



GRADUATE STUDENT HANDBOOK

Policies, Procedures and Requirements

2009-10

DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF CALIFORNIA, SANTA CRUZ
<http://psych.ucsc.edu>

2009-10

WELCOME TO UCSC

The Psychology Department welcomes you as a new psychology graduate student on the Santa Cruz campus! This handbook is your guide to our graduate program and to Psychology facilities. As a new student, you can find answers to many of the questions that arise when planning a graduate career and beginning at a new campus. Please keep this handbook as a resource during your tenure as a student in the program. You will be able to find updated information on psychology personnel on our website (<http://psych.ucsc.edu>) where you will also be able to access additional information about the department.

The Psychology Department staff is available to assist you with all questions pertaining to the rules and regulations of the university. The department office has many university forms and general information about university procedures or we can refer you to the appropriate office for further information. The department office is located in Social Sciences 2, Room 273. A list of staff and their primary duties, phone number and email address is in this handbook.

Good luck with your career as a psychology graduate student!

The Psychology Department

TABLE OF CONTENTS

<i>WELCOME TO UCSC</i>	<i>1</i>
<i>PSYCHOLOGY FACULTY</i>	<i>4</i>
<i>PSYCHOLOGY ADMINISTRATIVE STAFF 2009-10</i>	<i>6</i>
<i>PSYCHOLOGY GRADUATE STUDENTS</i>	<i>7</i>
<i>POSTDOCTORAL FELLOWS, VISITORS & LECTURERS</i>	<i>9</i>
<i>PSYCHOLOGY STANDING COMMITTEES</i>	<i>10</i>
<i>GENERAL INFORMATION</i>	<i>11</i>
Paychecks	11
Key Policy	11
Program Area Heads	11
Graduate Committee	11
Graduate Representatives	11
Graduate Directory	12
Graduate Student Office Policy	12
Travel Awards	12
Social Sciences Media Lab (Room 47, Social Sciences 2)	12
<i>ROOM 145, SOCIAL SCIENCES 2</i>	<i>13</i>
<i>PSYCHOLOGY RESEARCH PARTICIPANT POOL (RPP)</i>	<i>14</i>
<i>TEACHING AT UCSC</i>	<i>15</i>
Assuming the Responsibilities of a Teaching Assistant	15
Teaching Assignments and Responsibilities	15
Maintaining Confidentiality	15
TA Evaluations	16
Grades and Performance Evaluations	16
Accommodating Students with Disabilities	16
Sexual Harassment	16
Psychology 1 - Introduction to Psychology TAship	16
TAing for a Participant Pool Class	17
TA Mentoring Program	17
<i>PSYCHOLOGY POLICIES FOR TAs, TA COURSE SUPPORT & READER SUPPORT</i>	<i>18</i>
Graduate Student Eligibility for TAships	18
How TA Positions Are Allocated To Courses	19
TA Assignments	19
TA Appointment/Offer Letter	19
Declining TA Assignments	20

Reader Policy _____	20
PSYCHOLOGY GRADUATE PROGRAM REQUIREMENTS _____	21
PROGRAM DESCRIPTION _____	21
PHILOSOPHY AND OBJECTIVES _____	21
Cognitive Psychology _____	21
Developmental Psychology _____	21
Social Psychology _____	22
PROGRAM OF STUDY _____	22
First-year research _____	22
Second-year research _____	23
Absolute deadline for completion of First and Second-year Papers _____	23
Colloquium Series _____	23
Course Work _____	24
Substituting Lower-division courses _____	25
Advanced Course in a Discipline other than Psychology _____	25
Petitions for Alternative Courses _____	25
Professional Practicum _____	25
Teaching _____	25
Progress Report and Student Evaluation _____	26
Academic Probation _____	26
PARENTHETICAL NOTATION IN FEMINIST STUDIES _____	27
PARENTHETICAL NOTATION IN LATIN AMERICAN AND LATINO STUDIES _____	27
MASTERS DEGREE _____	28
QUALIFYING EXAMINATION _____	28
Qualifying Paper _____	29
Reading Lists _____	29
Qualifying Exam Committee _____	30
DISSERTATION PROPOSAL _____	30
DISSERTATION _____	31
REQUEST FOR AN EXTENSION OF A DEADLINE _____	32
STUDENT/ADVISOR RELATIONSHIP _____	32
OUTLINE OF A TYPICAL YEAR _____	33
FINANCIAL SUPPORT _____	33
RESIDENCY _____	34
CHANGES IN THE PROGRAM _____	34

PSYCHOLOGY FACULTY

AKHTAR, NAMEERA

Office: 313 Social Sciences 2, 9-5680
Lab: 217/219 Social Sciences 2
Email: nakhtar@ucsc.edu

AZMITIA, MARGARITA

Office: 369 Social Sciences 2, 9-3146
Lab: 211/131 Social Sciences 2, 9-1712
Email: azmitia@ucsc.edu

BRIDGEMAN, BRUCE

Office: 347 Social Sciences 2, 9-4005
Lab: 409 Social Sciences 2
Email: bruceb@ucsc.edu

ç BULLOCK, HEATHER

Office: 359 Social Sciences 2, 9-5462
Lab: 337/339 Social Sciences 2
Email: hbullock@ucsc.edu

CALLANAN, MAUREEN

Office: 371 Social Sciences 2, 9-3147
Lab: 205/207 Social Sciences 2, 9-4175
Email: callanan@ucsc.edu

CHEMERS, MARTIN

Office: 311 Social Sciences 2, 9-4516
Lab: 245 Social Sciences 2, 9-5677
Email: mchemers@ucsc.edu

COOPER, CATHERINE

Office: 377 Social Sciences 2, 9-4157
Lab: 229 Social Sciences 2
Email: ccooper@ucsc.edu

CROSBY, FAYE

Office: 379 Social Sciences 2, 9-3568
Lab: 358 Social Sciences 2, 9-3439
Email: fjcrosby@ucsc.edu

FOX TREE, JEAN

Office: 353 Social Sciences 2, 9-5181
Lab: 443 Social Sciences 2
Email: foxtree@ucsc.edu

GIBBS, RAYMOND

Office: 367 Social Sciences 2, 9-4630
Lab: 405 Social Sciences 2
Email: gibbs@ucsc.edu

GJERDE, PER

Office: 345 Social Sciences 2, 9-3148
Lab: 233 Social Sciences 2
Email: gjerde@ucsc.edu

GRABE, SHELLY

Office: 259 Social Sciences 2, 9-2795
Lab: 101 Social Sciences 2, 9-2229
Email: sgrabe@ucsc.edu

HAMMACK, PHILLIP

Office: 333/335 Social Sciences 2, 9-1050
Lab: 351 Social Sciences 2
Email: hammack@ucsc.edu

HANEY, CRAIG

Office: 115 Social Sciences 2, 9-2153
Lab: 113 Social Sciences 2, 9-5681
Email: psylaw@ucsc.edu

HURTADO, AIDA

Office: 109A Social Sciences 2, 9-3862
Lab: 111 Social Sciences 2
Email: aida@ucsc.edu

KAWAMOTO, ALAN

Office: 373 Social Sciences 2, 9-5698
Lab: 408 Social Sciences 2
Email: ahk@ucsc.edu

LANGHOUT, REGINA

Office: 263 Social Sciences 2, 9-2535
Lab: 315/317 Social Sciences 2, 9-1241
Email: langhout@ucsc.edu

é LEAPER, CAMPBELL

Office: 355 Social Sciences 2, 9-4496
Lab: 215 Social Sciences 2
Email: cam@ucsc.edu

PRATKANIS, ANTHONY

Office: 365 Social Sciences 2, 9-4935
Lab: 319 Social Sciences 2
Email: peitho@ucsc.edu

ROGOFF, BARBARA

Office: 307A Social Sciences 2, 9-3763
Lab: 221/223 Social Sciences 2, 9-3172
Email: brogoff@ucsc.edu

å SEYMOUR, TRAVIS

Office: 357 Social Sciences 2, 9-3384

Lab: 106 Social Sciences 2, 9-1504

Email: nogard@ucsc.edu

***THORNE, AVRIL**

Office: 361 Social Sciences 2, 9-3613

Lab: 237/239 Social Sciences 2

Chair's Office: 273D Social Sciences 2, 9-1436

Email: avril@ucsc.edu

WANG, SU-HUA

Office: 257 Social Sciences 2, 9-2353

Lab: 105 Social Sciences 2, 9-5596

Email: suhua@ucsc.edu

WHITE, AARONETTE

Office: 375 Social Sciences 2, 9-3557

Lab: 341/343 Social Sciences 2, 9-2065

Email: gjerde@ucsc.edu

WILSON, MARGARET

Office: 356 Social Sciences 2, 9-2470

Lab: 412 Social Sciences 2, 9-5767

Email: mlwilson@ucsc.edu

****ZURBRIGGEN, EILEEN**

Office: 381 Social Sciences 2, 9-5736

Lab: 327/329 Social Sciences 2, 9-5443

Email: zurbrigg@ucsc.edu

Emeriti Faculty in Social Sciences 2:

ARONSON, ELLIOT

Office: 354 Social Sciences 2, 9-2560

Email: elliot@ucsc.edu

DOMHOFF, G. WILLIAM

Office: 305 College 8, 9-3517

Email: domhoff@ucsc.edu

HARRINGTON, DAVID

Office: 372 Social Sciences 2, 9-2337

Email: harring@ucsc.edu

MASSARO, DOMINIC

Office: 429H Social Sciences 2, 9-2330

Lab: 429/435 Social Sciences 2, 9-2665

Email: massaro@ucsc.edu

MAYER, MELANIE

Office: 352 Social Sciences 2, 9-4637

Email: mjmayer@ucsc.edu

MCLAUGHLIN, BARRY

Email: mclaugh@ucsc.edu

PETTIGREW, THOMAS

Office: 354 Social Sciences 2, 9-2560

Email: pettigr@ucsc.edu

SMITH, BREWSTER

Email: brsmith@ucsc.edu

* Department Chair

** Department Vice Chair

å Area Head for Cognitive

é Area Head for Developmental

ç Area Head for Social

PSYCHOLOGY ADMINISTRATIVE STAFF 2009-10

The Psychology Administrative Office, Room 273 in SS2, is open from 9-12 and 1-4 Monday – Thursday and 1-4 on Friday. The Faculty Services Office, Room 277 in SS2, is open from 8-12 and 1-5, Monday - Wednesday, 8-12 and 1-3 on Thursday and 1-3 on Friday.

Donna Baldini	9-4410	dbaldini@ucsc.edu	M/F 9:30-3:00; Tu 8:30-5:30; W 9:30-1:00; Th 8:30-4:00
----------------------	--------	-------------------	---

Field Study Coordinator, enrollment/gating of courses.
Undergraduate advising during peak periods.

Bertha Fierro	9-4194	bffierro@ucsc.edu	M-W 7:30-5:30; Th 7:30-1:30; F 7:30-1:00
----------------------	--------	-------------------	---

Department Assistant, academic personnel support, budget; course scheduling, colloquia support.

Allison Land	9-4932	allison@ucsc.edu	M-F 8:00-5:00
---------------------	--------	------------------	---------------

Graduate Program Coordinator, academic recruitment.
Course 191A and 194 coordination; undergraduate program support.

Lorraine Meusel	9-4416	lameusel@ucsc.edu	M-F 8:00-4:30
------------------------	--------	-------------------	---------------

Department Manager, assistant to the Department Chair, academic personnel, curriculum and leave planning, budget, staff supervision.

Lilia Parker-Meyers	9-5084	lpmeyers@ucsc.edu	M 8:00-2:30, Tu-F 8:00-3:00
----------------------------	--------	-------------------	-----------------------------

Faculty Services Assistant, faculty administration support, classroom equipment, DRC coordination, E-Link administration; building keys; coordination of undergraduate student support awards.

Gail Walters	9-2481	grwalter@ucsc.edu	MWF 9:00-5:00 TTh 9:30-4:30
---------------------	--------	-------------------	--------------------------------

Undergraduate Program coordinator; advisor; declaration of major; EAP; petitions (change of grades, removal of incomplete grades); coordination of peer advisor program.

Check out our web page: <http://psych.ucsc.edu>

PSYCHOLOGY GRADUATE STUDENTS

<u>Full Name</u>	<u>Email</u>	<u>Office and Phone:</u> <u>(Prefix: 459)</u>	<u>Advisor</u>
Alcala, Lucia	lalcala@ucsc.edu	201 SS2 x3270	Rogoff, B
Bayne, Melissa	mbayne@ucsc.edu	439 SS2 x4559	Crosby, F
Ben Hagai, Ella	ebenhaga@ucsc.edu	445 SS2 x4755	Hammack, P
Bettenhausen, Valerie	valeriebettenhausen@yahoo.com	n/a	Bridgeman, B
Betts, Teresa	tbetts@ucsc.edu	n/a	Vevea, J
Blackwell, Natalia	nblackwe@ucsc.edu	201 SS2 x3270	Fox Tree, J
Blaesi, Sabine	sblaesi@ucsc.edu	419 SS2 x4592	Wilson, M
Brown, Edward Lorane	edlbrown@ucsc.edu	202 SS2 x4876	White, A
Cervantez, Karina	kcervant@ucsc.edu	380 SS2 x4513	Hurtado, A
Chen, Trevor	t8chen@ucsc.edu	445 SS2 x4755	Massaro, D
Chevalier, Jessica	jchevali@ucsc.edu	419 SS2 x4592	Fox Tree, J
Chhun, Lina	lchhun@ucsc.edu	103 SS2 x1042	White, A
Clark, Nathaniel	nbclark@ucsc.edu	419 SS2 x4592	Fox Tree, J
Cook, Peter	pcook@ucsc.edu	445 SS2 x4755	Wilson, M
Cooper, Adam	adcooper@ucsc.edu	439 SS2 x4559	Bridgeman, B
Coppens, Andrew	acoppens@ucsc.edu	206 SS2 x4876	Rogoff, B
DeGarmo, Erica	edegarmo@ucsc.edu	439 SS2 x4559	Haney, C
Doyle, J.D., Robert	rdoyle@ucsc.edu	103 SS2 x1042	Haney, C
Duh, Shinchieh	sduh@ucsc.edu	206 SS2 x4876	Wang, S
Dunn, Alexandra	aldunn@ucsc.edu	n/a	Fox Tree, J
Eccleston, Michael	mecclrest@ucsc.edu	206 SS2 x4876	Hurtado, A
Ellison, Erin	eellison@ucsc.edu	203 SS2 x4607	Langhout, R
Escobar, Jenny	escobar@ucsc.edu	202 SS2 x4876	White, A
Farkas, Timea	tfarkas1@ucsc.edu	201 SS2 x3270	Leaper, C
Fernandez, Jesica	jsfernan@ucsc.edu	203 SS2 x4607	Langhout, R
Gaunt, Joshua	jgaunt@ucsc.edu	439 SS2 x4559	Bridgeman, B
Gola, Kelly	kgola@ucsc.edu	103 SS2 x1042	Thorne, A
Gonzalez, Elizabeth	egonza5@ucsc.edu	201 SS2 x3270	Cooper / Azmitia
Grose, Rose	rgrose@ucsc.edu	203 SS2 x4607	Grabe, S
Hemenway, Sarah	shemenwa@ucsc.edu	380 SS2 x4513	Seymour, T
Jaworski, Beth	bjaworsk@ucsc.edu	380 SS2 x4513	Bullock, H
Johnson, John	realjohn@ucsc.edu	202 SS2 x4876	Chemers, M
Kohfeldt, Danielle	dkohfeld@ucsc.edu	203 SS2 x4607	Langhout, R
Lancaster, Jessica	jalancas@ucsc.edu	419 SS2 x4592	Wilson, M
Liu, Kristine	kyliu@ucsc.edu	380 SS2 x4513	Fox Tree, J
Lonergan, Julia	jelonerg@ucsc.edu	201 SS2 x3270	Gibbs, R
López, Angélica	axlopez@ucsc.edu	202 SS2 x4876	Rogoff, B
Luce, Megan Rae	mluce@ucsc.edu	201 SS2 x3270	Callanan, M
Majzler, Robert	rmajzler@ucsc.edu	202 SS2 x4876	White, A
Martinez - Sussman, Carmen	olimpia1@ucsc.edu	445 SS2 x4755	Akhtar, N
Mayers, Leifa	lmayers@ucsc.edu	445 SS2 x4755	Hammack, P

McGuire, Jessica	jemcguir@ucsc.edu	201 SS2 x3270	Leaper, C
Menjivar, Jennifer	jmenjiva@ucsc.edu	206 SS2 x4876	Akhtar, N
Morett, Laura	lmorett@ucsc.edu	419 SS2 x4592	Kawamoto, A
Nam, Victoria	vnam@ucsc.edu	206 SS2 x4876	White, A
Nelson, Paul	panelson@ucsc.edu	103 SS2 x1042	Thorne, A
Okonski, Lacey	lokonski@ucsc.edu	419 SS2 x4592	Gibbs, R
Perlman, Marcus	mperlman@ucsc.edu	419 SS2 x4592	Gibbs, R
Pfeiffer, Alexis	ajpfeiff@ucsc.edu	103 SS2 x1042	Haney, C
Pilecki, Andrew	apilecki@ucsc.edu	202 SS2 x4876	Hammack, P
Reppond, Harmony	hreppond@ucsc.edu	103 SS2 x1042	Bullock, H
Reyes, Charlotte Nolan	cnreyes@ucsc.edu	203 SS2 x4607	Callanan, M
Rigney, Jennifer	jrigney@ucsc.edu	202 SS2 x4876	Callanan, M
Roa, Jessica	jroa@ucsc.edu	201 SS2 x3270	Hurtado, A
Roberts, Amy L. D.	adexter@ucsc.edu	n/a	Rogoff, B
Robnett, Rachael	rrobbett@ucsc.edu	206 SS2 x4876	Leaper, C
Ruvalcaba, Omar	or10918@ucsc.edu	201 SS2 x3270	Rogoff, B
Shapiro, Lauren	lashapir@ucsc.edu	103 SS2 x1042	Thorne, A
Siegel, Deborah	dsiegel@ucsc.edu	206 SS2 x4876	Callanan, M
Silva, Janelle	jsilva@ucsc.edu	201 SS2 x3270	Langhout, R
Silva, Kathryn	ksilva@ucsc.edu	439 SS2 x4559	Rogoff, B
Sterling, Cass	csterlin@ucsc.edu	439 SS2 x4559	Bridgeman, B
Su, Denise	dsu@ucsc.edu	419 SS2 x4592	Gjerde, P
Trinh, Nancy	ntrinh@ucsc.edu	203 SS2 x4607	Cooper, C
Truong, Shirley	struong@ucsc.edu	203 SS2 x4607	Bullock, H
Tseng, Philip	ptseng@ucsc.edu	439 SS2 x4559	Bridgeman, B
Wilson, Antoinette	awilson3@ucsc.edu	203 SS2 x4607	Cooper, C

POSTDOCTORAL FELLOWS, VISITORS & LECTURERS

Lecturers

CARDILLA, KIMBERLY (FWS)
Office: 361 Social Sciences 2, 9-3613
e-mail: kcardill@ucsc.edu

HOFFMAN, TONY (FWS)
Office: 378 Social Sciences 2, 9-4095
e-mail: tonyhoffman@proper.com

HOOVER, MERRIT (FWS)
Office: 261 Social Sciences 2, 9-3909
e-mail: merit.alex@gmail.com

HU, LITZE (FW)
Office: 374 Social Sciences 2, 9-3819
e-mail: lhu6@ucsc.edu

QUINN, RALPH (FWS)
Office: 249 Social Sciences 2, 9-3361
e-mail: none

SAPOSNEK, DON (F)
Office: 378 Social Sciences 2, 9-4095
e-mail: dtsapos@ucsc.edu

SINHA, RANU (W)
Office: 374 Social Sciences 2, 9-3819
e-mail: msinha@ucsc.edu

TONAY, VERONICA (FWS)
Office: 376 Social Sciences 2, 9-5678
e-mail: vktonay@ucsc.edu

Postdoctoral Fellows

JOHANSSON FALK, MARLENE
Office: 405 Social Sciences 2, 9-5084 (msg)
e-mail: mjohanss@ucsc.edu

Research Associates

BENEDETTO, SIMONE
DYER, JENNIFER
LIU, QIANG
SHIMPI, PRIYA

Note: Please check our website for a current list of psychology personnel: <http://psych.ucsc.edu>

PSYCHOLOGY STANDING COMMITTEES

Chair Avril Thorne
Vice Chair Eileen Zurbriggen

Advisory/Executive Committee (also functions as Space Committee)

Avril Thorne
Eileen Zurbriggen
Cognitive: Travis Seymour
Developmental: Campbell Leaper
Social: Heather Bullock
Staff: Lorraine Meusel

Committee on Undergraduate Affairs (CUA)

Vice Chair: Eileen Zurbriggen
Nameera Akhtar
Jean Fox Tree
Staff: Gail Walters

Graduate Committee

Chair: Travis Seymour
Margarita Azmitia
Phillip Hammack
Staff: Allison Land

Research Participant Pool

Chair: Travis Seymour
Grad Rep: Debbie Siegel
Staff: Lilia Parker-Meyers

Graduate Student Representatives

Kris Liu & Marcus Perlman	(Cognitive)
Melissa Bayne & Paul Nelson	(Developmental)
Erin Ellison & Jessica Fernandez	(Social)

TA Training Coordinators

Faye Crosby	(faculty)
Melissa Bayne	(graduate student)

GENERAL INFORMATION

Paychecks

If you have a TA (Teaching Assistant) or GSR (Graduate Student Researcher) appointment, you will be paid in three equal paychecks. For a fall quarter appointment, your first paycheck will arrive on November 1. If you chose to have your check mailed to your department, you can pick it up from the Faculty Services Office. Our daily mail is delivered between 1:30-2:00 p.m.

Key Policy

If you have not already done so, you should check out your keys from Lilia Parker-Meyers in the Psychology administrative office. You should have a key to your graduate student office, the Mailroom 145, an entry key to Social Sciences 2 and, with your advisor's permission, a key to his or her lab. There is a minimum \$4.00 charge to replace a lost key. Some faculty will require that the student pay for a new lock and re-keying for a lost lab key. You should check with your advisor on their specific key policy.

We do **not** issue keys to undergraduate research assistants. A faculty member may decide to check out extra keys to their lab under their name and issue them to their undergraduates.

You are required to turn in all your keys when you take a leave of absence, withdraw from the program or when you complete your degree.

Program Area Heads

There is a faculty member from each program area who represents the faculty and students in that area on internal issues and on the department's Advisory Committee (executive committee). The program area heads for 2009-10 will be:

Cognitive:	Travis Seymour
Developmental:	Campbell Leaper
Social:	Heather Bullock

Graduate Committee

The faculty Graduate Committee's charge is to support the Department Chair and Advisory Committee by making decisions regarding the implementation of the graduate program as laid out in the Graduate Curriculum and Handbook and policies determined by the department. Members of this committee for 2008-09 are:

Chair:	Travis Seymour
Developmental:	Margarita Azmitia
Social:	Phillip Hammack

Graduate Representatives

There are two graduate student representatives from each program area. Bring your ideas/questions/issues to your graduate representative.

Grad reps for 2009-10 are:

Cognitive:	Kris Liu (kyliu@ucsc.edu) Marcus Perlman (mperlman@ucsc.edu)
Developmental:	Melissa Bayne (mbayne@ucsc.edu) Paul Nelson (panelson@ucsc.edu)
Social:	Erin Ellison (eellison@ucsc.edu) Jessica Fernandez (jsfernan@ucsc.edu)

Graduate Directory

We collect information from you at the beginning of the academic year to prepare a graduate student directory. Your home address and telephone number is included. We distribute copies of this directory to our graduate students, faculty and staff. We do not give out your personal information to undergraduates or to the public. *Please keep the office informed when you change your address or phone number during the year (don't forget during summer)!* An easy way to do this is through an email to the Graduate Program Coordinator, Allison Amos, allison@ucsc.edu.

Graduate Student Office Policy

We currently have nine graduate student offices. Each office has between 4-10 desks. It has been our policy that each registered graduate student be assigned a desk. The office assignments are the responsibility of your graduate representatives. If you wish to change offices please see your graduate representative.

Travel Awards

The department receives a variable amount of funds each year from the Graduate Division/Social Sciences Division for graduate student research and travel grants. The notification usually arrives in the winter quarter and a hard copy of the announcement is placed in students' mailboxes and a copy is sent via email with the information on how to apply and the deadline for doing so. It has been our policy to give the highest priority to requests for travel to present a paper/poster at a scholarly conference. Due to limited funds, we normally can fund only one conference per student each year. Depending on available funds and the number of requests, we traditionally fund full or partial airfare and registration fees. We have not had sufficient funds for meals and lodging. Students can also apply for retroactive funding under the application guidelines.

Social Sciences Media Lab (Room 47, Social Sciences 2)

The Social Sciences Media Lab offers media workshops and labs, equipment loan, darkroom facilities, video editing facilities and technical consultation and support for psychology graduate students doing dissertation research or a class project. For more information drop by their office in room 47, Social Sciences 2, send email to m1ab@ucsc.edu, call 459-4010 or check out their website at <http://zzyx.ucsc.edu/Mlab>.

ROOM 145, SOCIAL SCIENCES 2

Room 145 is a shared graduate student space. It contains your individual mailboxes, a copier, a Scantron machine, a computer and printer, a refrigerator, a microwave, bulletin boards, a job announcement binder and miscellaneous items like SPSS manuals with a checkout sheet. *All graduate students are responsible for keeping this room clean.* Your key to this room is a "passage" key: it will open the door but not unlock it. This is for the security of your mailboxes and the electronic equipment. Please do not prop the door open and leave it unattended. Hold on to your key so you won't get locked out!

Mail/Mailboxes

Mail is delivered once a day to the Faculty Services office. Mail for graduate students is sorted out each afternoon after the mail delivery and placed in your individual mailboxes in Room 145. It is your responsibility to check your mailbox on a regular basis and keep it cleaned out!

Grad Copy Machine

We have a Canon Imagerunner 3300 copier. You need a copy account number to access the system and a four-digit pass code to protect your account. If you do not have a copy account number, see Bertha Fierro in the Psychology Faculty Services office. Copies are 4 cents each with a minimum purchase of 125 copies for \$5.00. You can add additional copies to your account by leaving a check (made out to UC Regents, in \$5.00 increments) in Bertha's mailbox located in the psychology department office. Please allow a maximum two-day turnaround after you put in your request (this also applies to additional copies).

We maintain a service contract on this machine and can get it fixed quickly, so please report any problems promptly to Bertha (9-4194 or bffierro@ucsc.edu) and be very specific about the type of problem. To learn about all the wonderful features of the copier (including double-sided copies), consult the user's manual in the bottom drawer of the copier. Contact Bertha or Allison in the Psychology department office when the copier needs more toner. You are welcome, however, to try to clear paper jams and add paper.

Scantron Machine

This machine is reserved for psychology courses. Undergraduates are required to bring their own Scantron card to class for exams. A supply of Item Analysis cards will be by the machine. If you need more, please contact Bertha (9-4194) or Lilia (9-5084).

Bulletin Board

Various announcements are posted that might be of interest to you: workshops, fellowship opportunities, events, conventions, grant opportunities, awards, proposals and job announcements. Most job announcements are in one of the binders on the bookshelf, filed by deadline filing date.

Refrigerator/Microwave

They are there for your convenience. It is your responsibility to keep them clean if you use them!

PSYCHOLOGY RESEARCH PARTICIPANT POOL (RPP)

The Psychology department designates one to three courses each quarter as “participant pool” courses. Students enrolled in those courses are required to participate in 1-5 hours of research to assist Psychology faculty and graduate students in their projects (for a total of approximately 1800 hours/quarter). Undergraduates have the option of completing an alternate assignment approved by the instructor. Below is a brief description of the researchers’ protocol. For a complete description, please refer to the RESEARCHERS’ PROTOCOL FOR USING PSYCHOLOGY RESEARCH PARTICIPANT POOL, which are emailed to all researchers requesting hours. Additional copies are available in the Psychology Department Office.

All empirical research must have a current Human Subjects Committee IRB approval and expiration date which is renewed on a yearly basis through the Office of Sponsored Projects (*9-2778). You will need this information when you request to post research through ExperimentLink.

Faculty supervision is required during all research projects. Undergraduate students who are collecting data must be selected and carefully screened for reliability and trained in safe and ethical procedures involving human participant research. For tutorials and FAQ regarding the pool, visit the Experiment-Link website: <http://ucsc.sona-systems.com/> and select FAQ from the menu bar.

TEACHING AT UCSC

Assuming the Responsibilities of a Teaching Assistant

The focus on high-quality undergraduate education is one of the most outstanding features of this unique campus. Teaching is a responsibility that is taken very seriously and many Psychology faculty and graduate students come to UCSC because they want to be in an atmosphere where both teaching and research are important. We hope that you will come to regard teaching as a very rewarding aspect of your graduate career. As a TA, you will assume substantial responsibility and in doing your job well, you will receive respect and acknowledgment from others. In addition, you may discover that you have abilities of which you were not aware. A further advantage is the opportunity to learn the subject matter with a thoroughness that a student seldom achieves. Many of our students perform a very valuable service to the department and our undergraduates by capably serving as a TA in courses well outside their research area and interest. Whether or not your eventual career is in teaching, the experience of being a TA will be invaluable.

Teaching Assignments and Responsibilities

A teaching assistantship is a half-time appointment. The total commitment is approximately 16-20 hours per week (the **maximum** is an average of 20 hours per week). Included in this total are: TA trainings, formal contact hours in class, lab and discussion sections, time spent grading papers, attending lectures, preparing for teaching and office hours with students.

Teaching assistants will be evaluated by their undergraduate students. TA evaluation forms for this purpose will be distributed directly to the instructor, not the graduate student TA(s), at the end of each quarter. The instructor should distribute the TA evaluation forms during the last class unless there are mandatory sections: if the latter is the case the instructor has the prerogative of giving the evaluations to the TA(s) to distribute on their last day of section. Psych 1 has two TAs, one serves as supervisor for the CAs and the other serves as a TA for the course. The TA serving as supervisor, should be evaluated by the CAs and the instructors of the course, not the entire class of undergraduates.

Assign one of the undergraduate students the responsibility to collect them and bring them to the Psychology administrative office. After all class requirements are met and narrative evaluations completed, *don't forget to come in to the administrative office to read your evaluations and sign off on them. This is a requirement!*

It is important to meet all the teaching assignments and responsibilities of the TAship. A TA's prior performance is considered by the Psychology department when awarding TAships each quarter. Any TA who receives less than satisfactory undergraduate evaluations will be required to work with the Psychology TA trainer or a TA mentor during their next TA assignment as a condition of being eligible for future TAships. Continuing access to Psychology TAships will depend upon improvement. Students who are on academic probation have a lower priority for TAships.

Maintaining Confidentiality

Take note that graduate students (TAs) are NOT to store exam, grade or evaluation information on any hard drives of shared computers. ***Student information is to remain confidential.*** When stored on shared computers, the information is not confidential, since many undergraduates can access it. Shared computers include those found in the second floor Developmental Video Coding Lab, the third floor Social labs, the fourth floor Graduate Computing Lab and all faculty labs.

TA Evaluations

In the past TAs registered for Psychology 301 (Supervised Teaching Experience) a non-credit course used to account for TAs held during your graduate career. Until further notice the 301 non-credit course is no longer available for graduate students to enroll in. In lieu of this, at the beginning of the quarter the instructor of the course will apprise the TA of their duties; and write an assessment of the TA at the end of the quarter. A copy of this assessment is placed in the TA's employment file. These assessments are available for the TAs to review.

Grades and Performance Evaluations

Grades and Performance Evaluations must be submitted electronically. Grades are to be input and approved through the instructor or TA's 'MyUCSC' (AIS) account. All students, even those requesting a letter grade, receive a narrative evaluation at the end of the quarter. Students should check with the instructor at the beginning of the quarter regarding the expectations of their contribution to their evaluations. Per UCSC policy, the instructor has ultimate responsibility for the evaluations. Instructions and procedures for electronic submission of evaluations and grades from MyUCSC (AIS) are available at <http://reg.ucsc.edu/NES/handbook>. You may also contact the Psychology Faculty Services Coordinator at psfac@ucsc.edu, for more information.

Accommodating Students with Disabilities

Students requesting alternative test accommodations are evaluated by the UC campus Disability Resource Center (DRC). The DRC will generate an "Approval" form for a qualified student. Students are responsible for presenting this form to the instructor two weeks in advance of the test. The instructor may choose to arrange for a room and proctor through Psychology Faculty Services. A copy of the Accommodation Approval and dates and times of all exams for the entire quarter must be submitted prior. The instructor will be contacted via email with the test location(s) and times.

It is the responsibility of the instructor to relay this information to the TA and DRC student(s). The correct number of exams must be brought to Psychology Faculty Services 24 hours in advance of the scheduled exam. The proctor will pick up the tests and take to the test site. During the exams, the DRC asks that students have access to a TA or instructor for questions. Once the exam is completed, the proctor will return the test envelope to Psychology Faculty Services, which can then be picked up after the exam is finished.

Sexual Harassment

A TA (or GSR) should be aware of the possibility that his/her statements and actions may constitute sexual harassment of undergraduate students they teach or supervise. It is a breach of professional ethics for a TA or GSR to date a student in their class or under their supervision. The university has instituted a number of measures designed to protect its community from sexual and other forms of harassment. Information, advice, referrals, and/or copies of UCSC's *Sex Offence Policy and Procedures for Reports of Sexual Assault(s) and Sexual Harassment* are available to all students (and faculty and staff) by contacting Rita E. Walker, Title IX/Sexual Harassment Officer, 109 Clark Kerr Hall, (9-2462) or rew@ucsc.edu.

Psychology 1 - Introduction to Psychology TAs

There are two TAs for this course. One TA supervises 11-14 undergraduate course assistants (CAs) enrolled in Psychology 191A: Teaching College Psychology and the other serves as a TA for the course. Graduate students assigned to this TAs are selected based on several quarters of TA experience, excellent TA evaluations and proven organizational ability. Prior TAs have compiled a binder full of reference materials to assist future TAs, which is handed down and added to each quarter.

TAing for a Participant Pool Class

Most students assigned to TA in a participant pool course have a special responsibility to assist the instructor in maintaining accurate records for completed research pool hours/alternate assignments and to periodically remind students to complete their requirement. Student participation information is available through the Research Tracking system ExperimentLink at <http://ucsc.sona-systems.com>. Before the quarter begins, the instructor will receive a User ID and Password. You will need to request this information from the instructor and use their log in to access the Experiment ink system. To view the list of students and credits earned click on course reports.

Please be diligent and careful about the research pool requirement because errors and omissions may result in a student receiving a "no pass" for the course, even if they meet all the other course requirements! Contact the Psychology Department's ExperimentLink Administrator for assistance (elink@ucsc.edu).

TA Mentoring Program

Each year one psychology professor and one advanced graduate student will serve as Co-coordinators of the Psychology Department's TA Mentoring Program for the academic year. The coordinators will supervise the program and serve as the initial contact person for graduate students having problems or difficulties in handling their TA responsibilities.

The TA Mentoring Program consists of the following components:

I. Peer Mentoring

During a graduate student's first quarter as a new TA in the Psychology Department, the new TA will be paired with a peer mentor, an advanced graduate student with TA experience. The peer mentor's responsibilities are as follows:

1. The mentor is required to meet with the new TA at the very beginning of the quarter to give a "heads up" orientation of what it is like to be a TA and checking in routinely throughout the quarter to provide consultation.
2. By the third week of the quarter, the new TA will observe an experienced TA section. No later than the sixth week of the quarter, the experienced TA will observe the new TA in one of his/her sessions and provide constructive feedback.
3. The mentor will be accessible throughout the quarter to answer the new TA's questions and concerns.

II. TA Workshop

The TA training coordinators will facilitate one four-hour workshop within the first two weeks of Fall quarter which will consist of:

- ◆ Learning the institutional rules
(Policies on assigning TAs, how to handle sexual harassment, the TA union; visits from the Title IX officers and a TA union rep)
- ◆ Hands on practice in how to meet with the instructor, warm up the classroom, engage class discussion and collaborative learning, deal with conflicts with students and instructors, grade essays and nurture students' writing.

PSYCHOLOGY POLICIES FOR TAs, TA COURSE SUPPORT & READER SUPPORT

Following are the Psychology Department's policies on graduate student eligibility for TAships, policy guidelines used for assigning TAs to courses and reader support. These policies were effective beginning Fall 2009. All policies are subject to future revisions and faculty and graduate students will be informed of any changes.

It is very important to meet all the responsibilities of each of your TAships, and the Psychology Department expects TAs to perform at the highest possible level regardless of the course they are assigned. While there are many factors that influence TA assignments, the quality of your prior performance, as determined by student and instructor evaluations, is one important consideration. To help insure your best performance, we recommend soliciting mid-quarter feedback from students. This early feedback can greatly enhance the quality of your work.

Graduate Student Eligibility for TAships

The following eligibility criteria are conditional upon the student being in good standing (making satisfactory progress toward the Ph.D.). Priorities listed below may not apply to students on full fellowship support as they are only occasionally considered for a TAship.

1. Graduate students will receive the number of TAships offered when they were recruited if no other support is available to them.
2. Students who are no longer guaranteed a TAship will be prioritized by number of Psych TAships, cohort year and instructor preference. If a student in this category is offered a TAship outside Psychology, it is in their best interest to accept it.
3. Any student who has had 12 quarters of TAship (from any source) has reached their normal "limit". No exceptions will be requested for these students unless they have satisfactory evaluations and all other eligible students (with less than 12 total TAships) have some support. Eighteen quarters is the absolute maximum number of quarters a student can TA (system-wide policy, no exceptions).
4. Satisfactory performance in previous TAships is necessary. Any TA who receives less than satisfactory final evaluations from their undergraduate students will be required to work with the Psychology TA trainer and/or a TA mentor during their next TA assignment, and continuing access to Psychology TAships will depend upon improvement.
5. Students on academic probation receive a lower priority for TAships, and previously assigned TAship may be withdrawn if a student is placed on academic probation.
6. Instructors for Psychology 1, 2 and 3 are given their first TA preference whenever possible from the students in eligible groups.

Note: Faculty is strongly encouraged to attend one TA section for each of their TAs during the quarter.

How TA Positions Are Allocated To Courses

Support for courses follows these very general guidelines: One TA per 60 students for an UD (upper-division) course or LD (lower-division) course that is required for the major (courses need to have a minimum enrollment of 60 students to get TA support).

Courses with lab sections: One TA for 30 students for 3/3L; for other lab courses one TA for 40 students. Since the Psychology Department does not have enough TAs for all our courses, we prioritize courses for our majors: IS (introductory to the discipline education code) and T (topical education code) courses have the lowest priority for TA support, as they are service courses for the campus (41, 65, 80 series). Any exceptions to the above should be discussed with the department chair.

TA Assignments

The first step in the process involves students being sent a list of Psychology courses assigned. Prospective TA(s) are requested to return the list by a specific date indicating ranked preferences. The faculty receives a list of all prospective TAs and is asked to rank the students and return the list. Student preferences and faculty rankings are *confidential*.

TA assignment history is on file for each graduate student. When the actual assignments are made, these are the criteria considered (not in ranked order):

1. student eligibility
2. student background for the course
3. faculty ranking
4. student preferences
5. student TA assignment history
6. course requirements (10 for developmental, 40 for social)

Psych 1, 2, 3/3L and Upper Division courses are assigned first; then the LD courses required for the major or prerequisite courses (10, 40, 60), and LD lab or writing intensive courses, then the other LD courses (IS – introductory to the discipline and T = topical).

TA Appointment/Offer Letter

The TA appointment letter (sent via email) constitutes the official “offer.” The TA must reply to this email to accept the offer. If the individual fails to respond as set forth in the appointment letter, s/he may be considered to have rejected the appointment. New and continuing students who have had a break in service will also need to complete employment paperwork at the SS Division HR office. Not filling out the proper paperwork can also jeopardize getting your paycheck!

Declining TA Assignments

TA assignments will be announced sometime during the preceding quarter: Fall assignments in the Spring/Summer, Winter assignments in the Fall and Spring assignments in the Winter. Students will have one week to decline their assignment without consequences. If students decline their assignment after one week has passed, their priority for a subsequent TAship will be lowered to a position below students in category (5) in the Psychology Graduate Student Handbook (i.e., all other students), unless an exception is requested and granted by Graduate Affairs Committee and Department Chair; due to extenuating circumstances including unanticipated family demands; or notification that you have received alternative funding that is received (for the first time) after the one week deadline. A student's priority will be lowered during the next quarter s/he requests a TAship. Normal priority status will be assumed following their subsequent request for a TAship.

Reader Policy

Reader support follows these rough guidelines and the maximum number of hours are not automatically given. Instructors are asked to give some thought and request only the hours they actually need.

For courses with TA support: two hours of reader support for each enrolled student above the 60/1 ratio (example: a course with 80 students and 1 TA can request a maximum of 40 reader hours; a course with 400 students and 2 TAs can request a maximum of 560 reader hours).

For courses without TA support: two hours of reader support for each enrolled student above a minimum of 30 (example: a course with 50 students and no TA can request a maximum of 40 reader hours). The rationale here is that Psychology does not have sufficient resources to give reader support to small courses under 30 students.

Exceptions are made to the above on appeal from the instructor: a lab course too small for a TA or reader support; a TA needs assistance in reading papers due to a health problem; etc.

PSYCHOLOGY GRADUATE PROGRAM REQUIREMENTS

PROGRAM DESCRIPTION

The Department of Psychology offers a Ph.D. degree in Psychology with areas of specialization in Cognitive, Developmental and Social Psychology. The program does not offer courses, training or supervision in Clinical Psychology. The program requires full-time enrollment as a graduate student. Our graduate program prepares students for research and teaching positions in colleges and universities, as well as for positions in schools, government and other public and private institutions. Because the Ph.D. is a research degree, students are required to demonstrate the ability to carry through to completion rigorous empirical research and to be active in research throughout their graduate careers. Consequently, course requirements in the Ph.D. program are directed toward establishing a foundation of specialized theory and knowledge in Psychology and for conducting theoretically important empirical research. To aid students in carrying out their work, each individual **must** be associated with one of the faculty who will serve as academic advisor and research sponsor.

PHILOSOPHY AND OBJECTIVES

The Ph.D. program in Psychology at UC Santa Cruz has national distinction in three main areas of Psychology: Developmental, Cognitive and Social Psychology. Every student will be primarily associated with one of the three research areas and will participate in the courses and research forums sponsored by the faculty in that area.

Cognitive Psychology

Cognitive psychology at UCSC extends traditional boundaries in the study of cognition to encompass bodies, physical environments, sociocultural contexts and information technologies. Graduate training emphasizes experimental methods and mastery of contemporary knowledge in psycholinguistics, memory and perception. Research interests of the faculty include cognitive and social processes in learning and memory, language and discourse comprehension and production, reading, speech perception, computer simulation and mathematical modeling of cognitive processes, spatial vision, visual psychophysics, working memory and executive control, decision making, and emotional influences in cognition.

Developmental Psychology

Developmental psychology at UCSC is concerned with processes of developmental change in individuals and relationships through the life span and in community and cultural contexts. The developmental faculty are especially interested in issues of diversity in development, including ethnicity, gender and personality, and in the interplay between human development and the social contexts of family, peers, school, work, community, and culture.

Among the topics studied by faculty are cultural variations in communication and learning through observation in families and in institutions such as museums and schools; the role of the family communication and narrative in the development of self; identity and relationships, competence in childhood and adolescence; personal memory telling and identity development; gender development in social-structural and interpersonal contexts; language and cognitive development within the contexts of interactions with parents, siblings and peers; the role of experience in knowledge acquisition in infancy; adult attachment and personality development using longitudinal methodologies; and diversity issues in university outreach programs.

Social Psychology

The social psychology graduate program at UCSC has a unique mission and focus. We use Kurt Lewin's model of "full-cycle" (theory-application-action) social psychology to study a broad range of topics related to social justice. Our students learn to apply psychological theories and data to the analysis and solution of a wide range of social problems. Knowledge gained in action-oriented research leads, in turn, to the development of new theory. We examine justice-related issues in different cultural, political, and policy contexts, through a variety of research methods. Our students are trained in laboratory, field, and survey methods, encouraged to attend to issues of race, class, sexuality, ethnicity, gender, and physical ableness, and steeped in critical theoretical perspectives such as feminist theory. Our graduates go on to successful careers in academia as well as in community, government, and non-profit settings. Our approach to research and training, combined with the quality and competencies of our faculty, make our program among the nation's best for the psychological study of social justice issues. Current faculty research interests include: educational access, sexuality, poverty and economic justice, psychology and law, aggression and trauma, peace psychology, intergroup relations, social identity, social policy analysis, structural inequality, intersectionality, and feminisms.

PROGRAM OF STUDY

Upon entering the graduate program, students consult with their faculty sponsors to outline a plan of academic study that corresponds with their interests and goals and includes formal course work, seminars, independent studies and research.

The major emphasis of the Ph.D. program in Psychology is to prepare students to conduct independent research at a high level of creative scholarship. Students must collect their own data at some phase of their graduate career; in other phases they may use existing data.

In general, all students are expected to be active in conducting both collaborative and independent research throughout their graduate careers leading up to the completion of a Ph.D. thesis.

First-year research

All students will complete a first-year research project. The purpose of this research requirement is to get students immediately involved in doing research as part of their graduate training. Each project should consist of a small, empirical research project in some relevant area of Psychology. Students may conduct an experiment or survey or analyze data from an existing database. Many of these projects are grounded in the faculty advisor's work. Faculty advisors take the responsibility to assist students in framing their research questions and helping to design the first-year project.

By the last day of instruction of the first year (date posted in the Schedule of Classes), each student will submit an APA-style written report of this project. The written report should describe the general question considered, provide some review of the relevant research literature, present the data collected or examined and discuss the implications of this work for psychological theory and application. The first-year project requirement is a serious exercise, but need not result in a publishable paper. Most project papers will be in the range of 12-15 pages in length (depending on the topic and research area). This deadline (last day of instruction) is a serious requirement.

By the deadline students need to have turned in their first-year project paper to (a) their advisor, (b) their second reader (in the department), approved by the student's advisor and (c)

have their advisor and second reader sign off on the title page indicating they have received it. Once the signatures have been obtained, only the title page is submitted to the department office for filing. Be sure the title page has your name, date, title and names of your advisor and reader on them. (A sample of the title page format is available from Allison).

Once the project is complete, your advisor and second reader will sign the title page on file in the department, indicating the project has been approved. Optimally, each student will have had his or her main advisor read and comment on an earlier version(s) of the first-year paper well before the last day of instruction deadline. Students will also give a short (15-25 minute) oral presentation of their first-year project at a colloquium meeting (Psych 230 for cognitive students, Psych 231 for social students or Psych 242 for developmental students) in the spring quarter.

Second-year research

At the end of their second year, by the last day of instruction, each student is expected to submit to their academic advisor and the second reader a 12-15 page paper (it may be longer than this) that reports his or her primary research activity for the year. By the deadline students need to have turned in their second-year project paper to (a) their advisor, (b) their second reader (in the department), approved by the student's advisor and (c) have their advisor and second reader sign off on the title page indicating they have received it. Once the signatures have been obtained, only the title page is submitted to the department office for filing. Be sure the title page has your name, date, title and names of your advisor and reader on them. (A sample of the title page format is available from Allison).

Once the project is complete your advisor and second reader will sign the title page on file in the department indicating the project has been approved. This paper may be an extension of the student's first-year project, a report describing new empirical research undertaken during the second year or (if the first-year project was a complete study) a research plan for some work that will be conducted in the near future. Finally, all students are expected to give one short colloquium presentation during the academic year on some aspect of their research. Students are expected to submit their first/second-year research study for publication in their third year (unless their advisor and second reader determine that the chances of publication are low enough to advise the student to devote their time to a different research project).

Absolute deadline for completion of First and Second-year Papers

The faculty advisor and second reader may request revisions to the first or second year paper before approving the paper. A new deadline for the submission of the revised paper should be established. However, the final deadline for the approval of the first and second year paper is Nov. 1st of the following fall quarter. After this date, the advisor and/or second reader are no longer obliged to consider revisions to the first/second year paper and the program will recommend to the graduate division that the student immediately be placed on probation.

Colloquium Series

To aid in the development of their research programs, **all** graduate students must enroll and participate in the colloquium series associated with their respective research area each quarter (Psych 230 for cognitive, Psych 231 for social and Psych 242 for developmental). In these courses, graduate students and faculty present research plans, research-in-progress and completed research for constructive criticism. Outside speakers are also invited to present formal colloquia on their research. If there are extenuating circumstances, students may petition for an exception to this requirement. The petition must be signed/approved by their advisor and area head before forwarding to the graduate committee for final approval.

Course Work

All first-year students must take two courses in statistics during their first year: **Psych 204: Quantitative Data Analysis** (Fall quarter) and **Psych 214A: Multivariate Techniques** (Winter quarter). Students must also in their first year take the two quarter proseminar sequence for their particular research area in the fall and winter quarters: **Psych 211A and 211B** (social psychology), **Psych 224A and 224B** (cognitive psychology) or **Psych 244A and 244B** (developmental psychology).

Beyond these basic courses, students in each research area are required to take several advanced courses and seminars. Some of these courses should be taken during their first year, while others should be taken in the second and third years of graduate study. The required courses in the three areas beyond those stated above are as follows:

Cognitive Psychology requirements

- ◆ three advanced Cognitive graduate courses (i.e., Psych 227: Contemporary Issues in the Psychology of Language, Psych 220: Special Topics in Human Memory, Psych 223: Special Topics in Psychological Inquiry)
- ◆ a graduate course in Developmental Psychology
- ◆ a graduate course in Social Psychology
- ◆ a substantive advanced course in a discipline other than Psychology

Developmental Psychology requirements

- ◆ Psych 225A: Introduction to Developmental Research I
- ◆ Psych 225B: Introduction to Developmental Research II
- ◆ Psych 246: Diversity: Issues in Human Development
- ◆ one advanced Developmental graduate seminar
- ◆ a graduate course in Cognitive Psychology
- ◆ a graduate course in Social Psychology
- ◆ a substantive advanced course in a discipline other than Psychology

Social Psychology requirements

- ◆ Psych 210: Experimental Methods in Social Psychology
- ◆ Psych 248: Survey Methods
- ◆ Psych 249: Field Methods and Social Ethnography
- ◆ one advanced Social graduate seminar
- ◆ a graduate course in Cognitive Psychology
- ◆ a graduate course in Developmental Psychology
- ◆ a substantive advanced course in a discipline other than Psychology

These courses must be **completed before a student takes his or her Qualifying Exam** in the third year. (Students are encouraged to continue to take occasional advanced seminars through their later years in the program.) Students may fulfill one or both of their psychology course requirements by taking any of the proseminar courses in one of the other research areas. For example, developmental students may take Psych 211A or Psych 211B to meet their requirement for a social course or Psych 224A or 224B to meet their requirement for a cognitive course. Note: Psych 225A and 225B do **not** fulfill the developmental graduate course requirement for cognitive and social students. In addition, the 290 series of psychology courses and course 254 do not satisfy the graduate requirements for a course outside your area.

Substituting Lower-division courses

According to the Graduate Regulation 762: No student, by merely performing additional work, may receive upper division credit for a lower division course or graduate credit for an undergraduate course. Related courses may share lectures, laboratories or other common content but must have clearly differentiated and unique performance criteria, requirements and goals.

In individual circumstances, the graduate committee may decide to allow a student to use an undergraduate course, suitably modified, to fulfill a departmental requirement. The units will show on the student's transcript as an undergraduate course even if the course satisfies department requirements. Any petition for undergraduate courses to satisfy course requirements should be signed by the student, advisor and area head before it is forwarded to the graduate committee for final approval.

Advanced Course in a Discipline other than Psychology

Students may take either an undergraduate course or a graduate course to fulfill the advanced course in a discipline other than psychology. Approval for an undergraduate course must be given in advance by the student's advisor and the faculty head of the research area. In general, the specifics as to what courses a student should take and when they should be taken are to be determined in consultation with a student's graduate advisor.

Petitions for Alternative Courses

Students transferring into the Ph.D. program from another institution should consult with their advisors and the faculty head of the student's research area, to see if any courses previously completed might satisfy our course requirements. Any petition for alternative courses to satisfy course requirements should be signed by the student, advisor and area head before it is forwarded to the graduate committee for final approval.

Professional Practicum

Developmental graduate students are also required to complete a professional practicum sometime between the end of the spring quarter of their second year and the end of their third year. Specific information on the practicum is available on the Psychology website; examples of prior practicum projects are on file with the graduate program coordinator.

Teaching

Each student is required to serve as a teaching assistant (TA) for at least two courses during his or her graduate career. This requirement must be met regardless of whether a student is financially supported through research assistantships or through other graduate fellowships. Students in the developmental area must serve as a TA for Psych 10 (Introduction to Developmental Psychology) and social students must serve as a TA for Psych 40 (Introduction to Social Psychology) at least once during their graduate careers. In the past, cognitive students were required to TA for Psych 3; the cognitive faculty has decided to allow cognitive graduate students to TA any two courses. All students are required to participate in the TA Workshop sponsored by the Graduate Division in the fall of the first year they will hold a TAship. First year students are required to participate in the Psychology TA training workshop and will be assigned a TA mentor during their first TAship.

The student may petition for an exception. The petition must be signed by the student, the student's advisor, the relevant area head and then submitted to the graduate committee for final approval. The petition should describe the student's teaching experiences, making clear why the requirement may not be necessary in their case. They should also explain any other circumstances relevant to their situation.

When a student serves as the instructor of a course (i.e., in the summer session), that course may count as one of the required TAs. If a developmental student teaches Psych 10 or a social student teaches Psych 40 it may count as fulfilling the area requirement.

Progress Report and Student Evaluation

At the end of each academic year, the faculty in each research area (cognitive, social and developmental) will meet to evaluate the progress of the students in their respective areas. By the last day of instruction (see academic and administrative calendar), all students must provide their faculty advisor with a 1 or 2-page annual progress report, evaluating their achievements each year, including publications and conference presentations, courses completed and TA assignments. They are also asked to describe their progress on research, completion of program requirements (i.e., coursework, qualifying exam, etc.) and their research goals for next year.

In the annual end-of-year student evaluation meeting, the faculty will review each student's progress report and file, and faculty evaluations of their progress to make a summary evaluation. The summary evaluation is meant to indicate to faculty and to students their progress toward becoming mature researchers and scholars. Students will be evaluated as one of the following:

- ◆ Being on-track (developing as one would expect for their stage of training)
- ◆ Needing improvement (specific steps will be recommended for working on the problem area)
- ◆ On probation (specific goals and deadlines will be given that a student must meet to remain in academic good standing)
- ◆ Termination from the Ph.D. program recommended to the Graduate Council (which occurs only after stated goals and deadlines have not been met during the earlier period of probation).

A written report of this evaluation signed by the advisor and the faculty area head will be presented to each student at the end of each year. In addition to the year-end letters, first-year students get a formal mid-year letter of evaluation to aid in their transition into graduate school. Students should talk to their advisors about the contents of their evaluations letters. Any changes in what students are expected to do as a result of these conversations should be put in writing and communicated to both the faculty area head and to the psychology graduate program coordinator.

Academic Probation

Occasionally students are unable or unwilling to complete their academic work in a satisfactory manner. When this occurs, the Psychology Department has the option to recommend to the Dean of the Graduate Division that the student be placed on academic probation and to terminate a student from the graduate program if the terms of the academic probation are not met. Probation occurs only very rarely and in slow steps. The first step is a warning letter from the advisor and area head to the student, indicating where problems lie and providing a clear timetable of what must be done to return to good standing. The student has the option to meet with the Chair or the Vice Chair of the department to discuss his/her situation. If the student fails to meet the goals set out in the warning letter, or fails to remove the problems set out in the warning letter; then the following steps will be taken. The faculty in the student's area must meet and decide if they wish to recommend to the Chair to recommend to the Graduate Dean that the student be placed on academic probation. The Chair can follow the recommendation as closely or as loosely as he/she wants in the department's recommendation to the Graduate Dean. Normally, the area recommendation to the Chair would occur toward the end of a quarter and the chair would write to the Dean at the close of the quarter so that the Dean might have a letter ready for the student at the start of the next quarter.

PARENTHETICAL NOTATION IN FEMINIST STUDIES

Psychology graduate students at UCSC may obtain a Parenthetical Notation in Feminist Studies on their Ph.D. degree.

The following procedures are required for the parenthetical notation:

Students submit an application to Feminist Studies: it is reviewed and approved for acceptance of the Feminist Studies parenthetical notation: a letter of acceptance is sent to the applicant stating the criteria that still need to be fulfilled and informing them that they must contact Feminist Studies either the quarter before or the quarter in which they announce candidacy for a final review of their file; candidates must submit a chapter of their dissertation that contains feminist studies content to the Feminist Studies Program.

1. Committee Composition

The student must have a designated graduate advisor from among the Feminist Studies core, associate, or affiliated faculty who commits to serve on the qualifying exam committee or in some other appropriate capacity.

2. Writing

The student must prepare a significant piece of writing in the area of Feminist Studies. This writing may be a substantial seminar paper, master's essay or doctoral dissertation chapter.

3. Course Requirements

The student must take four (4) graduate courses in Feminist Studies. Courses may be selected from among the graduate offerings of any UCSC department. An annually updated list of regularly offered, approved graduate courses is available from the Feminist Studies office.

4. Teaching

The student must act as a Teaching Assistant in at least one Feminist Studies course or teach a Feminist Studies course independently in the regular curriculum or in summer session.

PARENTHETICAL NOTATION IN LATIN AMERICAN AND LATINO STUDIES

Psychology graduate students at UCSC may obtain a Parenthetical Notation in Latin American and Latino Studies (LALS) on their Ph.D. degree.

The following procedures are required for the parenthetical notation:

1. The student must have a designated graduate advisor from among the LALS core, associate or affiliated faculty. This advisor will be in addition to the graduate advisor from the student's home department. The American and Latino Studies advisor must serve on the student's qualifying examination committee and/or on the student's dissertation committee.
2. The student must prepare a significant piece of writing in the area of LALS. This writing may take the form of a substantial seminar paper, master's essay or doctoral dissertation chapter.
3. The student must take five (5) graduate courses in LALS, including two from the following offerings in the LALS Department:
 - a. graduate core seminar in LALS
 - b. independent study with LALS faculty

- c. the remainder can be selected from among the graduate offerings in LALS of any UCSC department. At least three of these courses must be taught by a core, participating, or affiliated member of the LALS faculty. An annually updated list of regularly offered and approved graduate courses is available from the LALS office.
4. The student must serve as a teaching assistant in at least one LALS course or teach a LALS course independently in the regular curriculum or in summer session.
5. At the completion of all requirements for the parenthetical notation, the student should obtain the signed approval of her/his advisor in LALS and the Chair of LALS, and submit the completed form to the LALS Department Office. A copy will be sent to the student's home department as verification that all requirements have been met.

MASTERS DEGREE

Students are not admitted to pursue only the Masters degree. However, students may after two years of graduate work at UCSC and upon completion of the following requirements, be awarded a Masters degree as part of their studies for the Ph.D. Requirements for the Masters degree (terminal or non-terminal) will include successful completion of the following courses.

- ◆ Psych 204: Quantitative Data Analysis
- ◆ Psych 214A: Multivariate Statistics
- ◆ appropriate two-quarter pro-seminar series
- ◆ one advanced course within the student's main area in Psychology
- ◆ one course in one of the other two areas of Psychology
- ◆ one TAship (preferably a course that meets the TA requirement)

Students must also submit an expanded write-up of their first-year or second-year project. This paper should reflect additional data collection and/or analysis beyond what was submitted for the first-year project, as well as a more comprehensive literature review and discussion of the theoretical implications of the research than was provided in the first-year project. The final draft of the Masters research paper must be submitted to the student's advisor and one other faculty member no later than the beginning of the 7th week of the quarter in which the M.S. is to be awarded. (The Masters research paper does not need to be a Masters thesis.) The title page (or abstract) should be signed off by both readers with the notation that the paper is equivalent to Masters level work, and then turned in to the psychology graduate program coordinator, by the stated deadline to complete the degree requirements.

QUALIFYING EXAMINATION

After satisfying the formal course and research requirements, a student must take an oral examination to qualify as a candidate for the Ph.D. The qualifying exam is intended to assess a student's knowledge of Psychology and competence to conduct the dissertation research. To demonstrate their abilities in both of these areas, students are required to:

1. Complete all course requirements.
2. Write a major paper that reflects a conceptual analysis of the student's main research area.
3. Prepare a list of readings representative of their expertise in three areas of Psychology.
4. Satisfactorily complete an oral qualifying exam.

Psychology students who are on track are expected to complete this requirement by the end of their third year. (A student who has **not** advanced to candidacy by the end of four calendar years after entering the program [irrespective of leaves] is not considered to be making

satisfactory progress and will be recommended for probation unless there are strong extenuating circumstances. See the Graduate Studies Division “Handbook” on their website for more specific information.)

Qualifying Paper

The qualifying paper should be an article that addresses some major research area in the student’s general field of interest. The article should describe the phenomenon or topic, review the relevant psychological literature or appropriate literature in a neighboring field and pose questions or hypotheses that might serve as the basis for future research. Most qualifying papers will be approximately 20-25 pages in length. Students are expected to work closely with their main academic advisor in writing several drafts of the major paper before a more polished draft is circulated to other faculty on the qualifying exam committee.

Reading Lists

The purpose of the reading list is to provide a guide to areas of expertise in Psychology that the student can be expected to demonstrate during the oral exam. The reading list should be divided into at least three broad areas. Students are not expected to know everything about a particular research area but should attempt to define those aspects of an area that are most relevant to the student’s general research expertise in Psychology.

Presented below are possible areas for students’ reference in designing their reading lists. The idea behind suggesting these different areas is to ensure that students’ reading lists reflect their breadth of knowledge in different areas of Psychology. Students should consult closely with the faculty on their qualifying exam committees about the breadth of the specific topics that will make up the reading list well in advance of writing the qualifying paper. The specific readings should represent the empirical and theoretical literatures most relevant to a student’s general research direction.

Cognitive students’ qualifying exam topics might fall in the following categories: language processes, quantitative/statistical methods, information processing, computational modeling, higher-order cognitive processes, learning and memory, developmental, sensation/perception, history and systems and psychobiology.

Developmental students’ qualifying exam topics might fall in the following categories: perceptual development, sensorimotor development, cognitive development, language development, social and emotional processes in development, communication and socio-cognitive processes in development, lifespan personality development, development of creativity and creative environments, development of relationships and attachment, gender and development, families, peers, and community institutions in development, cultural processes in development, developmental psychopathology, and theories of development and developmental methodologies.

Social students’ qualifying exam topics might fall in the following categories: intergroup relations, attitude change and persuasion, psychology and law, social justice, gender, prejudice and discrimination, public policy, political psychology and social cognition.

The questions asked during the oral exam will focus on these specific topics within each area of Psychology chosen by the student. The list of readings for each category should have some basic text-like books giving overviews of the area, readings which review specific topics (such as *Psychological Review* or *Psychological Bulletin* articles or important book chapters as in the *Handbook of Social Psychology*) and relevant research articles. It should be noted that the reading list is only meant to give the committee some evidence of the kind of knowledge the student has about a particular area. The student should not feel compelled to list **every** article they will

have read. Committee members may ask students questions about research not specifically noted on the reading list but which fits into the category of topics listed by the student. Students should ask members of their committee for guidance on the kinds of readings to be included on the reading list well in advance of the qualifying exam.

All members of the qualifying examination committee should be given a copy of the student's qualifying paper and the previously agreed-upon reading list at least three weeks before the qualifying exam is scheduled to be taken.

Qualifying Exam Committee

The qualifying exam committee consists of the student's faculty advisor and three other faculty members. They are responsible for (a) advising the student concerning all aspects of advancing to candidacy, (b) reading and evaluating the qualifying paper and (c) conducting the oral qualifying examination. The committee should consist of at least three UCSC psychology faculty members and one outside tenured faculty member (in a UCSC department other than Psychology or a tenured non-UCSC faculty in any appropriate discipline). The Chair of the committee must be a tenured faculty member and cannot be the student's assigned academic advisor. Committee composition is subject to approval by the Psychology Department and the Graduate Council. A student should first consult with their faculty advisor regarding who will serve on the committee, then submit the list of proposed committee members who have agreed to serve (including the day and time of the exam) to the psychology graduate program coordinator at least 30 days before the intended date of the qualifying examination.

The Exam

The oral examination starts with the student giving a brief (15-minute) selected overview of the qualifying paper. This both reminds the committee of what the student has written and provides a forum for questions or concerns about the written article. This also provides the student with a way to bring up specific questions he or she might like the committee to discuss. In the remainder of the exam, the committee examines the student's general knowledge of the topics indicated by the reading list. Upon successfully completing the qualifying examination and paying the advancement fee, a student is advanced to doctoral candidacy.

The examination results should be written by the Committee Chair as soon as possible after the exam; within the week would be preferable. The Psychology graduate program coordinator sends the report to the Division of Graduate Studies, along with the names of your Dissertation Reading Committee (approved by the Department) and your \$90 Advancement to Candidacy fee. You are officially advanced the quarter after all of these requirements are met and if you have no incomplete grades on your record.

DISSERTATION PROPOSAL

Within two quarters of advancing to candidacy (barring extenuating circumstances), a student will prepare, and then defend before a faculty committee, a dissertation proposal that should demonstrate the student's in-depth knowledge of some research topic along with a detailed outline of the empirical research to be conducted for the dissertation. The literature review of previous research should be fairly complete, although no longer than what one might find in a long journal article reporting the results of a series of empirical studies (such as *Developmental Psychology*, *Journal of Personality and Social Psychology* and the *Journal of Experimental Psychology: General*). The proposal should describe all the relevant details regarding questions or hypotheses, predictions, methods, data analyses, etc. Piloting of the procedures is strongly encouraged. Generally, the proposal should be about 25 pages in length. Dissertation proposal abstracts are available for reference from the graduate program coordinator.

The proposal is reviewed by the student's dissertation committee (see next section regarding the composition of this committee) and then the student will orally defend the proposal in a two-hour meeting with his or her faculty committee. It is recommended that the student give a finished draft of the proposal to the faculty advisor and other members of the dissertation examination committee at least two weeks before the oral defense. Of course the student should have responded to fairly detailed comments on rough drafts of the proposal from his/her advisor and potentially from other key members of the committee well beforehand.

During the oral defense, the student will usually give a brief, 15-minute overview of the proposed topic and empirical studies and then answer questions from the faculty committee about the plan of research. In most cases, the faculty will offer ideas and suggestions for improving the research plan. Within two weeks of the dissertation defense, the student (with advisor's assistance) prepares a two-page (maximum, single-spaced) abstract of the proposal, reflecting the study's questions and design as agreed upon at the meeting. The committee members' signatures on the second page of the abstract constitute the formal approval of the plan. The signed abstract must be filed with the graduate program coordinator, who will distribute copies to the faculty in the student's research area and add it to the file for other students to consult for guidance.

Students will normally defend their dissertation proposals in the beginning of their fourth year. Students who have not received signed approval for their dissertation proposal abstract by the end of two quarters after advancing to candidacy or by the end of five years (whichever comes first) will be recommended for probation, barring extenuating circumstances.

DISSERTATION

The Ph.D. thesis should be a sophisticated, scholarly contribution to some area of Psychology. The length of the dissertation will vary somewhat depending on the student's topic and specific area of Psychology. Please see the Graduate Division's Graduate Student Handbook for details about the format for the dissertation.

The dissertation committee will consist of a minimum of three faculty members, at least two of whom are Psychology faculty; the majority are members of the Santa Cruz Academic Senate and at least one is tenured. For this committee, a student's advisor may serve as Chair. Students may, if they wish, use the same group of faculty to serve on both the qualifying exam and dissertation committees. This committee is subject to approval by the Psychology Graduate Affairs Committee and by Graduate Council. The Psychology Department is required to notify the Graduate Division of the composition of your Dissertation Reading Committee (approved by the Department), along with your Qualifying Exam results and your \$90 Advancement to Candidacy fee.

To be awarded the Ph.D. at the end of a particular quarter, the student must file by the beginning of the third week of that quarter and the signed final copy of the dissertation must be submitted to the Graduate Division by the end of the ninth week. Since these dates are approximate, check with the psychology graduate program coordinator for the exact dates. This means that the final draft of the dissertation must be submitted to committee members no later than the beginning of the seventh week of the quarter in which the degree is to be awarded. Preliminary drafts should be submitted well before this deadline.

After the final draft of the dissertation has been completed and submitted to the faculty committee members, students must defend their thesis in an oral exam. This meeting should normally provide the occasion for student and faculty to discuss the final project and to

celebrate the completion of the student's graduate career. The meeting also provides students with useful suggestions for possible publication of the dissertation.

There might be occasions, especially in the summer, if a student is taking new employment and moving away, where it is nearly impossible for all the members of a thesis committee to get together for this final dissertation meeting. When this situation arises, it is still useful for students to meet with as many committee members as possible. If this situation arises, it is the responsibility of the Chair of the thesis committee, not the student, to get the agreement of the other committee members to waive the final dissertation exam meeting. Students will normally complete their dissertations after five to six years of full-time graduate work.

REQUEST FOR AN EXTENSION OF A DEADLINE

If special circumstances occur that prevent a student from meeting the deadline for completing a requirement specified in this handbook, the student may petition for an extension. The petition must explain the special circumstances and specify the date by which the requirement will be completed. The petition must be signed by the student, advisor and program chair and submitted to the graduate affairs committee for final approval.

STUDENT/ADVISOR RELATIONSHIP

The relationship between a student and his or her advisor must continue so long as it is mutually agreeable. There is no penalty for changing advisors. Students seeking to change advisors should consult with the faculty member who serves as head of their research area and/or the Graduate Committee chairperson. The area head and the psychology graduate program coordinator should be notified when the change is effected. To continue in the Psychology graduate program, it is essential that every graduate student have an academic advisor. Some adjustment in the timing of the dissertation requirements may be made when a change of advisor comes late enough to affect a student's progress toward this goal.

Students who seek a new advisor outside their area have two options: (a) remain a student in their current area with the home area faculty approving the selection of the new advisor; or (b) apply for admission to the new advisor's area and, if accepted, meet the requirements of the new area. This application process is internal to the department and can occur any time during the academic year.

If a graduate student and her/his advisor feel it is necessary to separate prior to the student securing a new advisor, it is the student's responsibility, in consultation with the program, to find a new advisor as quickly as possible. The Department chair or program chair will serve as the interim advisor. The interim advisor has no responsibilities to help the student find an advisor but serves as the official conduit of information between the department and the student. The deadline for finding a new advisor is at the discretion of the program. At most, the interim advisor can serve for no more than two quarters or until the end of the current academic year, whichever comes first. In the latter case, the deadline for securing an advisor will be 10 days after the start of instruction in the ensuing fall quarter. If the student has not secured a new advisor during this period, the program will recommend to the Graduate Division that the student immediately be placed on probation. If the student does not obtain an advisor within one quarter of being placed on probation, the program will recommend that the student be dismissed from graduate study at UCSC. Students in good standing can petition for an exception if special circumstances seem to warrant an extension of the deadline for finding an advisor.

OUTLINE OF A TYPICAL YEAR

The following provides a brief overview of the general requirements for each academic year. The exact course of study any student will pursue will depend on their research area in the department (Developmental, Cognitive and Social), as well as his or her own individual interests and sources of funding (e.g., TAships). In general, students are expected to spend at least 20 hours per week on research (and coursework in support of their research preparation) in most quarters.

First Year

- ◆ First-year research project
- ◆ Fall and Winter proseminars
- ◆ Psych 204
- ◆ Psych 214
- ◆ One or two advanced Psychology courses in the student's own research area
- ◆ Colloquium series: Fall, Winter and Spring
- ◆ Graduate Division TA workshop (held at the beginning of Fall quarter)
- ◆ Psychology TA Training Program

Second Year

- ◆ Second-year research activities
- ◆ Two advanced Psychology courses in the student's own research area
- ◆ One or two Psychology courses in area(s) of Psychology other than the student's research area
- ◆ Colloquium series: Fall, Winter and Spring

Third Year

- ◆ Submission of first and second-year research for publication
- ◆ Qualifying Exam (or in the fourth year at the latest)
- ◆ Colloquium series: Fall, Winter and Spring

Fourth Year

(And possibly fifth year; a sixth year is sometimes necessary but more than that may result in a student not being considered in good academic standing.)

- ◆ Defense of the thesis proposal (at the beginning of fourth year or before)
- ◆ Completion of Ph.D. dissertation
- ◆ Colloquium series: Fall, Winter and Spring

FINANCIAL SUPPORT

Graduate students in good academic standing are normally provided financial support through their third year with some combination of graduate fellowships, TAships, research assistantships and teaching assistantships in other departments. Students are encouraged to seek and apply for outside funding from government agencies, private foundations and industry. Beginning in their second or third year, students with the appropriate academic background are also strongly encouraged to apply for TAships in college core courses and in other departments on campus. We ask that each student speak with their main academic advisor at the beginning of each academic year to discuss additional sources of funding beyond those provided by the department.

RESIDENCY

After one year, non-resident students (out-of-state students) should apply to become residents. Foreign students are not eligible to become California residents.

CHANGES IN THE PROGRAM

There will be occasions when the Psychology faculty will see it fit to change aspects of the graduate curriculum and/or this graduate handbook. Each spring, the graduate committee reviews the handbook and asks the faculty representatives from the three research areas to meet with their respective faculty to review the curriculum and this document. Suggested changes will then be brought forth for the department chair and advisory committee to decide which changes to implement. Suggestions for change (and clarification) are also welcome from the graduate representatives. Each cohort of students is governed by the version of the handbook in effect during the year they enter graduate training at UCSC. If special circumstances occur, students are welcome to submit a petition to the graduate committee requesting changed requirements in their case.