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 273/277. 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*
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**Office hours:**

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Monday-Thursday 9-12 and 1-4
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The Faculty Services office, Room 277 in SS2, is open:
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<td>James</td>
<td>Kelsey</td>
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<td>Kay</td>
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<td>Krause</td>
<td>Peter</td>
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<td>Wang, S</td>
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</table>
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208-19

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Note: please check our web page for a current list of psychology personnel:
http://psychology.ucsc.edu
PSYCHOLOGY STANDING COMMITTEES
2018-19

Chair        Campbell Leaper
Vice Chair   Phillip Hammack

Advisory/Executive Committee
Campbell Leaper - Chair
Phillip Hammack - Vice Chair
Ben Storm - Cognitive Area Head
Su-hua Wang - Developmental Area Head
Shelly Grabe - Social Area Head
Staff: Allison Land

Committee on Undergraduate Affairs (CUA)
Chair: Phillip Hammack
Audun Dahl (Developmental)
Nicolas Davidenko (Cognitive)
Staff: Ernestina Ávila-Estrada & Chantell Padilla

Graduate Affairs Committee
Chair: Shelly Grabe (Social)
Ben Storm (Cognitive)
Su-hua Wang (Developmental)
Staff: Kathy Montano

Research Participant Pool
Chair: Nicolas Davidenko
Staff: TBD

Graduate Student Representatives
Kelsey James & Allison Nguyen (Cognitive)
Elizabeth Goldman & Abby Walsh (Developmental)
Camille Conrey & Sona Kaur (Social)

TA Training Coordinators
Barbara Rogoff (faculty)
Tiffany Lockett (graduate student)

Search Committees
LSOE Search
Chair: Nameera Akhtar
Diversity Liaison: Doug Bonett

Diversity, Equity and Inclusion Committee
Rebecca Covarrubias (Chair, Social faculty)
Paulette Garcia Peraza (Developmental grad student)
Christine Rosales (Social grad student)
Alina Larson (Cognitive grad student)
Chantell Padilla (Psychology staff)
Alan Kawamoto (Cognitive faculty)
Adriana Manago (Developmental faculty)
Kathy Montano (Psychology staff)
RESOURCES:

**Department Assistance**

**Graduate Coordinator**, Kathy Montano (SS2 Room 261), can help clarify graduate requirements, inform you about potential funding sources, direct you to resources on campus, and confidentially consider any issues you might be having in the graduate program. Also, if you are experiencing high levels of distress that interfere with your school work, you can consider taking an incomplete or a medical leave from one or more courses. Kathy can help to arrange this.

**Psychology Department Chair**, Campbell Leaper (SS2 Room 258). In addition to your faculty advisor and Area Head, please feel free to meet with the Chair Leaper (cam@ucsc.edu) if you experience any problems. Some examples include conflicts with faculty or students, observing offensive behavior, or other personal difficulties affecting your work and wellbeing.

**Mental Health and Crisis Support**

**Counseling and Psychological Services (CAPS)** (located at Cowell Student Health Center) [https://caps.ucsc.edu/counseling/index.html](https://caps.ucsc.edu/counseling/index.html), provides counseling services, help with alcohol/drug/substance problems, and crisis assistance. If you find it is difficult to get an appointment with Counseling and Psychological Services, please see your advisor or Briana. They can often help students get faster appointments. WellTrack is available online at mywelltrack.com, and access for the UCSC community has been paid for by Counseling & Psychological Services (CAPS). All you need is the access code, UCSCCAPS, to use this service for free.

**Campus Advocacy Resources and Education (CARE)** (located at Kresge 174; [https://care.ucsc.edu/](https://care.ucsc.edu/)). CARE advocates provide nonjudgmental support and resources for members of the campus community (and their significant others) who have experienced sexual harassment, sexual assault, dating/domestic violence, and stalking.

**Slug Support** (located at Hahn Student Services, email: deanofstudents@ucsc.edu; web: [https://deanofstudents.ucsc.edu(slug-support/program/index.html](https://deanofstudents.ucsc.edu(slug-support/program/index.html)). Slug Support can help students in various kinds of emotional or financial crisis. For example, they may be able to provide emergency food or housing or facilitate connections with other campus support programs.

**Other Student Services**

**Immigration Information** provided by the UC Office of the President on immigration. [https://www.universityofcalifornia.edu/immigration](https://www.universityofcalifornia.edu/immigration)

**Ethnic Resource Centers** (Bay Tree Bookstore building, 3rd floor; Web: [https://resourcecenters.ucsc.edu/](https://resourcecenters.ucsc.edu/)): Several centers that offer social and academic support. These include the African American Resource and Cultural Center, The American Indian Resource Center, the Asian American/Pacific Islander Resource Center, and the Chicano Latino Resource Center.

**Lionel Cantú Queer Center** (Building between Crown & Merrill Colleges & Crown-Merrill Apartments). Provides a safe space for self-exploration and support about all genders and sexualities. [https://queer.ucsc.edu](https://queer.ucsc.edu)
**Women’s Center** (Carriage House, near Parking office; Web: https://womenscenter.ucsc.edu/). Provides community space for all women and their allies seeking individual and social change.

**SOAR/Student Media/Cultural Arts and Diversity (SOMeCA)** (located at Academic Resources Center, near Music Recital Hall). SOMeCA supports campus-wide student organizations.

**Disability Resource Center (DRC)** (located at Hahn Student Services, email: drc@ucsc.edu, phone: 831-459-2089; web: https://drc.ucsc.edu/). The DRC assists in providing educational access for students with permanent or temporary disabilities. For more information: https://drc.ucsc.edu/

**Grievance Resources**

We want you to tell someone if you experience a problem with a faculty, another student, or someone else. These include (but are not limited to) the following: employment issues; personal and public safety; health and wellbeing; disability resources and accommodation; conflict resolution; hate/bias; sexual harassment and sexual violence; discrimination, harassment, and retaliation; bullying and abusive conduct; unethical business practices.

**Report Hate/Bias at UCSC** (https://reporthate.ucsc.edu/how-to-report/index.html). If you experience or observe an incident of hate or bias, please report it.

**Report Sexual Harassment and Sexual Violence (Title IX Office),** web: https://titleix.ucsc.edu/). If you experience or observe an incident of sexual harassment or sexual violence, please be sure to report it to the UCSC Title IX Office. You may also report it to a university official, such as the Department Chair, your Graduate Area Head, the Graduate Coordinator, your advisor, or other faculty. (Keep in mind that they are required to pass along any report to the Title IX Office. If you do not want the incident reported, you can visit the CARE Office described above for support.)

**Teaching Assistants’ Union** (UAW Local 2865; web: http://www.uaw2865.org/). You may consult with the TA Union for information with questions or concerns about your employment as a TA.

**Conflict Resolution Office** (107 Kerr Hall; web: https://conflictresolution.ucsc.edu/). The office can provide professional consultation, mediation and training to members of the UCSC community.

**Ombuds Office.** For more information about procedures and resources about grievances related to the conduct of the University, its employees, or third parties, please visit: https://ombuds.ucsc.edu/graduate/index.html

**Department Resources.** In addition to the above, please feel free to meet with the Department Chair, the Graduate Coordinator, your Graduate Area Head, your faculty advisor, or another faculty member. With the exception of matters concerning sexual harassment and sexual violence (explained above), these conversations can be kept confidential if you wish.
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. Mail is delivered and picked-up between 10:00-11:00am, Monday-Thursday.

Key Policy
If you have not already done so, you should check out your keys from the Academic Services Coordinator 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 their permission, a key to your advisor’s lab. There is a minimum $50.00 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 or GSR may decide to check out keys to their lab under their name and issue them to their undergraduates. The person who the key is checked out to (faculty or graduate student) is responsible for the $50.00 charge to replace any key that is not returned.

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 (also known as program directors) for 2018-19 will be:

Cognitive: Ben Storm
Developmental: Su-hua Wang
Social: Shelly Grabe

Graduate Affairs Committee
The faculty Graduate Affairs Committee’s charge is to support the Department Chair and Department 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. The Graduate Affairs Committee Chair rotates each year across the Area Heads. Members of this committee for 2018-19 are:

Social: Shelly Grabe (Committee Chair)
Cognitive: Ben Storm
Developmental: Su-hua Wang
**Graduate Representatives**
There are two graduate student representatives from each program area. Bring your ideas/questions/issues to your graduate representative. Grad reps for this year are:

**Cognitive:**
- Kelsey James (kkjames@ucsc.edu)
- Allison Nguyen (anguy194@ucsc.edu)

**Developmental:**
- Elizabeth Goldman (eljgoldm@ucsc.edu)
- Abby Walsh (abwalsh@ucsc.edu)

**Social:**
- Camille Conrey (sconrey@ucsc.edu)
- Sona Kaur (skau15@ucsc.edu)

**Graduate Student Office Policy**
We currently have nine graduate student offices. Each office has between 4 to 10 desks. Our policy is to assign a desk to each registered graduate student. If you wish to change offices, please see the Graduate Program Coordinator.

**Emergency Maintenance**
During regular office hours, please report any emergencies to the psychology department office. If you notice something during evening or weekend hours, please call the Emergency Maintenance number at 459-4861. For more information, go to: http://emergency.ucsc.edu/procedures.

**Email Aliases**
The department has five email aliases specific for Graduate Students. Each Psychology Graduate Student is added to the (psychgrads@ucsc.edu) alias and the alias for their associated area; Developmental, Cognitive, and Social. In addition, the department has an email list (psychjobs@ucsc.edu) for those on the job market. The jobs sent to this list are usually jobs requiring a PhD. Contact the Graduate Program Coordinator to be added to the psychjobs alias.
ROOM 404, SOCIAL SCIENCES 2
GRAD COMPUTER LAB

The Grad Lab is shared graduate student space. It contains your individual mailboxes, a Scantron machine, a refrigerator, a microwave, and bulletin board. All graduate students are responsible for keeping this room clean.

Personal Computers
The Grad Lab contains 13 Macs configured for dual boot, Windows or Mac OS. The computers are outfitted with a full complement of software, including: Microsoft Office Suite, SPSS, Photoshop, DreamWeaver, M+, Atlas TI, EQS, and much more.

Access
The lab can be accessed using the keyless entry system; students are provided with individualized key codes at the beginning of their first year. Students should not give their key code out to anyone. Undergraduate students should not be left in the lab unsupervised.

Please contact either Paul Sosbee at paul@ucsc.edu or the Graduate Program Coordinator to report issues with the machines or key codes.

PSYC-Files
Students will be given an account on psyc-files.ucsc.edu server for use in your UCSC academic research and learning activities. More information about departmental file services can be found at: http://socialsciences.ucsc.edu/about/administration/computing/departmental-file-services.html

Mail/Mailboxes
Mail is delivered Monday-Thursday 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 404.. It is your responsibility to check your mailbox on a regular basis and keep it cleaned out!

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 the Academic Services Coordinator (9-5084) in Room 277.

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 2000 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 more complete description, please refer to the policy document: psychology.ucsc.edu/graduate/researchpool/poolpolicy.html.

All empirical research must have a current Human Subjects Committee IRB approval and expiration date (https://officeofresearch.ucsc.edu/compliance/services/irb.html). You will need this information when you request to post research through SONA. Note that only Psychology faculty, post-docs, and graduate students are allowed to request hours.

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 SONA website: http://ucsc.sona-systems.com/ and select FAQ from the menu bar.

If you have questions, Nicolas Davidenko is the faculty coordinator of the Research Participant Pool.
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. Some instructors may expect to meet with their TA after final exam week to determine grades. Please consult with the instructor at the outset of the quarter regarding expectations for your availability at the end of the quarter.

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 the evaluation forms and bring them to the Psychology administrative office. After all class requirements are met and grades are 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 Duties and Evaluations**

At least 30 days prior to instruction the department will send the TA a description of duties form; it's best practice for both instructor and TA to discuss and sign the TA duties form and turn it into the Graduate Program Coordinator. Instructors will also 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. As of Fall 2010, undergraduate narrative evaluations have been made instructor optional. Graduate student TAs should check with the instructor at the beginning of the quarter regarding whether or not they will be submitting narrative evaluations and, if so, the expectations regarding the TA’s contribution to the 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; see page 14). 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. In order to do so, the instructor or TA must submit to Faculty Services a copy of the Accommodation Approval along with the dates and times of all exams for the entire quarter. 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 them to the test site. During the exam, 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.

**Sexual Harassment**

As a TA (or GSR), you should be aware of the possibility that your 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 the Title IX office (see page 14). You can also find more information at safe.ucsc.edu.
**Microaggressions**

Microaggressions refer to indirect, subtle forms of discrimination against members of a marginalized group. For example, they may be prejudicial statements or actions that imply negative attributions to a person’s race, ethnicity, culture, gender, sexuality, and other identities. Microaggressions are often unintentional or unconscious; nonetheless, they can have a cumulative negative impact on people who experience them. To avoid making microaggressions, it is helpful to learn about them. Please check the following and other sources:


**Psychology 1 - Introduction to Psychology TAship**

There are two TAs for this course. One TA supervises 13 undergraduate instructional assistants (IAs) enrolled in Psychology 191A: Teaching College Psychology and the other serves as a TA for the course. Graduate students assigned to this TAship 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.

**Psychology 100 – Research Methods to Psychology TAship**

Psych 100 Research Methods is one of the key gateway courses for our undergraduate majors. It is a 7-unit course with a required lab that the TAs teach. Each TA is responsible for 1 lab sections with 24 students. To plan the weekly lab activities, the instructor has a weekly meeting with all of the TAs. Given the large number of TAs assigned the course, the meeting time is scheduled in advance, and any student who is a TA must be available. Because Psych 100 requires several TAs, graduate students are apt to be assigned to this course more than once. However, graduate students may request to the Graduate Coordinator that they are not assigned to the course for two consecutive quarters within an academic year.

**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 (ucscresearchpool@gmail.com).

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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 the TA mentor’s section. No later than the sixth week of the quarter, the mentor will observe the new TA in one of their 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.

TA Workload
As stipulated in the TA union contract, teaching assistants are not supposed to be assigned more than an average of 20 hours per week (or a total of 220 hours). If an instructor anticipates one week when the workload might be higher than 20 hours, they are supposed to inform the TA in advance and then compensate with a lighter workload later.

You will likely find that TA assignments will vary in their workload. For example, one course might require an average of 10 hours per week, while another might come closer to 20 hours per week. It is important to recognize that a faculty who requires an average of 20 hours per week is within the guidelines of the TA union contract.
If you are working more than an average of 20 hours per week, please raise this with the instructor as soon as possible (possibly with a log of time spent on different tasks). However, if the instructor is unresponsive (or you are uncomfortable bringing it up), then we strongly request that you inform the Department Chair or the Graduate Coordinator. If preferred, the information can be kept confidential. But it is important for the Department to know if anyone is consistently overworking their TAs.
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 went into effect in Fall 2009. All policies are subject to future revisions and faculty and graduate students will be informed of any changes. This information pertains to teaching assistantships during the academic year (Fall, Winter, Spring). Information about summer TAships is described in a later section on Summer Funding.

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 to which 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 ensure 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 Teaching Assistantships

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 TAships, their 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 or GSIship (from any source) has reached their normal “limit”. The absolute maximum number of quarters a student can teach is 18 quarters (system-wide policy, no exceptions).

   *Please note: Summer GSI and TA appointments do not count toward the 12 or 18 quarter limits.

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 100 are given their first TA preference whenever possible from the students in eligible groups.
How TA Positions Are Allocated to Department
The Graduate Dean and the Social Sciences Dean allocate TA positions to departments. These allocations are based primarily on the number of undergraduates enrolled in classes—rather than the number of enrolled graduate students. However, some allowances are made for graduate growth (i.e., increasing number of graduate students).

Seeking Alternative Forms of Support
The Department is not allocated enough TA positions to support every enrolled graduate student beyond what is committed when admitted. Historically, the Psychology Department has usually managed to provide a TA position to qualified students who request one. However, this has always depended on some students finding other forms of support. Therefore, students are encouraged to seek any possible alternative forms of support. For example, this might include occasionally being a TA in another department or getting a GSR with a faculty member. Please consult with the Graduate Coordinator and your advisor for possible leads. In addition, receiving non-TA funding will help a student get a higher priority for a Psych TAship in the future.

How TA Positions Are Allocated To Courses
Support for courses follows these very general guidelines: One TA per approximately 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). However, because it has smaller, labor-intensive lab sections, one TA is assigned to approximately 24 students for Psych 100. Because Psych 100 requires several TAs per quarter, students should expect to be assigned to this course at least once; however, they are not assigned for more than two consecutive quarters within an academic year unless they indicate a preference to TA PSYC 100 for two consecutive quarters.

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):
- student eligibility
- student background for the course
- faculty ranking
- student preferences
- student TA assignment history
- course requirements (10 for developmental, 40 for social*)

Psych 1, 2, 100 and Upper Division courses are assigned first; then the LD courses required for the major or prerequisite courses (10, 40, 60), and then the other LD courses.

*See page 33 for more information on teaching requirements for graduate programs.

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, the TA 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 Social Sciences Division’s Human Resources 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 they request a TAship. Normal priority status will be assumed following their subsequent request for a TAship.

**Securing Positions in addition to TAship/GSR**

If you are offered an additional position that will bring you to above 50%, you must get it approved. You must first get approval from your Faculty Advisor. If they approve, send the approval to the Graduate Program Coordinator along with the exact percentage of overage you are requesting. The Graduate Program Coordinator will then request approval from Graduate Division. Please note that the Graduate Division rarely approves of an overage larger than 11%, or total percentage of 61%. If you have any further questions or concerns, please consult with your faculty advisor and the Graduate Program Coordinator.

**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, human computer interaction, 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 variations related to culture, ethnicity, race, gender, sexual orientation, economic opportunity, and personality. Our faculty also consider the interplay between human development and the social contexts of family, peers, school, work, media, community, and culture.

Among the topics studied by the developmental faculty are: the role of experience in learning in infancy; moral and emotional development in early childhood; language and cognitive development within the contexts of interactions with parents, siblings, and peers; competence in childhood and adolescence; media and technology; communication and narrative in the development of self and relationships; gender and ethnic-racial development in social-structural and interpersonal contexts; learning through observation and social interaction in families, peer groups, museums, and
schools; personal and social identities; coping with prejudice and discrimination; school success and occupational aspirations; 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, ethnic identity and acculturation, racial stereotyping and environmental inequality, intergroup relations, social identity, social policy analysis, structural inequality, intersectionality, political psychology, cultural psychology, and feminisms.

PROGRAM LEARNING OUTCOMES

PLO1: Core Knowledge and Critical Thinking
In a specialized area of psychology (Cognitive, Developmental, or Social), graduate students will demonstrate mastery of and the ability to critically evaluate and contribute to theory, research, and methods.

PLO2: Pedagogy
Graduate students will demonstrate skill in educating and mentoring undergraduates from a variety of backgrounds.

PLO3: Communication
Graduate students will show competence at presenting research findings orally and in writing.

PLO4: Independent Research
Graduate students will be able to conduct independent research resulting in an original contribution to knowledge in Cognitive, Developmental, or Social Psychology. Relevant components include: developing an original research question; providing background for research questions in relation to theory and research literature; devising and conducting appropriate methods and data-analytic techniques to address research questions; writing a manuscript using professional style that describes all aspects of the study; drawing implications from the research for future research, possible applications, and for general audiences; and being able to discuss relevant ethical issues.
PROGRAM OF STUDY

Upon entering the graduate program, students consult with their faculty advisors 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 research project in some relevant area of Psychology. Students may conduct an empirical study, analyze existing data, or complete another research project as approved by their advisor. 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 intended to be a substantial and serious exercise, but need not result in a publishable paper. Consult with your advisor for more details about the content and expected length of this paper. There may be variation across faculty in expectations. This deadline (last day of instruction) is a firm requirement that students are expected to meet.

By the deadline, students need to have turned in a final draft of their first-year project paper to (a) their advisor, and (b) their second reader (in the department), approved by the student’s advisor. Check with your advisor and second reader as to whether they wish to receive an electronic or paper version of your paper (or both). The advisor and second reader will sign off on the title page indicating they have received the paper by the deadline (the signature itself need not take place by the deadline). The submitted paper should be a finished piece of work and not an early draft. The expectation is that each student will have had their main advisor read and comment on an earlier version(s) of the first-year paper well before the last day of instruction deadline. 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, the title of the paper, and the names of your advisor and second reader on them. A template for the title page is available from the Graduate Program Coordinator.

After reading your paper, revisions may be required by the advisor or second reader. Once all required revisions are made and 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. Students will also give a short (15- to 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. See the faculty colloquium coordinator of the spring quarter for more details about the logistics of the colloquium presentation.

**Second-year research**

All students will complete a second-year research project. The purpose of this research requirement is for students to have continued intensive research experience. Each project should consist of an empirical research project in some relevant area of Psychology. This project may be an extension of the student's first-year project, or a report describing new empirical research undertaken during the second year. Faculty advisors take the responsibility to assist students in framing their research questions and helping to design the second-year project. All projects must be approved by the faculty advisor.

By the last day of instruction of the second year (date posted in the Schedule of Classes), each student is expected to submit to their academic advisor and the second reader an APA-style written report of this project. Consult with your advisor for more details about the content and expected length of this paper. There may be variation across faculty in expectations. This deadline (last day of instruction) is a firm requirement that students are expected to meet.

By the deadline students need to have turned in a final draft of their second-year project paper to (a) their advisor, and (b) their second reader (in the department), approved by the student’s advisor. Check with your advisor and second reader as to whether they wish to receive an electronic or paper version of your paper (or both). The advisor and second reader will sign off on the title page indicating they have received the paper by the deadline (the signature itself need not take place by the deadline). The expectation is that each student will have had their main advisor read and comment on an earlier version(s) of the second-year paper well before the last day of instruction deadline. 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, the title of the paper and the names of your advisor and second reader on them. A template for the title page is available from the Graduate Program Coordinator.

After reading your paper, revisions may be required by the advisor or second reader. Once all required revisions are made and 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. Students will also give a short (15- to 25-minute) oral presentation of their second-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. See the faculty colloquium coordinator of the spring quarter for more details about the logistics of the colloquium presentation. 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 require revisions to the first or second year paper before approving the paper. If revisions are required, a new deadline for the submission of the revised paper will be established by the advisor, with the latest possible deadline being November 1 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 may 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 Affairs 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). Developmental first-year students have some additional requirements (described below).

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
♦ 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-B-C: Introduction to Developmental Research (fall, winter, spring of first year)
♦ Psych 246: Cultural Diversity in Human Development (spring of first or second year)
♦ 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 OR Psych 261: Participatory Action Research
♦ 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

* Required psychology courses outside of one’s area can be satisfied by one of the proseminars or an advanced seminar in the area. They may not include research methods courses.

These courses must be completed before you take your 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 225 does not fulfill the developmental graduate course requirement for cognitive and social students; 225C is limited to only developmental students. Social method courses Psych 210, Psych 248, Psych 249, and Psych 261 do not fulfill the social graduate course requirement for cognitive and developmental students. Psych 254 does not fulfill the developmental graduate course requirement for cognitive and social students. In addition, the 290 series of psychology courses does 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 Affairs 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. The petition for an undergraduate course to satisfy course requirements should be signed by the student, advisor and area head before it is forwarded to the Graduate Affairs 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 Affairs Committee for final approval.

**Enrollment in Independent Study with Advisor**
If students are not enrolled in 15 units during their first two years, they are required to enroll in independent study with their advisor. After their second year in the graduate program, students are required to enroll every quarter in independent study with their faculty advisor.

**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 their 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. However, because of the limited number of times Psych 40 has been taught in recent years, social students may petition their advisors and the Area Head for permission to substitute another TAship for the Psych 40 requirement. In the past, cognitive students were required to TA for Psych 100; 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 Affairs 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 TAships. 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 evaluation 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. 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 the 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 they want 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.
Designated Emphasis and Secondary Specialization

Psychology graduate students at UCSC may obtain a Designated Emphasis on their Ph.D. degree. Students are encouraged to apply in the first or second year of study.

For more information: http://senate.ucsc.edu/committees/gc-graduate-council/policies-and-memoranda%20/designated-emphasis-policy/index.html

The following programs offer a Designated Emphasis:

- Anthropology
- Critical Race and Ethnic Studies
- Ecology and Evolutionary Biology
- Education
- Environmental Studies
- Feminist Studies
- Film and Digital Media
- History of Consciousness
- Latin American/Latino Studies (LALS)
- Literature
- Philosophy
- Politics
- Robotics and Control
- Social Documentation
- Sociology
- Statistics (AMS)
- Visual Studies

In addition, graduate students in psychology may pursue a Secondary Specialization in Quantitative Social Science. More information can be found at: https://csass.ucsc.edu/certification/index.html

Master’s Degree

Students are not admitted to pursue only the Master’s degree. However, students may after two years of graduate work at UCSC and upon completion of the following requirements, be awarded a Master’s 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 Master’s 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 Masters is to be awarded. The title page (or abstract) should be signed off by both readers with the notation that the paper is equivalent to Master’s 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 are strongly advised 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. There are also financial consequences to not meeting this deadline. 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. Consult your advisor for more details about the content and expected length of this paper. 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, human computer interaction, 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. Most qualifying papers in the developmental area will be under 40 pages of text, and most reading lists include a total of about 90 unique (non-repeated) entries; consult with your committee about their expectations.

Social students’ qualifying exam topics might fall in the following categories: intergroup relations, attitudes and beliefs, social cognition, prejudice and discrimination, stereotyping, stigma, power, ideology, social justice, psychology and law, psychology of gender, feminist theory, intersectionality, public policy, political psychology, trauma, media, aggression and violence, liberation psychology, community psychology, poverty and social class, gender/sexual identity, narrative/discourse psychology, peace and conflict, and social identity theory.

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. Consult your advisor for further advice on constituting a committee.

All members of the qualifying examination committee should be given a copy of the student’s previously agreed-upon reading list well in advance of the scheduled qualifying exam and, absent explicit agreement from all members to a later deadline, a copy of the student’s qualifying paper must be given to the committee no later than 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 ze/zir 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.

If candidates wish for non-committee members to attend the exam, they should seek permission from their committee at least two weeks before the exam. Visitors are present as observers only. There are some portions of the meeting during which only committee members are present; check with your advisor for more details.

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

To remain in good standing, within one year of officially advancing to candidacy, a student will prepare, and successfully defend before a faculty committee, a dissertation proposal that demonstrates 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. Consult with your advisor concerning the expected length of the proposal. 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 present the proposal in a two-hour meeting with ze/zir 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 proposal meeting. Of course, the student should have responded to fairly detailed comments on rough drafts of the proposal from ze/zir advisor and potentially from other key members of the committee well beforehand.

During the proposal meeting, the student will usually first 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 proposal meeting, the student (with the 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 are encouraged to hold their dissertation proposal meeting in their fourth year. Students who have not received signed approval for their dissertation proposal abstract within one year of officially advancing to candidacy 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.
CHANGING STUDENT/ADVISOR RELATIONSHIP

The relationship between student and advisor will continue so long as it is mutually agreeable for the student and the faculty member. 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 Affairs 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 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 their advisor find 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 Area Head 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. However, 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 their 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 project
♦ 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
♦ Completion of all required coursework
♦ For developmental students only: professional practicum
♦ Qualifying Exam (or in the fourth year at the latest)
♦ Colloquium series: Fall, Winter and Spring

Fourth Year
♦ Defense of the thesis proposal (no more than one year after advancing to candidacy)
♦ Colloquium series: Fall, Winter and Spring

Fifth Year
(And possibly sixth year; a sixth year is sometimes necessary, but more than that may result in a student not being considered in good academic standing.)
♦ 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. This support is for the academic year (fall, winter, spring). 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.

SUMMER SUPPORT

A few summer TAships are available each summer. When assigning these positions, priority goes to students earlier in the program who have no other support. Students who have a master’s degree may also apply to teach summer courses as Graduate Student Instructors. The Call for summer teaching goes out in late fall. The Department sometimes has some leftover funds that we can use to provide students with small summer stipends, and priority goes to students earlier in the program. Graduate students should discuss summer support options with their faculty advisor.

STUDENT TRAVEL AND RESEARCH FUNDING

The department receives a variable amount of funds each year from the Graduate 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.

EXTERNAL GRADUATE STUDENT AWARDS

Graduate students are encouraged to apply for graduate student fellowships and awards from external agencies. Students may apply once within their first two years to the National Science Foundation fellowship and the Ford Fellowship. In addition, there are other awards that students can apply, especially for their dissertation research. For more information, please check with the Graduate Coordinator and your advisor.

LEAVE OF ABSENCE

A Leave of Absence is granted for sound educational reasons, health reasons, financial problems, or family responsibilities and is valid for no more than one year, but may be extended if there is sufficient justification. See the graduate program coordinator for more information.
IN-ABSENTIA

Students whose research or study requires that they remain outside the State of California for an entire quarter may qualify for a reduction of the University Registration and Education Fees and exemption from all local campus fees. In-absentia students pay 15% of the Registration Fee and Educational Fee. Non-residents of California must pay full non-resident tuition when applicable. See the graduate program coordinator for more information.

RESIDENCY

After one year, non-resident students (out-of-state students) should apply to become residents. There are specific requirements that must be met to become a resident, including physically residing in the state of California for a full year. See the Graduate Program Coordinator for more details about these requirements. Students who are not eligible to, or choose not to, become California residents will be responsible for paying the out-of-state tuition supplement for all quarters after their first year. Foreign students are not eligible to become California residents.

CHANGES IN THE PROGRAM

There will be occasions when the Psychology faculty will see fit to change aspects of the graduate curriculum and/or this graduate handbook. Each spring, the Graduate Affairs 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 Affairs Committee requesting changed requirements in their case.
GRADUATE STUDENT VOICE

Graduate student representatives. Two graduate students from each area serve as graduate student representatives who act as liaisons between the graduate students and the faculty/staff. This includes holding meetings with graduate students in the area and graduate Area Head. At least one colloquium in each area is set aside for a student-only Townhall Meeting when students discuss any concerns or questions, and then the grad representatives follow-up with the Area Head. Also, all graduate representatives meet with the Department Chair, the other Area Heads, the Department Chair, and the Graduate Coordinator in the spring to review issues raised during the year. This meeting often leads to changes to improve departmental policies.

Faculty searches. Graduate students are consulted during searches for new faculty. The graduate representatives attend faculty meetings, and all graduate students are asked to attend job talks and meet with the candidates. In addition, the chair of the Search Committee meets with the graduate students before the faculty decide, and then again after to explain the decision.

Diversity, Equity, and Inclusion Committee (DEI). The DEI is charged with advising the Department Chair on promoting the goals of diversity, equity, and inclusion in the Psychology Department. The Department Chair selects 3 faculty (1 from each area), 3 graduate students (1 from each area), and 2 Psychology staff to serve on the committee. The committee organizes one department-wide colloquium each quarter addressing DEI-related issues; in addition, the committee supports student-initiated events to promote inclusion.

Graduate Student Association (GSA). The GSA is a campus organization designed to advance the welfare of graduate students. For example, it advocates for students’ rights, hosts social events, and offers small conference travel grants for graduate students.
GLOSSARY

Advisor:
See Faculty Sponsor.

Area:
See Area of Specialization.

Area Head:
The 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). This person is also the informal director of the graduate program in that area. They can be consulted by any graduate student in the area about any issues related to graduate education (p.15)

Area of Specialization:
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. (p.27-28)

Email Aliases:
Each Psychology Graduate Student is added to the (psychgrads@ucsc.edu) alias and the alias for their associated area; Developmental, Cognitive, and Social. The department has an email list (psychjobs@ucsc.edu) for those on the job market. (p.16)

Colloquium:
Graduate students and faculty present research plans, research-in-progress and completed research for constructive criticism. Outside speakers are often invited to present formal colloquia on their research. (p.31)

Department:
See Psychology Department.

Division:
See Division of Social Sciences.

Division of Social Sciences:
The home of eight academic departments and almost one-third of the campus’s graduate students. In charge of academic human resources and hiring for Teacher Assistantships and Graduate Student Researchers.

Division of Graduate Studies:
Administrative procedures department including admissions, milestones achievement approvals, enrollment, Teaching Assistantships (TA) and Graduate
Student Researcher (GSR) Fellowship payments, and financial aid processing. Oversees the graduate education for five divisions, including 38 departments.

Faculty Sponsor:
The faculty member who is assigned to a graduate student to oversee, guide, and advise the student through the study in the program.

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. (p.29)

Graduate Courses:
Graduate courses (numbered 200–299) are either restricted to graduate students or open only to students who can show the instructor that they have completed sufficient upper-division undergraduate coursework basic to the subject matter of the course.

Graduate Division:
See Division of Graduate Studies.

Graduate Program Coordinator:
The graduate students’ contact for all questions and information pertaining to the department’s policies and procedures.

Graduate Representatives:
There are two graduate student representatives from each program area. Bring your ideas/questions/issues to your graduate representative. (p.16)

Graduate Student Researcher (GSR):
Graduate Student Researcher (also referred to as GSR or Research Assistantships) is a form of campus employment that requires the student to conduct research with and for a faculty member. This form of support may be offered at the time of admission, or at a later date, and includes a salary and complete tuition payment (including NRT).

Lower-Division Courses:
Lower-division courses (numbered 1–99) are designed for first-year and sophomore undergraduate students but may be taken by more advanced students.

Proseminar:
A course conducted in the manner of a seminar focusing on empirical and theoretical developments. (p.31)
Psyc-Files:
Students will be given an account on our psyc-files.ucsc.edu server for use in your UCSC academic research and learning activities. (p.17)

Psychology Department:
Includes all Psychology staff, faculty, and students. The staff are available to assist graduate students with all questions pertaining to the rules and regulations of the university. (p.8)

Psychology Research Participant Pool:
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). (p.18)

Qualifying Exam:
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: (a) Complete all course requirements. (b) Prepare a list of readings representative of their expertise in three areas of Psychology. (c) Write a paper that reflects a conceptual analysis of the student’s main research area. (d) Satisfactorily complete an oral qualifying exam. (p.36-38)

Second-Year Research Project:
All students will complete a second-year research project. The purpose of this research requirement is for students to have continued intensive research experience. Each project should consist of an empirical research project in some relevant area of Psychology. (p.30)

Second Reader:
A faculty member in the Psychology Department who has been approved by the student’s advisor to co-read on the student’s research project. (p.29)

Teaching Assistant:
A teaching assistantship, or TA, 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/220 per quarter). 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. A teaching assistant is a form of Academic Student Employment (ASE) that requires the student to serve in an apprentice-like role under the active tutelage and supervision of a regular faculty member. (p.19-22)
Upper Division Courses:
Upper-division courses (numbered 100-199) are designed for junior and senior undergraduate students.