

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:
http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf
2. The GC Psychology Department's Forms, Requirements and Procedures for Doctoral Students, available at:
<http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms,-Requirements-and-Procedures-for-Doctoral-Students-and-Faculty>
3. The APA Ethical Principles of Psychologists and Code of Conduct, available at:
<http://www.apa.org/ethics/code/index.aspx>

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, and stereotyping and prejudice, 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 facility with various stages of the research process, and receive exposure to particular 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. Organizational Structure

The BASP training area is one of 14 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. The PhD Program is organized into four Programmatic and Curricular Clusters. BASP is a member of the Basic and Applied Social Systems Cluster (BASS), which also includes Human Development, Industrial/Organizational Psychology, and Psychology and Law. The Clusters are designed to promote and enhance collaboration among disciplines with similar curricula and orientations, and to facilitate curriculum planning.

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 Student Progress** works with the EO and Assistant Program Officer for Academic Support and Student Progress and focuses on the achievement of academic milestones of all doctoral students in Psychology. The DEO for Student Progress makes sure that the milestone requirements are clearly delineated, effectively communicated and available to students and advisors, and, to the extent possible, closely linked to the learning goals specified in the training areas. The DEO for Student Progress prepares reports for the EO and faculty and student meetings, detailing student progress, time-to-degree matters, and graduation rates. In addition, the DEO for Student Progress reports potential barriers to student progress for resolution with elected Cluster Representatives and Training Area coordinators.

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.

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 be 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) one *Cluster Representative* per Programmatic and Curricular Cluster; b) one *Campus Representative* for every CUNY campus that has more than six doctoral faculty members; c) the EO; and d) student representatives.

The Cluster Representatives to the Executive Committee oversee the day-to-day administration of their cluster, including the coordination of curriculum/course scheduling across areas and campuses, which includes developing five-year curriculum plans, creating shared cluster courses, coordinating campus schedules/technology-facilitated courses to ensure access to students on all campuses represented in their cluster, and reviewing final schedules. The Cluster Reps also oversee faculty nominations within their cluster, and the admissions process for the training areas within their cluster and across clusters. The Cluster Reps work with the EO, the campus reps, the Coordinators of the Training Programs in their cluster and the Psychology Executive Committee to develop program-wide and/or cluster-wide policies and procedures to support student and faculty engagement with the doctoral program, and to keep the training area handbooks up to date. The Cluster Reps work with the EO and the Training Area Coordinators to develop program information/marketing materials for dissemination and recruitment. The Cluster Reps respond to EO/GC requests for student and faculty information and provide recommendations for substitute and transitional funding fellowships.

The Campus Representatives to the Executive Committee work with the EO to identify and resolve campus-related issues, particularly related to facilities, supplies, labs and lab support, and GTF/teaching issues. The campus reps serve as a resource about the doctoral program to their campus chair and faculty and bring any campus-based issues to the attention of the EO.

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. This Committee includes the EO, one representative from each of the four Programmatic and Curricular Clusters, and student representatives.

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. This Committee includes the EO and one representative from each of the four Programmatic and Curricular Clusters, and student representatives.

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. This Committee includes the EO, one representative from each of the four Programmatic and Curricular Clusters, and student representatives.

The **Training Area and Cluster Organization Committee** is responsible for developing criteria by which clusters and program training areas will be formed or de-commissioned, and making recommendations to the Executive Committee for the cluster and program training area structure. This Committee includes the EO, one representative from each of the 14 Training Areas, and student representatives.

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. This APO assists student with matters related to student programs, including administrative processing and clarifications of any questions/issues related to: first docs, second docs, dissertation proposals, defenses, and deposits, credit transfers, resolving of incompletes, leaves of absence, en route M.A. degrees, and registration holds resulting from Satisfactory Progress reports. he also assists students and faculty in understanding other academic requirements and necessary paperwork, works to foster collaboration among students, faculty, the EO Office, and where necessary, GC administrative offices, serving as a trouble-shooter and problem-solver. 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 for 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.

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 (Fall 2013 – Spring 2015)

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.

The ***Curriculum Committee*** develops and reviews the curriculum and milestones of the BASP training area, including evaluating the effectiveness of courses for meeting the area's learning objectives. In addition, the Curriculum Committee reviews faculty proposals for new courses and works with the Training Area Coordinator to maintain a 3-year schedule of courses for BASP. Any BASP Faculty member may serve on the Curriculum Committee, provided that they are actively engaged with committee responsibilities and attend at least 75% of committee meetings. Final decisions about curriculum are voted on by the Core BASP Faculty.

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, with the provision that members must commit to reviewing the files of all applicants and interviewing at least 75% of students interviewed. 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 voted on by the Core BASP Faculty.

The BASP training area may create other ad-hoc committees as necessary for the development and administration of the area. ***As a rule, all programmatic issues and changes will be discussed by the faculty as a whole and must be approved by a majority of core BASP Faculty.***

II. REQUIREMENTS FOR THE DEGREE

The following are the formal requirements of the BASP Training Area within the CUNY Graduate Center's PhD Program in Psychology:

1. Completion of 60 credits (including all required courses) with an overall average of B or better.
2. Successful completion of the First-Doctoral Examination, which includes all of the following:
 - Completion of a research project proposal (MA Proposal)
 - Completion of the MA research project and written report of the project
 - Oral presentation of completed MA research project at the BASP Brown-Bag
3. Successful completion of the Second-Doctoral Examination, which includes one of the following:
 - A review paper in the style of *Psychological Bulletin* or *Personality and Social Psychology Review* (PSPR)
 - A ready-to-submit grant proposal (e.g., NSF or NIH)
4. Successful completion of the Comprehensive Doctoral Activities, which includes all of the following:
 - Submission of a first-authored manuscript to a peer-reviewed journal
 - Presentation of research (e.g., paper or poster) at a regional, national or international conference
 - 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 all of the following:
 - Completion of the Dissertation proposal (Dissertation Proposal)
 - Completion of the Dissertation (complete data collection or analysis collection, as well as dissertation write-up)
 - Oral defense of the completed Dissertation

A. Curriculum Requirements

The course curriculum is 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. The BASP program requires completion of 60 credits and the program is designed to be completed in 4-6 years, but students who enter with an MA/MS degree may be able to complete all of the requirements in less time.

1. Timetable

The timetable below is a suggested timeline for course of study and course requirements for the BASP training area. This timeline does not include additional requirements and responsibilities (e.g., teaching, research, or grant appointments). Depending on a variety

of factors, students may move at different paces through the requirements. The timeline is meant to be used as a framework for planning students' progression through the BASP training area.

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
PROPOSALS	First-Doc Proposal			Dissertation Proposal	
MILESTONES		First Doc	Second Doc	Comprehensive Doctoral Activities	Dissertation
NUMBER OF COURSE CREDITS COMPLETED	21	42	60	60	60

2. Course Requirements

Among the 60 course credits, 39 credits come from required courses, 9 from core-electives, 6 from breadth-electives, 3 from an advanced statistics elective, and 3 from a general elective course.

3. Required Courses (39 Credits).

All courses listed below are required courses within the BASP training area. All courses are 3 credits, unless otherwise noted.

Social Psychology I & II: 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.

Research Design & Methods: This course provides an introduction to the practice of science and will be 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.

Statistics 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.

Statistics 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.

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.

Teaching of Psychology: An important goal of the PhD program is to prepare graduate students to teach psychology in university settings. This course will explore methods of undergraduate teaching by focusing on both the desired learning outcomes for students and the professional development of instructors. Students will 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).

BASP Colloquium: This 1 credit colloquium course will provide students with exposure to social psychology research from leading scholars from around the nation. Leading Social Psychologists will be invited to present their research as a part of the BASP brown-bag series. The course will serve as a means to introduce students to a variety of research topics. In addition, students will also be 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.

BASP Pro-seminar: This course acts as a follow-up to the first semester of research methods. Faculty from the BASP program will present their research. During each meeting the faculty member will use his or her work as a case-study of a particular method or approach to social psychological research. The course also introduces students to a variety of faculty in the program, with whom they may wish to collaborate.

Ethics: This course is designed to provide a forum for discussion about the ethical issues that arise in psychological research with human participants and within the academy. The course will examine the underlying philosophy and history of the federal regulations for the protection of human subjects, the different ethical issues that arise with different research methods and populations, and the dialectic between ethics and science. The course will also cover a number of areas of professional ethics, including mentoring and publication. Ethical issues will be discussed through the use of case studies, debates, role-playing, and discussion of diverse experiences. Student will also become familiar with the federal guidelines through review of IRB applications.

Professional Development: Taken in the third year of doctoral training, this course provides an overview and skill building in five areas critical to 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.

Independent Research: Taken in Year 3 while working on collaborative research with a faculty member, the goal of this apprenticeship course is to further develop the students' program of research.

4. Elective Courses

Core-elective courses (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. These courses are usually (but not always) taught by and directly linked to the expertise of BASP faculty. A sample of typical core-elective courses from BASP faculty is listed below. Please see the listing of BASP scheduled electives for more information.

Close Relationships: This 3 credit course will familiarize you with theories and research in relationship processes and emotion. Topics will pertain to the initiation of relationships (e.g., attraction, first impressions), the development and maintenance of relationships (e.g., emotion regulation, love, intimacy, attachment, interdependence), the deterioration of relationships (e.g., conflict, violence), and the impact of relationships on health and well-being.

Instructor(s): Dr. Cheryl L. Carmichael (Brooklyn College)

Intergroup Relations: This 3 credit course provides a broad overview of work on stereotyping, prejudice, and intergroup relations. Readings will be organized around classic, as well as contemporary, theoretical approaches to the study of prejudice and relations between groups. Topics covered include psychological and situational factors related to social cognition, group power, prejudice, prejudice-reduction, collective action, and social change.

Instructor(s): Dr. Demis E. Glasford (John Jay College)

Social Cognition: Social cognition is at once the study of (a) cognitions about social objects, (b) the cognitive foundations of social behavior, and (c) the interdependence between individual cognition and social behavior. Topics of social cognition will be examined through the lens of the social cognition paradigm, which treats the human mind as a special kind of information-processing machine with a distinctive sensitivity to dependence upon the inferred states of other human minds. Topics include social and self-perception, self-regulation, social identity, social development, and neural bases of these capacities.

Instructor(s): Dr. Curtis Hardin (Brooklyn College)

Breadth-elective courses (6 Credits). Students are also 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.

Advanced Statistics/Methods Elective (3 Credits). Students are required to take one advanced methods or statistics course. Students can select courses from both within and outside of CUNY (e.g., consortium agreement with Columbia or NYU). The course must be approved by the student's faculty advisor.

General Elective (3 Credits). Students can take one general elective course of their choosing. This course can be any 3 credit course of their choosing and can be taken at any point in their graduate career.

5. Sample Course Sequence

Required Courses & Model Curriculum (Sample Course Sequence)

FALL YEAR ONE

Social Psychology I¹
Research Design & Methods
Statistics I
BASP Colloquium (1 credit)

FALL YEAR TWO

Social Psychology II¹
Teaching of Psychology⁴
BASP Pro-seminar
BASP Colloquium (1 credit)

FALL YEAR THREE

Elective-core course²
Professional Development
Breadth elective³
BASP Colloquium (1 credit)

SPRING YEAR ONE

Elective core course²
Directed Research
Statistics II
BASP Colloquium (1 credit)

SPRING YEAR TWO

Ethics⁴
Elective-core course²
Breadth elective³
BASP Colloquium (1 credit)

SPRING YEAR THREE

General Elective
Independent research
Advanced Statistics Elective
BASP Colloquium (1 credit)⁵

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

² One course in the listing of Elective-core courses within BASP training area

³ One Breadth-elective course (outside of BASP training area)

⁴ Teaching of Psychology and Ethics should be taken based on availability can be taken in Year 1 or Year 2, depending on when offered.

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.

6. 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.

7. Transfer of Academic Credit

According to GC policy, a maximum of 12 master's credits or 30 doctoral credits taken prior to admission to the doctoral program at CUNY may be considered for application toward the GC degree. These 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 City University. 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.

In general, the BASP training area discourages such transfer of credits, except in usual circumstances. Any student wishing to apply for a transfer must submit the following materials to the Training Area Coordinator by ***February 1st of his/her 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.

B. Milestone Requirements

1. First-Doctoral Examination

There are two alternatives for the successful completion of the First- Doctoral Exam.

1. **Completion of a research proposal, project, and oral presentation (master's thesis).** To fulfill this option, students must successfully complete a project proposal, complete a full manuscript write-up of their completed empirical project, and orally present their research to the BASP faculty and students. Students writing up research basing their thesis work on ongoing research in their advisor's research lab should take significant responsibility in developing the research question. The level of responsibility will be as deemed appropriate by their faculty advisor. The First-Doctoral Examination will be graded on a pass/fail basis by a two-member faculty committee, chaired by the student's faculty advisor.
 - *First-doc research project proposal.* The first requirement for successful completion of the first-doc is a research project proposal. The proposal should contain a review of the relevant literature; specific aims; hypotheses; a detailed explanation of the design and methodology for the proposed research; and a data analysis plan. The proposal must be approved by both members of the first-doc committee. The timing and structure of the first-doctoral examination is such that students are expected to integrate comments and feedback on their proposal into the research project portion of the exam. That is, students are expected to incorporate feedback prior to beginning their project (e.g., prior to IRB-approval, data collection, or analysis).
 - *Completed first-doc research project & manuscript.* Once students have completed their research project, they will be required to complete a ready-for-submission APA-style manuscript of their research project. The completed manuscript should be approved by the two first-doc committee members.
 - *Oral presentation of first-doc research project.* After the manuscript is approved by the committee, the student will be required to complete an oral presentation of the paper to the BASP faculty and students. This presentation will typically occur within the BASP brown-bag series.
2. **Completion of a Master's project from another program and Oral defense.** For students who enter the program with a Master's degree, a completed thesis from Psychology or related field will be accepted as fulfilling the First-Doc requirement of the program if the manuscript includes all elements of the first-doc requirements. 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 Brown-Bag series. 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.

Evaluation of the Exam. The First-Doctoral Examination will be graded on a pass, qualified pass, or fail basis by the two committee members. The two committee members will typically be the student's faculty advisor and another BASP faculty member. A "pass" from both members of the committee indicates that the student has successfully completed the requirement and no revisions to the written work will be required. In order to complete the First-Doctoral Exam requirement, the student must earn a "pass" from both members of the committee on both the proposal and manuscript, as well as give an oral presentation of their work. Fulfilling all three requirements indicates that the student has successfully completed the first-doc. A "qualified pass" from at least one member of the committee indicates that minor revisions are required. A "qualified pass" means the student should re-submit the revisions for final approval by the chair and the second faculty member. A "fail" indicates that significant and substantial revisions are required in order to pass the Exam and that the student has failed to meet the minimum requirements of the Exam.

In situations in which a student does not receive a pass from both members of his or her committee, the committee will suggest revisions to the project proposal or manuscript. The student will be required to re-submit the project with revisions to the committee for its consideration. Thus, a "fail" indicates that substantial revisions would be required in order to pass the Exam and that the student has failed to meet the minimum requirements of the Exam. The student will be required to re-submit a revised proposal or manuscript.

In the Case of Failure. If a student does not pass the First-Doctoral Examination by the time the student earns 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. Students will only be permitted to continue in the Program for 1 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.

Timing. Students may begin work on the First-Doctoral Examination at any time subsequent to their entry into the Program. The First-Doctoral Exam must be completed prior to finishing 45 credits of coursework, including any transfer credits awarded.

2. Second-Doctoral Examination:

The second-doctoral exam is designed to ensure that students will gain competencies to conduct a broad literature review of a given topic, conceptually integrate theories from diverse areas of Social Psychology that are relevant to the topic chosen, and provide evidence of their potential to develop a rigorous program of research. The Second-doctoral exam will be comprised of a written product that takes the form of a review paper, similar to those found in *Psychological Bulletin/ Personality and Social Psychology Review (PSPR)* OR a ready-to-submit grant proposal (e.g., NSF or NIH).

The two options for successful completion of Second-Doctoral Examination are as follows:

EITHER:

1. 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.

- OR -

2. A full-scale, 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.

Committee Selection. A three-person committee will grade the students' second-doctoral exam. The three-person committee should have the following composition: (a) The student's faculty advisor (the Chair of the committee), (b) A second committee member chosen by the student and the faculty advisor together and finally (c) a third committee member from the BASP faculty chosen by the training-area program head, regardless of area of expertise. The committee for the Second-Doctoral Exam is likely to include members of the students Dissertation Committee; however the committees need not be the same. After a committee has been selected, students must gain approval of their topic from their second-doctoral committee chair (typically the faculty advisor) prior to beginning their Second-Doctoral Exam.

Evaluation of the Examination. The Second-Doctoral Examination will be graded on a pass, qualified pass, or fail basis. In order to successfully complete the Second Doc requirement, the student must earn a "pass" from 2 of the 3 members on the Second Doc committee. A "pass" indicates that the student has successfully completed the

requirement and no revisions to the written work will be required. A “qualified pass” indicates that reasonable and minor revisions are required. In the event that a student receives a “qualified pass” from the majority of the committee, the student can re-submit the revisions for final approval by the second-doctoral committee chair. A “fail” indicates that significant and substantial revisions are required in order to pass the exam and that the student has failed to meet the minimum requirements of the Exam.

In the Case of Failure. Students who fail to meet the requirements of their committee more than once will be subject to a written remediation plan (which includes criteria for successful versus unsuccessful completion), developed by the second doctoral committee and approved by the training-area program head. If efforts to remediate the student are not successful, the student will be required to withdraw from the program.

Timing. Students are eligible to begin work on the Second-Doctoral Examination once they have successfully completed the First-Doctoral Examination. If the second-doctoral examination is not successfully completed by the beginning of the fall semester of the student’s fifth year, then the student will not be able to register for that semester.

3. Comprehensive 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 any necessary follow-up revise-&-resubmit procedures. 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 two 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 prior 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 head.

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 three years in the program.

4. Doctoral Dissertation

The Doctoral Dissertation is the culmination of the student's research training in the BASP program. 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 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.

Eligibility and Timing. Students are eligible to submit their Dissertation proposal once the following requirements are successfully completed:

1. The First-Doctoral Exam
2. The Second-Doctoral Exam

Students must be continuously enrolled or have taken formal a leave of absence at the GC, until all degree requirements are fulfilled, including the filing of an approved dissertation in the library.

Committee Selection. The complete Dissertation Committee must consist of, at minimum, four faculty members: Three faculty members must be members of the CUNY Psychology Doctoral Faculty, and will typically be BASP faculty (internal members) and one should not be affiliated with the BASP training program (external member).

The internal members will consist of the Chair, who should be a faculty member within the BASP training program, as well as two additional members chosen by the student, in consultation with and approved by the dissertation chair. The internal members of the Dissertation Committee must be members of the CUNY Psychology Doctoral faculty and must hold a PhD, doctor of science, or equivalent degree. Typically the two other

internal dissertation committee members will be affiliated with the BASP training program. In the event that it is necessary to find a replacement for committee members, new members should be chosen using the criteria for the selection of members as outlined above.

The student should also have, at minimum, one external member of the committee. The external member or examiner(s) should not be affiliated with the BASP program. The external examiner(s) do not need to be present at the dissertation proposal defense and must hold one of the following degrees: PhD, MD, doctor of science, or JD/LLB. The external reviewer(s) will typically participate in one of the following ways: (a) assess and provide feedback on the dissertation proposal, (b) only participate in the final dissertation examination defense, or (c) participate in all phases of the dissertation process. The exact role of the external examiner(s) will be up to the discretion of the dissertation committee and student. However, the exact role and level of participation of the external examiner(s) should be discussed and approved by all parties involved at the beginning stages of the dissertation, prior to the dissertation proposal. Whatever role the external examiner(s) play, the external examiner(s) must approve (sign) the final Dissertation Evaluation Form submitted to the Executive office of Psychology. NOTE: The external examiner(s) must be approved by the training-area program head and signed off on by the Executive officer of Psychology.

In the event that it is necessary to find a replacement for the external examiner(s), new external examiners should be chosen using the criteria for the selection of external examiners outlined above.

Dissertation Topic Registration. The student must first satisfy the dissertation chair (typically the student's faculty advisor) 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 student then registers the topic proposal. A one-page summary of the student's proposed research is required, as well as the nomination of at least two additional faculty members for the Dissertation Committee (other than the Dissertation chair). The dissertation chair then approves the topic registration, two faculty members, and must sign the required GC and E/O forms. These forms should be submitted to the BASP training-area program head the other is submitted to the Executive Officer of Psychology.

Dissertation Proposal and Defense Meeting. The purpose of the dissertation proposal defense meeting is to provide a forum in which a student presents his or her dissertation proposal to the dissertation committee, as well as other faculty or students, in order to obtain informed open critique. To achieve this, a written proposal is prepared in advance and submitted to the dissertation chair for approval, prior to the Dissertation proposal defense meeting. The dissertation proposal should contain a review of the relevant literature; a thesis; hypotheses; a fully-developed methods section; and a data analysis plan. Once the dissertation chair approves the proposal, the student is responsible for coordinating a date for the defense meeting among dissertation committee members. The date and time for the dissertation proposal defense meeting needs to be cleared with the Program's Administrative Assistant in consultation with the training-area program head, no later than three weeks prior to presentation. The

Program Assistant will need at least two weeks to arrange a room, and prepare and distribute the announcement to the faculty and students. Students should send the approved dissertation proposal to the dissertation committee prior to the proposal defense meeting. Because of demands on faculty and student time at the end of each semester, students are advised not to schedule a presentation at the end of a semester.

The dissertation proposal defense meeting, conducted by the Chair of the Dissertation Committee, consists of a short 10-20 minute presentation made by the student regarding the essentials of the proposal, followed by general discussion and questions. Upon completion of the discussion, the dissertation committee meets to decide on 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, they are to be submitted by the student no later than one month after the proposal defense meeting. Upon completion and approval by the full Committee, the members must sign the Dissertation Proposal Approval Form 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.

PLEASE NOTE:

- If the student is past the Graduate Center deadline for defending the dissertation proposal, re-submission is only possible with both the PhD Program and GC approval of an extension.
- If a student changes her or his topic after the defense of the proposal, the student is required to resubmit and defend the new proposal according to the above guidelines.
- Proposal Defenses are open to other students and faculty, who are welcome to ask questions of the student, but all individuals not on the committee will leave after the completion oral defense, while the committee deliberates regarding the decision.

Once the Dissertation Proposal Approval Form has been signed by committee members and the training-area program head, the student must wait for IRB approval. Once IRB approval has been obtained the student is then free to collect data and develop the dissertation.

The Dissertation Defense. The Dissertation Chair must first give approval to set the oral defense date, which will be based on the written draft of the student's doctoral dissertation. After approval the student, chair, and other members of the committee arrange the time and date for the final examination in consultation with the Program's Administrative Assistant. At least two weeks must be allowed for the Provost, at the request of the Executive Officer of Psychology, to formally invite all members of the committee to participate in the final Examination. It is the responsibility of the student to see that all arrangements for the Oral Defense have been made. The final chair-approved draft of the student's doctoral dissertation should be sent to the full Dissertation committee, including external member(s), prior to the oral defense (at minimum three weeks prior to the oral defense date). Because of demands on faculty and student time at the end of each semester, students are advised not to schedule a defense at the end of a semester. The Executive Officer of Psychology provides all the appropriate forms necessary to evaluate the dissertation.

The dissertation oral defense consists of a 30-45 minute presentation of the completed dissertation research. A general discussion and questions from the dissertation committee, as well as other faculty students present, will follow the dissertation defense. After discussion and questions, all but the dissertation committee will leave the room and the dissertation committee will decide on the status of the dissertation. The dissertation must be approved by the Dissertation Committee. This evaluation is recorded on the Dissertation Evaluation Form, which is submitted to the Executive Officer of Psychology and the Dissertation Chair. The evaluation permits the following choices: (i) Approved as the Dissertation stands, (ii) Approved, except for minor revisions, (iii) Not approved at this time because the dissertation requires major revisions, and (iv) Dissertation is unacceptable to readers.

When revisions are required, the student will receive written notice from his or her dissertation chair describing the changes to be made. After the oral defense, the Dissertation chair submits the signed evaluation forms to the Executive Officer who informs the Provost and the Registrar of the results. If "minor" revisions are necessary, only the chair need approve the revised dissertation and sign the form. If "major" revisions are necessary, all members of the dissertation committee must approve the revised dissertation and sign the form. Upon completion of the revisions, the Approval of Revised Dissertation Form is sent to the Executive Officer of Psychology by the dissertation chair for his or her signature who then informs the Provost and the Registrar. Students must complete the required revisions of their dissertations in a timely manner in consultation with their chair.

When the final version of the dissertation has been accepted and when all other requirements have been met, the candidate may then arrange with the Dissertation Secretary in the Library to submit the dissertation to the Graduate Center Library. The Dissertation Cover Sheet must be signed by the Executive Officer. The PhD degree is considered completed on the date that the dissertation is accepted for deposit in the Library. The actual awarding of the degree takes place on: February 1, June commencement, or September 1.

5. Curricular and Milestone Worksheet

The BASP Program Curricular and Milestone Worksheet is designed to help students track their progress through the BASP requirements over the course of their study. Each semester, student should review the worksheet with their advisor, and track their progress toward meeting degree requirements. The Worksheet can also be used to help students plan their courses, stay on track, and insure they are fulfilling all milestones requirements in a timely manner. A copy of the Curricular and Milestone Worksheet should be submitted by students to the Training Area Coordinator in April of each year, with a brief memo stating their plans for curricular and milestone completion in the coming year.

A copy of the Curricular and Milestone Worksheet can be found in the Appendix, as part of the BASP Student Self-Evaluation Form.

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 research project.

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 will 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.

III. 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 is assigned to 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.

At the end of the student's first year, he/she meets with the Tracing Area Coordinator (TAC) 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 will 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. Be present and dedicated. 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. Cultivate honest and professional relationships with their advisors. 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. Establish communication patterns that are transparent. 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. Establish regular and responsive communication patterns. 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.

C. 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 a routine process that 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.

IV. ACADEMIC PROGRESS

A. Evaluation Procedures and Progress Reports

The BASP program is committed to providing students with regular feedback and progress reports, to insure that all students receive the guidance and support they need to excel in the program. Regular program evaluation activities include:

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 receive formal feedback from their advisors in the beginning of their second semester, not later than the end of February. This feedback is based on a review of first year students by faculty in the last meeting of the fall semester, and conveys a general sense of how the student is doing, areas of particular strength identified by the faculty, and areas in which the student might look to improve in the coming semester.
3. All students receive written feedback from the program each August. In May of each year, students complete the BASO Student Self-Evaluation Form, which is then reviewed with their advisor and submitted to the Training Area Coordinator. A copy of the BASP Student Evaluation Form can be found in the Appendix. Faculty teaching courses in the previous year provide the Training Area Coordinator. The faculty meets to review all students at the end of each academic year. The Training Area Coordinator then consolidates faculty written comments and discussion into a feedback memo for the student. The memo includes an overall evaluation of whether the student is making satisfactory progress in the program, specific areas of strength, specific areas for improvement, and goals for the student for the coming year.

B. Reasons for Termination from the Program

Students must maintain the minimum GPA of 3.5 throughout their doctoral work in order to graduate. Failure to maintain the minimum 3.5 cumulative grade point average will result in placement on probation. Any student on probation must not only achieve a 3.5 cumulative average during the two successive terms following the term in which the deficiency occurred, but also maintain at least a 3.5 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.

In addition to the above GPA requirements, students may be dismissed from further graduate psychology study under the following circumstances:

1. 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),

2. The student fails the First or Second Doctoral Examinations twice,
3. The student fails to maintain satisfactory progress in course work and/or progress toward degree/research (the Program may recommend dismissal regardless of grade point average), or
4. The student engages in activities that appear to be either unethical or inappropriate to their level of training.

According to GC rules, a student is considered having made “unsatisfactory progress” if he/she: a) completed 45 credits before passing the first doctoral examination; or b) completes 10 semesters before passing the second doctoral examination. Students who are making unsatisfactory progress toward their degree must meet with the Training Area Coordinator and a representative of the Curriculum Committee. A plan must be made to move the student toward satisfactory progress within the next academic year; otherwise, the student may be dismissed from the 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 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

This program is currently under development. It is hoped that students will be able to apply for dual concentration in the Fall of 2014.

V. POLICIES AND PROCEDURES

A. Academic Honesty

The Doctoral Program in Psychology at the GC is committed to the highest standards of academic honest. 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 Centers 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 his or her 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, Professor Maureen OConnor, 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 (Fall 2014-Spring 2015)

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 a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her 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 he or she is 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>

Appendix 1
Useful Numbers and Contact Information
 (2014-2015 Academic Year)

<i>Title</i>	<i>Name</i>	<i>Phone</i>	<i>Email</i>
Executive Officer (EO) for Psychology	Joshua Brumberg	212-817-8718 718-997-3541	jbrumberg@gc.cuny.edu
Training Area Coordinator for BASP	Sarit Golub	212-396-6304	sgolub@hunter.cuny.edu
Assistant Program Officer (APO) for Administration and Program Management	Maria-Helena Reis	212-817-8753	mreis@gc.cuny.edu
Assistant Program Officer (APO) for Academic Support and Student Progress	Judith Kubran	212-817-8751	jkubran@gc.cuny.edu
Psychology Ombudsperson	Martin Ruck	212-817-8720	mruck@gc.cuny.edu
General EO Office		212-817-8750	staffeo@gc.cuny.edu
GC Registrar		212-817-7500	registrar@gc.cuny.edu
GC Financial Aid Office		212-817-7460	financialaid@gc.cuny.edu

Appendix 2

BASP Student Self-Evaluation Form

This form is used by BASP students and their advisors at the end of each academic year, in order to reflect on their progress, achievements, and challenges in their doctoral training. It is designed to help students set goals that will help them progress successfully through the program.

The self-evaluation form has three components:

1. Students complete the BASP Template for Coursework and Milestones, indicating which requirements they have fulfilled, and the dates these were achieved;
2. Students answer a series of specific question (see attached) discussing their achievements, strengths, and areas for improvement in the coming year. See the BASP curriculum timeline below to assess your progress.
3. Students attach a copy of their updated CV.

The self-evaluation process is as follows:

1. Students complete this form and send a copy to their advisor.
2. The advisor and student meet to review the form and make revisions together, as necessary.
3. Both the student and advisor sign the completed form, and send it to the Training Area Coordinator.

For F13-S14, student evaluation forms are due to advisors by 5pm on May 28, 2014.

BASP TIMELINE for COURSE of STUDY and Milestone Requirements					
	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
NUMBER OF COURSE CREDITS COMPLETED	21	42	60	60	60
PROPOSALS	First-Doc/M.A. Proposal			Dissertation Proposal	
MILESTONES		First Doc	Second Doc	Comprehensive Exam Assessment	Dissertation

NOTE: Each “Year” refers to an academic year, from September to August. So a student who did not complete a milestone by May, but is intending to complete it by August would still be considered “on-track” for completion of the requirement. If you are intending to complete a milestone over the summer, please note this in your narrative below.

BASP TEMPLATE FOR COURSEWORK AND MILESTONES

Student Name:		Academic Year:		
<u>Completed Course Work (60 credits with a minimum average of B or better)</u>				
Required Courses (39 cr)	Course Number/Name	Instructor	Semester	Grade
Social Psychology I (3 cr)				
Social Psychology II (3 cr)				
Research Design and Methods (3 cr)				
Statistics I (3 cr)				
Statistics II (3 cr)				
Directed Research (3 cr)				
Teaching of Psychology (3 cr)				
BASP Colloquium (6 cr; 1/semester)				
BASP Proseminar (3 cr)				
Ethics (3 cr)				
Professional Development (3 cr)				
Independent Research (3 cr)				
Elective Courses (21 cr)	Course Number/Name	Instructor	Semester	Grade
Advanced Statistics/Methods (3 cr)				
Core Electives (9 cr)	1.			
	2.			
	3.			
Breadth Electives (6 cr)	1.			
	2.			
General Elective (3 cr)				

BASP TEMPLATE FOR COURSEWORK AND MILESTONES

Student Name:		Academic Year:	
<u>Milestones</u>			
1. First Doctoral Exam			
	Title	Faculty Committee	Date Completed
Research Project Proposal			
Written Report of Project			
Oral Presentation			
2. Second Doctoral Exam			
Format (Review or Grant)	Title	Faculty Committee	Date Completed
3. Dissertation			
	Title	Faculty Committee	Date Completed
Topic Registration			
Dissertation Proposal			
Completed Dissertation			
Oral Defense			

Narrative Self-Evaluation

Student Name:

Year in the Program (e.g., 1st year, 2nd year):

Academic Year for this evaluation (e.g. F13-S14):

Advisor(s) Name(s):

1. Please describe your main achievements or accomplishments in the past year. Please include both externally recognized achievements (e.g., an award, a poster presentation) and “internal” achievements (e.g., you’ve experienced growth in a particular area, or mastered a new skill).
2. Please describe what you consider to be your main areas of strength in the program at the moment. Don’t be modest!
3. What areas are challenging to you? What do you consider to be your current weaknesses or areas in which you hope to improve over the coming year?
4. Please describe the progress you have made in terms of your mentored and independent research this year. What are your goals for research over the summer and the coming year? (Please be as specific as possible).
5. Please describe your teaching experiences this year (if applicable). How do you assess your own strengths and weaknesses as a teacher? Are there areas in which you would like to receive more support around teaching? What are your teaching plans for the coming year?
6. Are you “on-track” for completing your BASP course requirements (see timeline on page 1)? If yes, what are your plans to make sure you stay on-track in the coming year? If not, can you explain what factors or barriers got in your way? What are your specific plans for getting back on- track in the coming year?
- 7.
8. Are you “on-track” for completing your BASP milestone requirements (see timeline on page 1)? If yes, what are your plans to make sure you stay on-track in the coming year? If not, can you explain what factors or barriers got in your way? What are your specific plans for getting back on- track in the coming year?
9. Is there anything else you would like to share with the faculty about your experiences in the past year? Do you have any recommendations for the program?
10. Keeping in mind the information above, please set three specific goals for yourself for the coming year. Each of these goals should be “SMART” (specific, measurable, achievable, realistic, and time-framed).