee provides preliminary approval of the written proposal, the student coordinates a defense meeting among Core dissertation committee members.

Dissertation Proposal Defense

The dissertation proposal defense is a forum in which the student presents their dissertation proposal to the dissertation committee in order to obtain informed, open critique. The purpose of the Dissertation Proposal Defense is to ensure that the student's plan for their dissertation is complete, the theoretical basis for the study is solid, and the methods are as strong as possible.

The dissertation proposal defense meeting, conducted by the Chair of the Dissertation Committee and including the Core Committee Members, usually lasts 1-2 hours. It begins with a brief (10-20 minute) presentation made by the student regarding the theoretical background, specific aims, and methods for the proposed dissertation. This presentation is followed by questions and general discussion. Upon completion of the discussion, the Core Committee members ask the student to leave the room, and they decide whether to accept or reject the proposal, or whether to accept it on the condition that changes are made. In cases in which changes are required, these must be submitted by the student no later than one month after the proposal defense meeting. Upon completion and approval by the Core Committee,

the members must sign the <u>Dissertation Proposal Approval Form</u> indicating that the proposal has been accepted and the research is ready to be started. If revisions are required, this should be indicated on the form and approval would follow satisfactory student revisions.

Once a dissertation proposal is approved, it is seen as a contract. Any major changes to the research question or the study's design (e.g., sample size or population, central measures, key analyses) must be approved in writing by the full committee. The approval memo, detailing the changes, must be placed in the student's file. Dissertation Committee members may not ask the student to conduct studies outside of the approved proposal as a condition of passing their final dissertation examination.

Certification of Completed Dissertation Proposal

<u>Certification with BASP and the GC Psychology Department</u>: Once the Dissertation Defense is completed and the proposal is approved, the student must submit the Dissertation Approval Form to both the EO office and the BASP Training Area Coordinator. This form includes signatures from the Dissertation Chair and at least two additional core committee members. It indicates that the student has successfully defended their Dissertation Proposal and may begin conducting their dissertation research (pending IRB approval). The student must submit this form and a clean copy of their approved Dissertation Proposal to the EO Office, cc'ing their Dissertation Chair and the BASP Training Area Coordinator.

Human Subjects Approval

As described on the GC Psychology program website, all human subjects research, including the dissertation, must be approved before the study can commence. Although IRB materials can be prepared and even submitted for initial review to the appropriate IRB before the oral defense, any changes to the study requested by the committee must be submitted as amendments and re-approval must be received. *This approval must be granted before the student begins the collection of dissertation data.*

Dissertation Document

As noted above, the BASP dissertation should demonstrate the student's ability to: a) utilize the research literature to critically analyze, evaluate, and develop a research question; b) develop and execute an empirical research project designed to address this research question; c) analyze research data and discuss its implications for both basic and applied social psychology. The dissertation document must reflect all three of these abilities. Students have discretion in the organization of their dissertation document, but all dissertations must be divided into chapters that clearly describe the relevant research literature and context, the research question and hypotheses, the methods used to answer the research question, the research findings, and the analysis and implications of the results. For example, students who are presenting multiple studies may choose to organize their dissertation chapters as follows:
Chapter 1: Introduction
Chapter 2: Study 1 Methods and Results
Chapter 3: Study 2 Methods and Result
Chapter 4: Study 3 Methods and Results
Chapter 5: Discussion of Findings across all studies
Chapter 6: Implications and Conclusions

Students are encouraged to review past BASP dissertation documents and consult with their advisor and committee for information and advice about structuring the dissertation document. There are no page requirements for BASP dissertations; students are encouraged to write succinctly, but to provide adequate and in-depth treatment of their topic. All BASP dissertations must be written in APA style.

Dissertation Evaluation Form

At least three committee members must sign the Dissertation Evaluation form four weeks before the student's scheduled defense. All committee members must submit this form prior to the defense date. Students should complete the entire top portion of the form and send it to each committee member with a copy of their dissertation.

Invitation to Final Exam

Once at least three committee members have signed the Dissertation Evaluation Form recommending that the student be given their Final Oral Examination, the student may officially request that the EO's office schedule the Dissertation Defense. The Defense must be scheduled at least four weeks following the official request. The GC will issue a formal notice and invitation to committee members. The BASP TA Coordinator will issue a defense invitation to the BASP Community. The student is free to invite other attendees (family and friends) at their discretion.

Dissertation Defense (Final Examination)

The dissertation oral defense lasts approximately two hours, and is led by the Dissertation Committee Chair. The oral defense consists of a 30-minute presentation of the completed dissertation research, followed by a series of questions from the committee. Traditionally, questions are asked first by the outside reader(s), then by members of the Core committee, and finally by the Chair. A general discussion follows, and additional questions may be asked by other faculty, students, or guests attending the defense. After discussion and questions, all but the dissertation committee will leave the room and the dissertation committee will decide on their assessment of the defense.

Assessment of the Dissertation Defense (Final Exam)

The Final Examination is graded as a consensus among the Dissertation Committee, although individual committee members must certify that they either concur with or dissent to the committee's recommendation. There are four potential options:
1. The committee can certify that the candidate has passed the Final Examination, and that they accept the dissertation as presented. In this case, the student's dissertation is considered complete, and they can proceed immediately to the deposit process. The committee may choose this option even if there are minor edits (typos, clarifications) that they have recommended to the student that do not rise to the level of formal revision.
2. The committee can certify that the candidate has passed the Final Examination, and that they consider the dissertation acceptable after minor revisions are approved by the chair. In this case, Committee members provide a list of requested edits to the student and the Dissertation Chair. The student makes the edits to the Dissertation, and these edits are reviewed by the Chair. Once the Chair approves those edits, they

must submit the Approval of Revised Dissertation Form. Once this form has been submitted, the student can proceed to deposit.

3. <u>The committee can decide that the candidate's dissertation requires major revisions</u>. In this case, Committee members provide a detailed list of required edits to the student and the Dissertation Chair. The student makes the edits to the Dissertation, and the dissertation must be resubmitted for approval by the chair and at least two members of the committee. Once all three committee members approve those edits, they must sign the Approval of Revised Dissertation Form. Once this form has been submitted, the student can proceed to deposit.

4. <u>The committee can decide that the candidate has failed the Final Examination, and make recommendations for future action.</u>

Note: It is recommended that <u>if any committee member identifies **major** revisions that are required to the written dissertation prior to the defense, they request those revisions prior to signing the Dissertation Evaluation Form</u> recommending that the student be given their Final Oral Examination. In general, a student should not be allowed to proceed to the Oral Defense if the committee has significant concerns about the quality of the written Dissertation Document. Options 3 and 4 above are generally reserved for circumstances in which a significant flaw is identified during the defense itself that requires significant revision to address.

Dissertation Deposit and Applying for Graduation

Although a student cannot graduate until the Library certifies that their dissertation deposit is complete, students must begin the deposit process by applying for graduation in CUNYFirst. Detailed instructions can be found on the GC website.

Once all approval forms have been submitted to the EO's office, the student can prepare the Dissertation Approval (Signature) page and send it (signed by the Committee Chair) to the GC Psychology EO's office. There is no official form, but BASP recommends that students use the format hyperlinked here.

The student then proceeds to prepare the dissertation manuscript according to the library's format guidelines. There is then a very specific process for deposit with the GC Librarian. Please refer to these links on the GC website and follow the process carefully.

Electronic deposit is not complete until:

- The GC Dissertation Librarian receives the signed and approved Dissertation Approval (Signature) Page from the Psychology Executive Office
- The student has successfully uploaded the dissertation.
- The GC Dissertation Librarian sends the student an email notification that the electronic deposit has been successfully completed.

Once the deposit has been accepted by the library, the Librarian will notify the Registrar's office that the student is eligible for graduation.

Dissertation Deposit Deadlines

Degrees are conferred three times each year: in September, February, and June. Each degree date has corresponding deadlines to apply for graduation in CUNYFirst, and then a Library deposit deadline, which is about two weeks later. ***Please consult the GC website for specific deadlines for each academic year.***

5. Recommended Dissertation Timeline

We understand that writing and defending a Dissertation can be an exciting, rewarding, invigorating, exhausting, and stressful process. BASP is committed to supporting our students in ways that emphasize the former and minimize the latter. As such, we believe that the four key components of a smooth dissertation process are planning, accountability, communication, and flexibility.

Planning. The Dissertation Process involves many steps and deadlines that are set by the Graduate Center. During the Dissertation Proposal process, it is recommended that the student discuss with their advisor and the core committee to set a reasonable and realistic proposed timeline for the Dissertation process. **The GC Psychology EO's office has created a series of sample timelines, corresponding to each target degree date (see links [on this webpage](#)).** We encourage students and advisors to review these timelines when creating a specific timeline for the student. In addition, BASP has the following recommendations when creating timelines:

⇒ Students and advisors should plan for at least two rounds of revisions prior to submitting materials to the larger committee.
⇒ In general, Advisors/Committee Chairs should be given at least two weeks to review and respond to materials.
⇒ In general, Committee Members should be given at least three weeks (preferably four) to review and respond to materials.
⇒ It is useful to build in a little "cushion" of extra time in the original timeline, in order to allow for unforeseen delays (see flexibility, below).
⇒ Students and committee members should be explicit about their agreement on a proposed timeline as early in the process as possible, and should review and reaffirm the timeline at regular intervals (at least once/semester).

Accountability. As members of the BASP community, we take our responsibilities to each other very seriously. As such, both faculty and students agree to follow proposed timelines and deadlines to the best of their ability. Both faculty and students recognize that when one fails to meet a target submission date for the other, additional deadlines must be adjusted accordingly. Because the deadlines and requirements set forth by the GC prior to graduation are so complex, this adjustment can have a ripple effect on the student's timeline. Both students and faculty are committing to accountability to the proposed timeline, and to the principles of communication and flexibility (see below).

Communication. Despite our best efforts, challenges and snafus may arise as part of the dissertation process. Data collection rarely goes exactly as planned; personal emergencies arise; circumstances require revisions. The best way to deal with unexpected challenges is to discuss them early and often. It is best for students to communicate even potential roadblocks with their Advisor/Committee Chair and committee members as early as possible. In the

event that a Committee member is not able to meet an agreed upon deadline for feedback, they should communicate this to the student as early as possible as well. Communication is a core component of accountability (see above) and flexibility (see below).

Flexibility. To every extent possible, BASP community members are committed to granting each other grace and flexibility in the interest of a positive and meaningful Dissertation process. In some cases, this may mean agreeing to a tighter turnaround (of review on the part of the faculty, or of revisions on the part of the student) in order to address unforeseen challenges. In other cases, it might mean recognizing that an original goal is not possible, and deadlines need to be extended to allow everyone appropriate time to complete their components. The Dissertation is not intended to be a student's "magnum opus," but is intended to be a high-quality, thoughtful, and meaningful piece of work. Flexibility means that students and faculty are willing to recognize when a dissertation is a high-quality, thoughtful and meaning piece of work (even if it was not 100% what was originally intended) and are also willing to recognize when a student needs more time to ensure that the dissertation meets these standards.

Dissertation Timing and Completion Deadline

	Fall Semester	**Spring Semester**	**Summer**
4th Year	• Project Conceptualization and discussions with advisor • Topic Proposal Form	• Proposal to Committee • Dissertation Proposal Defense • IRB approval • Data collection begins by summer • Agreement with committee on timeline for draft submission and response.	• Data Collection • Lit Review/Writing
5th Year*	• Data Collection • Writing • Revisit agreement with committee on timeline for draft submission and response. • Draft(s) Submitted to Advisor	• Revisions • Dissertation paper submitted to Committee • Dissertation Defense • Revisions (if necessary) • Deposit by GC deadline for commencement	

*If a student is taking a 6th year, or is not graduating until September deadline, these activities may be extended into additional semesters.

According to GC rules, the dissertation <u>must be completed no later than eight years after matriculation (</u>i.e., the end of the spring semester of the student's eight year). BASP strongly encourages students to keep on track for milestone completion by the end of their 5th or 6th year.

Dissertation Summary Table

Overview	The Doctoral Dissertation is the culmination of the student's research training in the BASP program. The dissertation should be original empirical research, produced by the student, demonstrating their knowledge and training. In addition to the information below, the GC Psychology EO's office has created a helpful document entitled "Prerequisites to the Dissertation & the Dissertation Process", which includes updated links to all the forms listed below.	
Steps and General Timeline (see separate Handbook section on recommended Dissertation timeline)	Year 4, Fall	1. Project conceptualization discussions with advisor 2. Topic Registration
	Year 4, Spring	3. Proposal to Committee 4. Dissertation Proposal Defense 5. IRB approval 6. Data collection begins by summer 7. Agreement with committee on timeline for draft submission and response.
	Year 5, Fall	8. Data collection 9. Writing 10. Revisit agreement with committee on timeline for draft submission and response. 11. Draft(s) Submitted to Advisor
	Year 5, Spring	12. Revisions 13. Dissertation paper submitted to Committee 14. Dissertation Defense 15. Revisions (if necessary) 16. Deposit by GC deadline for commencement
Requirements	⇒ Per Graduate Center policy, students must complete their doctoral degree (including deposit) within 8 years of matriculation (16 semesters). ⇒ PhD degrees are conferred three times each academic year: September, February, and May. Students must apply for graduation in CUNY first and must deposit their dissertation to the GC library prior to graduation. Specific deadlines vary slightly by year; students should refer to the Graduation Dates and Deadlines on the GC website. ⇒ At least three committee members must approve the written dissertation before the dissertation defense can be scheduled. This means that the completed paper should be submitted to the committee at least 4 weeks in advance of the target defense date.	
Committee Selection	▪ Chaired by student's advisor (must be a BASP faculty member) ▪ Minimum of four members; at least three must be GC Psychology faculty; at least one should be outside of BASP ▪ Three members (advisor + two) are considered "core" and must approve the Dissertation proposal and proposal defense. ▪ An additional 1 or 2 "outside" readers are brought in at the end of	

		the process to approve the Dissertation paper and Dissertation defense. ▪ Any committee members who are not GC faculty must hold an advanced degree and must be approved by the GC (see forms, below)
BASP Forms		There are no BASP-specific forms for the Dissertation process. ***The student must make sure that their Dissertation Chair and the BASP Training Area Coordinator are cc'd on all forms submitted to the GC Psychology Department (see below)***. The Training Area Coordinator will keep copies of all forms submitted.
GC Forms	Dissertation Topic and Committee Selection Form	This form requests the names of your committee members, the working title of your dissertation, and a summary of your proposed research. The Dissertation Chair must sign the form. The student submits this form, along with the Summary of the proposed research to the EO Office , cc'ing their Dissertation Chair and the BASP Training Area Coordinator.
	Request for Approval of Non-CUNY Doctoral Faculty Dissertation Committee Member form	If the student wishes to include a committee member who is not part of the CUNY doctoral faculty, they must submit this form, signed by their Dissertation Chair. The student submits this form, along with the CV of the committee member to the EO Office , cc'ing their Dissertation Chair and the BASP Training Area Coordinator.
	Dissertation Proposal Approval Form	This form includes signatures from the Dissertation Chair and at least two additional core committee members. It indicates that the student has successfully defended their Dissertation Proposal and may begin conducting their dissertation research (pending IRB approval). The student must submit this form and a clean copy of their approved Dissertation Proposal to the EO Office , cc'ing their Dissertation Chair and the BASP Training Area Coordinator.
	Dissertation Evaluation Form	At least three committee members must sign and submit the Dissertation Evaluation form to the EO to formally schedule the defense. All committee members must submit this form prior to the defense date. Students should complete the entire top portion of the form and send it to each committee member with a copy of their dissertation.

GC Forms (continued)	Request for Invitation to Final Exam Form	Once Dissertation Evaluation forms indicating that the student can be given their Final Exam (i.e., defense) are received by the EO Office, the EO office will send the student this form to complete. The student returns the form to the EO office, who will notify the Provost's Office about the student's defense. The Provost office send an email to all committee members, the student, the APO and the EO announcing the defense.
	Report of Final Exam Form	The student completes the top portion of the form and sends it to the Committee Chair prior to the Dissertation Defense. This form indicates the outcome of the oral defense (pass without revisions, pass with minor revisions, pass with major revisions, or fail). At the end of the dissertation defense, al committee members sign the form and the Committee Chair sends the form to the EO Office. The EO office then forwards to the form to the administration for final processing.
	Approval of Revised Dissertation Form (if applicable)	If revisions to the dissertation are required, the student completes the top part of the form and sends it to the Committee Chair. Minor revisions require the signature of the Chair only; major revisions require signatures of the Chair and two other committee members. Once revisions are approved, the Chair submits the signed form to the EO Office. The EO office then forwards the form to the administration for final processing.
	Dissertation Approval Signature Page	Students create this as the cover page for their dissertation. The page must include the name of the EO, the Committee Chair, and the names of all the committee members. The student sends the form (with the Chair's signature) to the EO office. The EO office gets the EO's signature and forwards the form to the Dissertation Librarian.
Student Logistics (See Forms, above)	⇒ Complete **Dissertation Topic and Committee Selection Form** and email it to the GC Psychology EO office. ⇒ Complete **Request for Non-CUNY Doctoral Faculty Member** (if applicable) and submit to the GC Psychology EO office. ⇒ Complete the **Dissertation Proposal Approval Form** and submit it to the GC Psychology EO Office. ⇒ Secure **IRB approval**, based on the Dissertation Approval. ⇒ Work with advisor to develop and achieve a **timeline** consistent with their target degree and deposit date, and establish agreement on this timeline with all committee members. see	

	notes on recommended timeline).
	⇒ Send **Dissertation Evaluation Form** and completed Dissertation to committee members according to the agreed upon timeline.
	⇒ Make sure that at least three Dissertation Evaluation Forms are submitted to the EO office at least **four weeks** before the target defense date.
	⇒ Submit the **Request for Invitation to Final Exam Form** to the GC Psychology EO's office.
	⇒ Prepare the **Report of Final Exam Form** and submit it to the Chair prior to the defense.
	⇒ Make revisions to the dissertation (if requested) and submit **Approval of Revised Dissertation Form** to the Committee Chair for signature.
	⇒ Prepare the **Dissertation Approval Signature page** and send it (signed by the Committee Chair) to the GC Psychology EO's office.
Advisor/Committee Chair Logistics (See Forms, above)	⇒ Approve and sign the Dissertation Topic and Committee Selection Form.
	⇒ Approve and sign the Request for Approval of Non-CUNY Doctoral Faculty Dissertation Committee Member Form (if applicable).
	⇒ Submit a grade for 90000 Dissertation Supervision for each semester through the semester in which the student deposits.
	⇒ Approve and sign the Dissertation Proposal Approval Form.
	⇒ Work with student to develop and achieve a timeline consistent with their target degree and deposit date.
	⇒ Approve and sign the Dissertation Evaluation Form according to the agreed upon timeline
	⇒ Make sure to have the Report of Final Exam Form ready before the defense. Complete the form and submit it to the GC Psychology EO office immediately after the defense.
	⇒ Work with student on any revisions to the dissertation, post-defense.
	⇒ Approve and sign the Approval of Revised Dissertation Form (if applicable).
	⇒ Sign the Dissertation Approval Signature page.
Committee Responsibilities (Core Members)	⇒ Provide general advice during the Dissertation Proposal development process
	⇒ Review the Dissertation Proposal and attend the Dissertation Proposal Defense.
	⇒ Sign the Dissertation Proposal Approval Form (once proposal is approved).
	⇒ Work with student to develop and achieve a timeline consistent with their target degree and deposit date.
	⇒ Review the Dissertation and sign the Dissertation Evaluation Form according to the agreed upon timeline.
	⇒ Attend the Dissertation Defense.
	⇒ Sign the Report of Final Exam Form.

	⇒ Review major revisions to the Dissertation and sign the Approval of Revised Dissertation Form (if applicable).
Committee Responsibilities (Outside Readers)	⇒ Work with student to develop and achieve a timeline consistent with their target degree and deposit date. ⇒ Review the Dissertation and sign the Dissertation Evaluation Form according to the agreed upon timeline. ⇒ Attend the Dissertation Defense. ⇒ Sign the Report of Final Exam Form.
Other Notes	▪ Once a student submits the Dissertation Topic and Committee Selection Form to the GC psychology office, they can advance to candidacy, providing that: a) they have completed all coursework with an overall B average or better; b) they have no "open" grades, i.e., all grades are posted on their transcript; and c) both the first and second doctoral exams are posted on their transcript. The psychology department staff should send them an **Advancement to Candidacy Form** to complete. When the student returns the form, the Psychology staff will notify the Registrar and the student will advance to Level III. ▪ Level III students register for 90000 Dissertation Supervision every semester through the semester in which they complete their electronic dissertation deposit.
Publication and Authorship	▪ A student is presumed to have full publication authority over their dissertation data. ▪ In the event that a student feels that other members of their committee have made an intellectual contribution that warrants authorship, they may invite them to co-author. Guidelines for significant contributions can be found in the APA Science Student Council's Graduate Student Guide to Determining Authorship Credit and Authorship Order. ▪ If a component of the student's dissertation was conducted as part of a research project under a different Principal Investigator, it is ethical practice not to publish these data without the PI's permission and review. ▪ Obtaining funding but not participating in the general intellectual activity of the research project does not qualify a person for authorship. That person should be included in the acknowledgements.

6. Status Designations for Tuition Purposes

For the purposes of determining tuition charges, all students are classified at one of three levels.

Level I Status
- Upon entry to the program, students are classified at Level I.

Advancement to Level II
- Advancement to Level II requires the completion of 45 credits and successful defense of the first doctoral exam.

Advancement to Level III
- Before a BASP student can advance to Level III (advanced to candidacy for a doctoral degree), he or she must have completed the following requirements:
    1. Completed all required course work with no missing grades (of which at least 30 credits must be taken at the City University) with at least an overall B average;
    2. Completion of the First and Second Doctoral Examinations
    3. Completion of Dissertation Topic Proposal.

    NOTE: It is also recommended that Comprehensive Activities Milestone be completed, but not required

It is the responsibility of the student to ensure all of the above are satisfied, notify the Program's Administrative Assistant and submit the appropriate documentation (e.g., Second Doc forms). Documentation should be submitted to the Executive Officer in Psychology – they handle the certification process. If a student is missing one of the requirements for candidacy, the Executive Officer notifies the Program's Administrative Assistant. A student is required to register each semester, even if not engaged in course work, unless a leave of absence is granted. The student must be registered in the semester in which the degree is granted and also in the preceding semester.

IV. Mentoring and Faculty Advising

A. Initial Advisor Assignments

The BASP PhD program uses a research apprenticeship system. In their first year of the program, each student selects a primary advisor and secondary advisor, chosen on the basis of mutual research interests. Faculty advisors direct and supervise graduate student research and progress toward program milestones. Although the majority of a student's research is typically done in collaboration with their faculty advisors, they are also encouraged to explore collaborative and mentoring relationships with other faculty in the department.

Primary and secondary advisor assignments are designed to provide students with opportunities for collaboration and exposure to different labs, content areas, and/or different research styles. Students are not obligated to remain with the primary or secondary advisor to whom they are assigned at matriculation. Different students may form different types or levels of relationship with secondary advisors – some may work very closely on collaborative research, others may just meet occasionally for advice and check-in. The nature of these relationships should be driven by the student and their needs.

At the end of the student's first year, he/she meets with the Training Area Coordinator for a formal evaluation of progress, including accomplishments and challenges. At that time, there will be a discussion of the student's advisor assignments, and an evaluation of which of the two advisors assigned in the first year should continue as the student's primary advisor. In some cases, the student may choose to begin working with a new advisor who was not assigned as his/her primary or secondary advisor in the first year. In that case, the student would follow procedures for changing advisors, as outlined below.

B. Advisor/Advisee Expectations

1. General Principles of Advising/Mentoring

BASP program mentors should strive to act as a role-model for successful performance in the field to the mentee. Thus, the mentor should model productivity, competence and professionalism. The mentor should nurture the mentee's development by providing the mentee with support and guidance to pursue their own interests, grow, and develop into a successful independent professional. Neither "hand-holding" (too closely supervising the mentee), nor a completely detached approach (letting the mentee work without any supervision or guidance) are recommended, but rather a balanced, supportive approach in which the mentee is taught specific skills and then given increasing latitude to practice them.

2. Nature of the Advisor-Mentee Relationship

Although there may be variability in the individual style of each mentor, the BASP program generally strives to establish mentor-mentee relationships that are *professional/collegial* in nature. The mentor should view the mentee as a colleague or colleague in development and establish a type of relationship that is appropriate to this type of context. This is in contrast with relationships that are very hierarchical in nature (boss-underling) or have more diffuse boundaries (friendship or parent-child).

The primary content of mentor-mentee interactions should be focused on topics that are relevant to the students' research, teaching, or academic progress. The types of activities that would *not* be appropriate in this context, however, would include use of illicit drugs, drinking alcohol together excessively, sexual and romantic involvement, or discussing personal relationships or commenting on a mentee's appearance in excessive detail. Mentors should also not treat students as personal assistants; for example, by asking them to complete personal tasks such as babysitting or picking up their laundry. Mentors should also be sensitive to the fact that mentees may be sensitive to criticism, and should strive to be generally supportive and provide corrective feedback in a way that is not unnecessarily harsh or insulting.

3. Communication Patterns and Clarification of Relationships

It is expected that advisors will, at the beginning of a graduate student's career, as well as periodically throughout, have clear and candid discussions about their expectations for their own behavior and the behavior of their mentee. In general, the BASP program has the following guidelines and expectations:

It is expected that *graduate students* will:

A. <u>Be present and dedicated</u>. Examples of reasonable expectations, although unique to each advisor-advisee situation, include:

1. Attending lab meetings and events.
2. Attending area and departmental colloquia and events.
3. Making efficient use of resources and time while here.
4. Reading the literature actively.

B. <u>Cultivate honest and professional relationships with their advisors</u>. Examples of reasonable expectations, although unique to each advisor-advisee situation, include:

1. Listening to and responding to feedback from your advisor.
2. Having the confidence to ask questions, and when appropriate to provide feedback to the advisor (however, because of the inherent power difference, it is up to the advisor to provide an environment that fosters honest communication).
3. Regular discussions with other faculty about one's own progress.
4. That each student talk with their advisors ahead of time about when the student will not be available to perform regular responsibilities in the lab.

It is expected that *graduate advisors* will:

A. <u>Establish communication patters that are transparent</u>. This includes being clear about expectations for productivity and timelines for completing research, paper drafts, and other program requirements, including:

1. Letting students know in advance when a vacation or professional responsibilities will make them unavailable.

2. Setting clear goals in advance for the completion of major milestones and other projects.
3. Being as clear as possible about the expectations for the content and quality of work, especially in the first years of the program.

B. <u>Establish regular and responsive communication patterns</u>. These include:

1. Having regular meetings with mentees, either in group or individual format, and be available for as-needed communication, in person by phone, or email, when the mentee seeks it out.
2. Responding to mentee inquiries in a timely fashion, as would be expected for any professional communication (e.g., email should be responded to within 48 hours during the work week).
3. Establish specific time-based guidelines for when the mentee can expect feedback on written materials. Wherever possible, the advisor and mentee should set a specific schedule for the delivery of a specific piece of work and the return of feedback. Neither party should be expected to "drop-everything" if these pre-established deadlines are not met, but neither should they be in a position of waiting for weeks without a reasonable expectation of response.

It is strongly encouraged that advisors and advisees have a conversation at the beginning of each academic year to establish expectations for the relationship, communication patterns, and goals for the respective semester.

C. Self-Evaluation of Mentors and Mentees.

At the end of every academic year, BASP mentors and mentors engage in a collaborative self-evaluation process, using the respective self-evaluation forms. This process is intended to identify progress, achievements, and challenges in doctoral training. The goal is to help mentors and students set goals and foster communication strategies that will help them work together and facilitate students' successful progress through the BASP program. These forms are available on the BASP program website.

D. Changing Advisors

While the BASP program does not have formal "rotations" in different labs, students are strongly encouraged to work with several faculty members, and are also encouraged to take advantage of the wealth of opportunities to work with researchers in other doctoral training areas, across CUNY, and at other tri-state area institutions. However, students are also expected to form a close relationship with at least one faculty member, who is considered their primary advisor in the BASP program.

In some cases, it may be necessary or helpful for a student to change his/her primary advisor. Students who are considering changing their primary advisor are encouraged to talk to the Training Area Coordinator, their current advisor, and the faculty member with whom they would prefer to work as their primary advisor. If necessary, the student may also speak with

the Psychology Department Ombudsperson or the GC Ombuds office. In general, changing advisors is expected for a certain percentage of students over the course of their academic career. The change in advisors is official as soon as the new advisor agrees to the change, the old advisor is informed, and the Training Area Coordinator is notified.

V. Academic Progress

A. Evaluation Procedures and Progress Reports

The BASP program is committed to providing students with regular feedback and progress reports, to ensure that all students receive the guidance and support they need to excel in the program.

1. It is expected that BASP advisors will meet regularly with their primary advisees. No less than twice each semester, advisors should check in with their primary advisees about course performance, balancing workload, and progress toward collaborative and independent research.

2. First year students should receive feedback from their advisors early in their second semester in the program. This feedback is based on a review of first year students' academic performance, progress toward the 1st doctoral exam, and how well students are meeting expectations in research and teaching (if applicable). Feedback by faculty and conveys a general sense of how the student is doing, areas of particular strength, and areas in which the student might look to improve.

3. In May of each year, students complete the *BASP Student Self-Evaluation Form*, which is then reviewed with their advisor and submitted to the Training Area Coordinator. Faculty advisors and the Training Area Coordinator should review these forms to determine whether the student is making satisfactory progress in the program, identify areas of student strengths and areas for improvement, and assist the student in setting goals for the coming year.

B. Reasons for Termination from the Program

1. **GPA**. Students must maintain a minimum GPA of 3.0 throughout their doctoral work in order to graduate. Failure to maintain the minimum 3.0 cumulative grade point average will result in placement on probation. Any student on probation must not only achieve a 3.0 cumulative average during the two successive terms following the term in which the deficiency occurred, but also maintain at least a 3.0 term average in any term in which he or she is on probation. Failure to meet either of these requirements will result in dismissal from the Program.

2. **Satisfactory Progress and Social/Professional conduct**. In addition to the above GPA requirements, students may be dismissed from further graduate psychology study under the following circumstances:

   a) The student fails the First or Second Doctoral Examinations twice;
   b) The student fails to maintain satisfactory progress in coursework and/or progress toward degree/research (the Program may recommend dismissal regardless of grade point average);
   c) The student fails to abide by the standards of professional conduct required by the Program or student conduct required by the university (e.g., academic dishonesty, academic misconduct, etc.) or student conduct required of the profession (APA Ethical Standards);
   d) The student engages in activities that appear to be either unethical or inappropriate after investigation, discussion and review by BASP faculty.

3. ***Administrative withdrawal from program due to lack of satisfactory progress (Termination from the BASP doctoral program)***: This policy stipulates the process for withdrawing (terminating) a student from the doctoral program for lack of satisfactory progress within the BASP doctoral program. According to the executive office of the doctoral program in Psychology, there are four general categories that indicate 'lack of satisfactory progress' in the Psychology doctoral program:
   1) Exceeding 45 credits without passing the first-doctoral exam
   2) Exceeding 10 semesters in residence without completing the second doctoral exam
   3) Exceeding 16 semesters in residence without completing the dissertation
   4) Having 3 or more INC grades on one's academic record

Any student that falls into one of these categories is required to develop a plan approved by their advisor(s) that they must complete or they will be administratively withdrawn from the program. The student must send the advisor-approved plan to the BASP Training Area Coordinator, who will then be in communication with the EO of doctoral programs of Psychology. The student must then complete specific elements of the plan by specific dates in the approved plan. Failure to adhere to the approved plan or make satisfactory progress on the plan (as judged by the student's faculty advisor[s] and BASP Training Area Coordinator) will result in administrative withdrawal from the BASP doctoral program.

C. Expected Time for Completion of Degree

It is expected that BASP students will complete their training within 5-6 years of matriculation into the program. According to GC policy, all requirements for the degree must be completed no later than 8 years after matriculation into the program. Starting at the beginning of a student's 6th year of matriculation, he/she must meet with his/her advisor and submit a written plan for degree completion to the Training Area Coordinator. A report on progress toward this plan is required every semester beginning the second semester of the student's 6th year, until his/her graduation.

V. Sub-Specialization and Dual Degree Programs

Sub-Specialization in BASP

The BASP PhD program welcomes collaborative relationships with students and faculty in other training areas of the doctoral program in Psychology at the Graduate Center. All students, regardless of their training area affiliation, are welcome in BASP classes and colloquia. In addition, BASP allows students in other training areas to "sub-specialize" in the BASP program. Sub-specialization students receive intensive training in Basic and Applied Social Psychology, in a manner that best supports their educational and research goals.

Students who have been admitted to the Psychology doctoral program in other Training Areas may apply to be a BASP sub-specialization student beginning in the spring semester of their first year. ***In order to be considered for sub-specialization, students must:***

1. Have taken at least one BASP-specific course (including Social 1, Social 2, or a BASP elective);
2. Be sponsored by a BASP faculty member, who has agreed to serve as their primary mentor within the BASP program and submits a letter in support of their request;
3. Submit a statement to the Training Area Coordinator that includes: a) the rationale for sub-specialization; b) a plan for reasonable completion of the BASP sub-specialization requirements within their course of study at the Graduate Center.

Requests for sub-specialization should be submitted by December 15th (for spring semester consideration) and May 15th (for fall semester consideration). Applications will be reviewed by the BASP faculty in September and February of each year.

A. **Curricular Requirements.** Sub-specialization requires completion of 21 BASP credits with a minimum average of B, including:
   - Social Psychology 1 & 2 (2 semesters, 6 credits)
   - Research Methods (3 credits, can be in another training area if BASP-approved)
   - Three BASP Electives (9 credits)
   - BASP Colloquium (3 semesters, 3 credits)

B. **Milestone Requirements.** Sub-specialization also includes the following milestone requirements:
   - Inclusion of the BASP faculty sponsor as a co-advisor and/or committee member on first and second doctoral exams. These doctoral exams can be completed within the requirements of the student's primary training area.
   - Completion of all BASP Comprehensive Doctoral Activities (see below)
   - Inclusion of at least two BASP faculty on the dissertation committee (i.e., the primary BASP advisor plus one other faculty member). The second faculty member may be a core committee member or an outside reader.

Dual Concentration in BASP and Psych and Law

Students accepted into either BASP or Psychology and Law may apply for dual specialization. Psychology and Law dual specialization applicants must have a BASP core faculty member who is willing to serve as their co-advisor.[1] If the primary advisor is already core member of both the BASP and the Psychology and Law faculties then there is no need to obtain a co-advisor.

A. Dual Specialization Curricular Requirements

Some accommodations in course requirements have been made by both programs to allow students to meet the curricular requirements for dual-specialization within 60 credits. The following courses meet requirements for both programs (36 credits):

- Statistics I & II (6 credits)
- Advanced Statistics Elective (3 credits)
- Research Methods & Design I & an advanced research methods course (6 credits)
- Research Practicum I & II (aka Directed Research and Independent Research) (6 credits)
- Ethics (3 credits)
- Social Psychology I and Social Psychology II[2] (6 credits)
- Experimental Psychology & Law (serves as a Breadth Elective under BASP) (3 credits)
- Breadth Elective/Core Course outside Social Psychology or Psychology and Law (e.g., Cognitive, Developmental, Neuropsychology) (3 credits)

The following courses are required by BASP (12 credits):
- 3 Advanced Social Psychology Electives (9 credits)
- 3 semesters of BASP Colloquium (3 credits)

The following courses are required by Psychology and Law (12 credits):
- 4 Electives (typically a Psychology and Law specialty course or Advanced Stats/Methods)

Dual Specialization students are exempted from the following courses usually required by their program:
- Introduction to Forensic Psychology (Psych and Law)
- Teaching of Psychology (BASP)
- Professional Development (BASP)
- 3 semesters of BASP Colloquium (BASP)

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[1] For purposes of assigning dissertation supervision credit, the faculty advisor from the primary training area will receive credit assuming that he or she is providing the primary supervision of the student's dissertation.

[2] Social Psychology II is equivalent to the advanced core requirement in the Psychology and Law curriculum. Note that students who dual specialize can complete this requirement only through taking the two-semester social psychology sequence.

B. Dual Specialization Milestone Requirements

Milestone requirements for dual specialization students are identical to those required of all BASP students.

C. Applying for Dual Specialization

Psychology and Law students applying for dual specialization in BASP submit an application to the BASP Training Area Coordinator with three components:

1. The Dual Specialization Application Form, which includes the student's name, rationale for specialization, and a signature from the BASP faculty member who has agreed to serve as his/her advisor;
2. The BASP Dual Specialization Template for Coursework and Milestones, indicating which requirements they have already fulfilled, and their plans for completing the additional requirements over the course of their graduate study;
3. A copy of their updated CV.

Dual Specialization Applications are due by February 1st of a student's first year at the Graduate Center. These forms are available on the BASP program website. The BASP faculty review the applications and vote on admission to the program. Students are notified of the decision by April 15th of their first year.

V. Policies and Procedures

A. Academic Honesty

The Doctoral Program in Psychology at the GC is committed to the highest standards of academic honesty. Acts of academic dishonesty include, but are not limited to, plagiarism, (in drafts, outlines, and examinations, as well as final papers), cheating, submitting the same paper to fulfill assignments for different classes, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action in accordance with the bylaws and procedures of the GC and of the Board of Trustees of The City University of New York.

Each member of the academic community is expected to give full, fair, and formal credit to any and all sources that have contributed to the formulation of ideas, methods, interpretations, and findings. The absence of such formal credit is an affirmation representing that the work is fully the writer's. The term "sources" includes, but is not limited to, published or unpublished materials, lectures and lecture notes, computer programs, mathematical and other symbolic formulations, course papers, examinations, theses, dissertations, comments offered in class or informal discussions, and includes electronic media. The representation that such work of another person is the writer's own is plagiarism.

Care must be taken to document the source of any ideas or arguments. If the actual words of a source are used, they must appear within quotation marks. In cases that are unclear, the writer must take due care to avoid plagiarism. The source should be cited whenever (a) a text is quoted verbatim, (b) data gathered by another are presented in diagrams or tables, (c) the results of a study done by another are used, (d) the work or intellectual effort of another is paraphrased by the writer.

Because the intent to deceive is not a necessary element in plagiarism, careful note taking and record keeping are essential in order to avoid unintentional plagiarism.

For additional information, please consult "Avoiding and Detecting Plagiarism," available at the Graduate Center in the Office of the Vice President for Student Affairs, (Room 7301), the Provost's Office (Room 8113), or on the web at:
http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf.

Procedures to be Followed in Instances of Allegations of Academic Dishonesty

The GC's Policy on Academic Honesty provides for referral of cases of alleged violations to the Executive Officer of a student's program, where a three-member ad hoc faculty committee will review the evidence and recommend to the Executive Officer whether formal disciplinary charges are warranted. The Executive Officer then forwards the recommendation and the evidence to the Graduate Center's Vice President for Student Affairs. The Vice President for Student Affairs, under Article 15 of the CUNY Bylaws (Student Disciplinary Procedures), confers with the Executive Officer and instructor, meets with the student, and otherwise further investigates the matter before deciding whether to proceed with resolution, conciliation, or formal disciplinary charges. Faculty "are encouraged to discuss the matter

with the student, including possible resolution, but no student may be assigned a grade as a sanction without the student's agreement or a due process determination" (p. 17). Any such possible resolution, as well as any accusation, must be reported to the Executive Officer and the Vice President for Student Affairs. For this purpose, faculty are directed to the "Faculty Report Form for Alleged Violations of The Graduate Center Policy on Academic Honesty," Appendix IV, p. 29 of the guide, available from the Graduate Centers Provost's and Student Affairs offices or at http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf.

Any student who has submitted a paper, examination, project, or other academic work not their own without appropriate attribution is subject to disciplinary charges. Such charges may result in the imposition of a grade of "F" or other penalties and sanctions, including suspension and termination of matriculation.

An accusation of academic dishonesty may be brought against a student by a professor, an Executive Officer, a program, a group of faculty, an administrator, or another student and must be reported to the Executive Officer.

The Executive Officer, upon initiating or receiving an allegation of academic dishonesty, shall appoint an ad hoc committee consisting of three members of the faculty. The function of this committee shall be to determine whether sufficient evidence exists to warrant levying formal charges against the student and to make a recommendation to the Executive Officer. The proceedings of the ad hoc committee shall be conducted expeditiously and should receive the minimum publicity possible. A recommendation by the ad hoc committee to levy formal charges shall be forwarded in writing by the Executive Officer to the Vice President for Student Affairs, who will then inform the student in writing of the nature of the allegations against him or her and initiate disciplinary proceedings.

Executive Officers and faculty are encouraged to consult with the Vice President at all stages of an inquiry regarding allegations of academic dishonesty.

B. Grievances and Appeals Procedures

Both informal and formal procedures exist for students who have a grievance against another student, staff person, or faculty member, or who wish to appeal a decision of the faculty. Whenever possible, students are encouraged to resolve issues via informal means (i.e., through discussion with their advisors and/or the Training Area Coordinator). In the case of a conflict of interest (i.e., the complaint involves the Training Area Coordinator), the student should contact the Executive Officer at the GC. The advisor, Training Area Coordinator, or the EO will attempt to work with the student to resolve the issue informally. In some cases, an issue might require discussion by the faculty as a whole. In such a case, the student will consult with the Training Area Coordinator or another faculty member, who will present the student's grievance or appeal to the faculty.

In the event that informal mechanisms prove insufficient, or if a student elects to pursue a more formal route, the GC has separate complaint procedures for three different matters: academic matters, university staff and administrator issues, and student-related issues. Students are referred to the Executive Officer of Psychology for the specific procedures for filing complaints. Students who have complaints pertaining to harassment or discrimination may also wish to talk to the Affirmative Action/Employment Planning Officer at the GC if the complaint deals with faculty or staff. When an alleged action violates state or federal law, the

student need not follow the GC's complaint procedure and may investigate or pursue legal action.

Ombuds Office

Both the GC and the Psychology department have a Ombuds office that is open to all students, faculty, and staff in addition to (or as part of) and grievance processes. The Psychology Ombudsperson and the GC Ombuds Office is for individuals who are looking for:

- A neutral, impartial person to speak to confidentially about problems related to work or study at The Graduate Center.
- Ideas for alternative dispute resolution
- An advocate for fairness
- Information about whom to turn to at The Graduate Center

Psychology Ombudsperson
Dr. Martin Ruck
Phone: (212) 817-7820
Email: mruck@gc.cuny.edu

GC Ombuds Office
7th Floor, Room 7313
Phone: (212) 817-7191
Email: ombuds@gc.cuny.edu

C. Sexual Harassment Policy

It is the policy of the City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all CUNY students, faculty, and staff. Harassment of employees or students based upon gender is inconsistent with this objective and contrary to the CUNY's nondiscrimination policy. Sexual harassment is illegal under federal, state, and city laws, and will not be tolerated within CUNY.

CUNY, through its colleges, will disseminate this policy and take other steps to educate the CUNY community about sexual harassment. CUNY will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the CUNY community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

It is a violation of CUNY policy for any member of CUNY University community to engage in sexual harassment or to retaliate against any member of the CUNY community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a

sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing; submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or coworkers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the CUNY community and any person for whom he or she has a professional responsibility. These dangers can include: that students or employees may feel coerced into an unwanted relationship because their fears that refusal to enter into the relationship will adversely affect their education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the CUNY community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom they are having a romantic relationship; that students or employees may perceive that a fellow student or coworker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the CUNY community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has "professional responsibility" for another individual at CUNY if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid awards, or other remuneration, or that may impact upon other academic or employment opportunities.

Members of the CUNY community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

For more information, please refer to the GC"s policy on sexual harassment. It can be found at: http://www.gc.cuny.edu/About-the-GC/Resource-Services/Governance-Policies-Procedures/Document?id=4953

D. A 'Healthy PhD' in BASP[1]

Your physical and mental health should be your first priority. At its core, BASP is a family. Our program, therefore, is dedicated and committed to all faculty and students' overall health and well-being. This means taking care of yourself and those around you is more important than the work you are doing to pursue a PhD. If there are aspects of the PhD program, classes, or other graduate school activities that cause damage to your physical or mental well-being, it is one of the priorities of the BASP program to mitigate that aspect of the program. This also means that it is important that BASP faculty and students take active steps to promote their own health and well-being and (when appropriate) the health and well-being of other BASP community members.

Mental health maintenance is an important component of your PhD training. The Wellness Center Student Counseling service offers short-term individual and group counseling, couples counseling, consultation and referral services. The center also offers a variety of programs and workshops relevant to graduate student life. These workshops include obstacles to writing the dissertation, time management, and mindfulness meditation.

Resources at the Graduate Center. The Student Counseling Services office offers i*ndividual sessions are typically 45 or 50 minutes long*, couple sessions are 60 minutes long and group sessions can range from 60 to 90 minutes.

> To make an appointment, fill out a Request for Services form**.** Appointments are then made based on the student's availability indicated on this form. All Requests for Services are confidential. You may virtually submit the form, fax the form to **212.817.1602** or e-mail the form to wellness@gc.cuny.edu. Please note, however, that e-mail is not secure.

More information can be obtained here:
https://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Health-Wellness/Counseling-Services

Leave policies. The graduate center allows students to take a leave of absence. Leaves of absence will be granted to students deemed to be in good standing who wish to interrupt their doctoral study. No more than four semesters of total leave time will be granted to any student. Leave can start as soon as a student starts the program. If you decide a leave is necessary or beneficial to you, it is BASP policy to support the leave to the fullest extent possible. If you believe you might want to take a leave, setting up a plan with your advisor and the BASP training area Coordinator is the best plan of action.

For more information about the Graduate Center Leave Policy, please visit: https://web.gc.cuny.edu/psychology/forms-and-procedures/leaves-absence-and-parental-leave

The Graduate Center also has a specific **Doctoral Student Parental Accommodation policy.** For more information, please visit: https://www.gc.cuny.edu/student-affairs/policies/doctoral-student-parental-accommodation-policy

Growth. The BASP program recommends that students prioritize growth across their time in the program, rather than specific comparisons to others. Therefore, it is recommended that students utilize past self social comparisons during graduate school. That is, try to remember how far your research, writing, teaching, service has developed. These comparisons remind you of the progress you are making toward your degree. In sum, many students struggle in Graduate school at different times (for some it's the beginning, others it's the middle or end), but it is important to remember that you are developing skills over time that will prepare you for your future career.

Community building. We are proud of our commitment to building community within BASP. Indeed, our passion and practice for building a family atmosphere is one of the core tenets of our program. If you have ideas about how we can continue to strengthen bonds among faculty, students, and the larger BASP community, do not hesitate to let your advisor or the training-area Coordinator know!

Note: Aspects of this section were adapted from Michael Kraus's excellent guidelines on a 'healthy PhD.'