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

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

Good luck with your career as a psychology graduate student!

The Psychology Department
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GLOSSARY
<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Lab</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKHTAR, NAMEERA</td>
<td>Office: 313 Social Sciences 2, 9-5680</td>
<td>Lab: 217/219 Social Sciences 2, 9-1492</td>
<td><a href="mailto:nakhtar@ucsc.edu">nakhtar@ucsc.edu</a></td>
</tr>
<tr>
<td>DAVIDENKO, NICOLAS</td>
<td>Office: 377 Social Sciences 2, 9-4585</td>
<td>Lab: 412 Social Sciences 2</td>
<td><a href="mailto:ndaviden@ucsc.edu">ndaviden@ucsc.edu</a></td>
</tr>
<tr>
<td>AZMITIA, MARGARITA</td>
<td>Office: 369 Social Sciences 2, 9-3146</td>
<td>Lab: 241/241A Social Sciences 2, 9-1712</td>
<td><a href="mailto:azmitia@ucsc.edu">azmitia@ucsc.edu</a></td>
</tr>
<tr>
<td>** FOX TREE, JEAN</td>
<td>Office: 353 Social Sciences 2, 9-5181</td>
<td>Lab: 429 Social Sciences 2, 9-5187</td>
<td><a href="mailto:foxtree@ucsc.edu">foxtree@ucsc.edu</a></td>
</tr>
<tr>
<td>BONETT, DOUGLAS</td>
<td>Office: 255 Social Sciences 2, 9-2046</td>
<td>Lab: 150D Social Sciences 2</td>
<td><a href="mailto:dgbonett@ucsc.edu">dgbonett@ucsc.edu</a></td>
</tr>
<tr>
<td>GIBBS, RAYMOND</td>
<td>Office: 367 Social Sciences 2, 9-4630</td>
<td>Lab: 405 Social Sciences 2</td>
<td><a href="mailto:gibbs@ucsc.edu">gibbs@ucsc.edu</a></td>
</tr>
<tr>
<td>BULLOCK, HEATHER</td>
<td>Office: 359 Social Sciences 2, 9-5462</td>
<td>Lab: 337/339 Social Sciences 2</td>
<td><a href="mailto:hbullock@ucsc.edu">hbullock@ucsc.edu</a></td>
</tr>
<tr>
<td>GRABE, SHELLY</td>
<td>Office: 259 Social Sciences 2, 9-2795</td>
<td>Lab: 343 Social Sciences 2, 9-2229</td>
<td><a href="mailto:sgrabe@ucsc.edu">sgrabe@ucsc.edu</a></td>
</tr>
<tr>
<td>BYRD, CHRISTY M.</td>
<td>Office: 347 Social Sciences 2, 9-3970</td>
<td>Lab: 211 Social Sciences 2, 9-4516</td>
<td><a href="mailto:cmbyrd@ucsc.edu">cmbyrd@ucsc.edu</a></td>
</tr>
<tr>
<td>HAMMACK, PHILLIP</td>
<td>Office: 333/335 Social Sciences 2, 9-1050</td>
<td>Lab: 351 Social Sciences 2</td>
<td><a href="mailto:hammack@ucsc.edu">hammack@ucsc.edu</a></td>
</tr>
<tr>
<td>CALLANAN, MAUREEN</td>
<td>Office: 371 Social Sciences 2, 9-3147</td>
<td>Lab: 205/207 Social Sciences 2, 9-4175</td>
<td><a href="mailto:callanan@ucsc.edu">callanan@ucsc.edu</a></td>
</tr>
<tr>
<td>HANEY, CRAIG</td>
<td>Office: 115 Social Sciences 2, 9-2153</td>
<td>Lab: 113 Social Sciences 2, 9-5681</td>
<td><a href="mailto:psylaw@ucsc.edu">psylaw@ucsc.edu</a></td>
</tr>
<tr>
<td>COVARRUBIAS, REBECCA</td>
<td>Office: 349 Social Sciences 2, 2-8136</td>
<td>Lab: 101 Social Sciences 2</td>
<td><a href="mailto:rebeccac@ucsc.edu">rebeccac@ucsc.edu</a></td>
</tr>
<tr>
<td>KAWAMOTO, ALAN</td>
<td>Office: 373 Social Sciences 2, 9-5698</td>
<td>Lab: 408 Social Sciences 2</td>
<td><a href="mailto:ahk@ucsc.edu">ahk@ucsc.edu</a></td>
</tr>
<tr>
<td>CROSBY, FAYE</td>
<td>Office: 379 Social Sciences 2, 9-3568</td>
<td>Lab: 358 Social Sciences 2, 9-3439</td>
<td><a href="mailto:fjcrosby@ucsc.edu">fjcrosby@ucsc.edu</a></td>
</tr>
<tr>
<td>LANGHOUT, REGINA</td>
<td>Office: 263 Social Sciences 2, 9-2535</td>
<td>Lab: 315/317 Social Sciences 2, 9-1241</td>
<td><a href="mailto:langhout@ucsc.edu">langhout@ucsc.edu</a></td>
</tr>
<tr>
<td>DAHL, AUDUN</td>
<td>Office: 375 Social Sciences 2, 9-3557</td>
<td>Lab: 105 Social Sciences 2, 2-7595</td>
<td><a href="mailto:dahl@ucsc.edu">dahl@ucsc.edu</a></td>
</tr>
</tbody>
</table>
* LEAPER, CAMPBELL
Chair’s office: 258 Social Sciences 2, 9-1436
Office: 355 Social Sciences 2, 9-4496
Lab: 215 Social Sciences 2
email: cam@ucsc.edu

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

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

SEYMOUR, TRAVIS
Office: 357 Social Sciences 2, 9-3384
Lab: 443 Social Sciences 2, 9-1504
email: nogard@ucsc.edu

STORM, BENJAMIN
Office: 345 Social Sciences 2, 9-3544
Lab: 301 Social Sciences 2, 9-1451
email: bcstorm@ucsc.edu

TAKAYAMA, LEILA
Office: 381 Social Sciences 2, 9-5600
Lab: 117/435 Social Sciences 2
email: takayama@ucsc.edu

á WANG, SU-HUA
Office: 257 Social Sciences 2, 9-2353
Lab: 233 Social Sciences 2, 9-5596
email: suhua@ucsc.edu

δ WHITTAKER, STEPHEN
Office: 311 Social Sciences 2, 9-2390
Lab: 411/415, 9-2340
Email: swhittak@ucsc.edu

WILSON, MARGARET
Office/Lab: 409 Social Sciences 2, 9-5767
email: mlwilson@ucsc.edu

δ ZURBRIGGEN, EILEEN
Office: 361 Social Sciences 2, 9-5736
Lab: 327/329 Social Sciences 2, 9-5443
email: zurbrigg@ucsc.edu

* Department Chair
** Department Vice Chair
á Area Head for Developmental
δ Area Head for Social
φ Area Head for Cognitive

Emeriti Faculty:

ARONSON, ELLIOT
Office: 354 Social Sciences 2, 9-2560
email: elliot@ucsc.edu

CHEMERS, MARTIN
Office/Lab: 245 Social Sciences 2, 9-5677
email: mchemers@ucsc.edu

COOPER, CATHERINE
Office and Lab: 229 Social Sciences 2, 9-4157
email: ccooper@ucsc.edu

DOMHOFF, G. WILLIAM
Office: 356 Social Sciences 2, 9-3517
email: domhoff@ucsc.edu

GJERDE, PER
Office: 374 Social Sciences 2, 9-3819
email: gjerde@ucsc.edu

HARRINGTON, DAVID
Office: 372 Social Sciences 2, 9-2337
email: harring@ucsc.edu

KAHN, MICHAEL
(415) 380-8927

KACHOTKA, PAVEL
email: pavel@machotka.com
MASSARO, DOMINIC
Office: 253 Social Sciences 1, 9-2330
Lab: 250 SS1, 9-2655
email: massaro@ucsc.edu

MAYER, MELANIE
Office: 356 Social Sciences 2, 9-4637
email: mjmayer@ucsc.edu

McLAUGHLIN, BARRY
email: mclaugh@ucsc.edu

PETTIGREW, THOMAS
Office: 354 Social Sciences 2, 9-2560
email: pettrig@ucsc.edu

THORNE, AVRIL
Office: 374 Social Sciences 2, 9-3819
email: avril@ucsc.edu
PSYCHOLOGY ADMINISTRATIVE STAFF 2016-17

The Graduate Coordinator office, Room 261, open:
Monday / Wednesday / Friday 9-12 and 1-4
Tuesday / Thursday 9-12 and 1-2

The Psychology Undergraduate Advising office, Room 273 in SS2, open:
Monday-Thursday 9-12 and 1-4
Closed Friday

The Faculty Services office, Room 277 in SS2, is open:
Monday–Thursday, 9am-12pm & 1-5pm
Friday, 1pm-4pm

**Allison Land**  9-4416  allison@ucsc.edu  M-F 8:00-4:30
Department Manager - Assistant to Department Chair, academic personnel, curriculum and leave planning, budget, staff supervision

**Jonelle Howard**  9-4932  jhoward2@ucsc.edu  M-F 7:30-4:00
Graduate Program Coordinator - all aspects of graduate advising

**Lorato Anderson**  (TBA)  lodander@ucsc.edu  M-F 8:00-4:30
Undergraduate Advisor - all aspects of undergraduate advising

**Gail Black**  9-4410  grblack@ucsc.edu  M-F 8:00-4:30
Field Study Coordinator - all aspects of field study coordination, advising for 190 series, advising for graduate school/career options, international students, backup undergraduate advising

**Chantell Padilla**  (TBA)  (TBA)  (TBA)  Undergraduate Advisor - all aspects of undergraduate advising

**Kathy Montano**  9-5084  kmmontan@ucsc.edu  M-F 8:00-5:00
Academic Support Services - faculty administration support, mail delivery, electronic equipment checkout, DRC coordination, building keys, coordination of undergraduate student support awards, work order requests, E-Link administration, letter of recommendation support, course 194 coordination

**Melinda Sherwood**  9-4194  mesherwo@ucsc.edu  M-F 8:00-5:00
Department Assistant - academic personnel support, course scheduling, colloquia, purchase orders and travel reimbursements, teaching evaluations, copier accounts, parking permits.
# PSYCHOLOGY GRADUATE STUDENTS

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>UCSC Email</th>
<th>OfficePhone</th>
<th>Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aceves Azuara</td>
<td>Itzel</td>
<td><a href="mailto:eacevesa@ucsc.edu">eacevesa@ucsc.edu</a></td>
<td>103 SS2 x1042</td>
<td>Rogoff, B</td>
</tr>
<tr>
<td>Allen</td>
<td>Allison</td>
<td><a href="mailto:alkallen@ucsc.edu">alkallen@ucsc.edu</a></td>
<td>206 SS2 x4876</td>
<td>Davidenko, N</td>
</tr>
<tr>
<td>Anderson</td>
<td>Barrett</td>
<td><a href="mailto:barander@ucsc.edu">barander@ucsc.edu</a></td>
<td>150A SS2 X4592</td>
<td>Seymour, T</td>
</tr>
<tr>
<td>Antrilli</td>
<td>Nick</td>
<td><a href="mailto:nantrill@ucsc.edu">nantrill@ucsc.edu</a></td>
<td>201 SS2 x3270</td>
<td>Wang, S</td>
</tr>
<tr>
<td>Bakhshay</td>
<td>Shirin</td>
<td><a href="mailto:sbakhsha@ucsc.edu">sbakhsha@ucsc.edu</a></td>
<td>150E SS2 X4559</td>
<td>Haney, C</td>
</tr>
<tr>
<td>Balzer Carr</td>
<td>Brandon</td>
<td><a href="mailto:bbalzer@ucsc.edu">bbalzer@ucsc.edu</a></td>
<td>202 SS2 x4876</td>
<td>Zurbriggen, E</td>
</tr>
<tr>
<td>Bidiwala</td>
<td>Ema</td>
<td><a href="mailto:ebidiwal@ucsc.edu">ebidiwal@ucsc.edu</a></td>
<td>308 SSE x4513</td>
<td>Fox Tree, J</td>
</tr>
<tr>
<td>Brown</td>
<td>Eve</td>
<td><a href="mailto:edlbrown@ucsc.edu">edlbrown@ucsc.edu</a></td>
<td>202 SS2 x4876</td>
<td>Haney, C</td>
</tr>
<tr>
<td>Castaneda</td>
<td>Claudia</td>
<td><a href="mailto:clcastan@ucsc.edu">clcastan@ucsc.edu</a></td>
<td>103 SS2 x1042</td>
<td>Callanan, M</td>
</tr>
<tr>
<td>Chen</td>
<td>Elaine</td>
<td><a href="mailto:ychen159@ucsc.edu">ychen159@ucsc.edu</a></td>
<td>202 SS2 x4876</td>
<td>Gibbs, R</td>
</tr>
<tr>
<td>Chowdhury</td>
<td>Yasmin</td>
<td><a href="mailto:ychowdhu@ucsc.edu">ychowdhu@ucsc.edu</a></td>
<td>202 SS2 x4876</td>
<td>Fox Tree, J</td>
</tr>
<tr>
<td>Conrey</td>
<td>Sarah</td>
<td><a href="mailto:sconrey@ucsc.edu">sconrey@ucsc.edu</a></td>
<td>150E SS2 X4559</td>
<td>Haney, C</td>
</tr>
<tr>
<td>D'Arcey</td>
<td>Trevor</td>
<td><a href="mailto:jdarcey@ucsc.edu">jdarcey@ucsc.edu</a></td>
<td>445 SS2 x4755</td>
<td>Fox Tree, J</td>
</tr>
<tr>
<td>Day</td>
<td>Jennifer</td>
<td><a href="mailto:jeday@ucsc.edu">jeday@ucsc.edu</a></td>
<td>380 SS2 x4513</td>
<td>Davidenko, N</td>
</tr>
<tr>
<td>Dayton</td>
<td>Andrew</td>
<td><a href="mailto:adayton@ucsc.edu">adayton@ucsc.edu</a></td>
<td>103 SS2 x1042</td>
<td>Rogoff, B</td>
</tr>
<tr>
<td>Ditta</td>
<td>Annie</td>
<td><a href="mailto:aditta@ucsc.edu">aditta@ucsc.edu</a></td>
<td>305 SS2 x4876</td>
<td>Storm, B</td>
</tr>
<tr>
<td>Dyer</td>
<td>Jason</td>
<td><a href="mailto:jrdyer@ucsc.edu">jrdyer@ucsc.edu</a></td>
<td>103 SS2 x1042</td>
<td>Byrd, C</td>
</tr>
<tr>
<td>Ellison</td>
<td>Erin</td>
<td><a href="mailto:eellison@ucsc.edu">eellison@ucsc.edu</a></td>
<td>305 SS2 x4876</td>
<td>Langhout, R</td>
</tr>
<tr>
<td>Gola</td>
<td>Kelly</td>
<td><a href="mailto:kgola@ucsc.edu">kgola@ucsc.edu</a></td>
<td>N/A</td>
<td>Thorne, A</td>
</tr>
<tr>
<td>Goldman</td>
<td>Elizabeth</td>
<td><a href="mailto:elijgoldm@ucsc.edu">elijgoldm@ucsc.edu</a></td>
<td>203 SS2 x4607</td>
<td>Wang, S</td>
</tr>
<tr>
<td>Goodman</td>
<td>Sara</td>
<td><a href="mailto:slgreen@ucsc.edu">slgreen@ucsc.edu</a></td>
<td>150A SS2 X4592</td>
<td>Seymour, T</td>
</tr>
<tr>
<td>Gordon</td>
<td>David</td>
<td><a href="mailto:dalegord@ucsc.edu">dalegord@ucsc.edu</a></td>
<td>206 SS2 x4876</td>
<td>Langhout, R</td>
</tr>
<tr>
<td>Gross</td>
<td>Rebekkah</td>
<td><a href="mailto:rlgross@ucsc.edu">rlgross@ucsc.edu</a></td>
<td>203 SS2 x4607</td>
<td>Dahl, A</td>
</tr>
<tr>
<td>Hammond</td>
<td>Alicia</td>
<td><a href="mailto:aahammond@ucsc.edu">aahammond@ucsc.edu</a></td>
<td>445 SS2 x4755</td>
<td>Wilson, M</td>
</tr>
<tr>
<td>Harsey</td>
<td>Sarah</td>
<td><a href="mailto:sharsey@ucsc.edu">sharsey@ucsc.edu</a></td>
<td>380 SS2 x4513</td>
<td>Zurbriggen, E</td>
</tr>
<tr>
<td>Hentschke</td>
<td>Emily</td>
<td><a href="mailto:ehentsch@ucsc.edu">ehentsch@ucsc.edu</a></td>
<td>150E SS2 X4559</td>
<td>Bullock, H</td>
</tr>
<tr>
<td>Hernandez</td>
<td>Ruby</td>
<td><a href="mailto:ruaherna@ucsc.edu">ruaherna@ucsc.edu</a></td>
<td>201 SS2 x3270</td>
<td>Haney, C</td>
</tr>
<tr>
<td>Holbrook</td>
<td>Bryan</td>
<td><a href="mailto:bholbroo@ucsc.edu">bholbroo@ucsc.edu</a></td>
<td>305 SS2 x4876</td>
<td>Kawamoto, A</td>
</tr>
<tr>
<td>Hollis</td>
<td>Victoria</td>
<td><a href="mailto:vhollis@ucsc.edu">vhollis@ucsc.edu</a></td>
<td>206 SS2 x4876</td>
<td>Whittaker, S</td>
</tr>
<tr>
<td>Hughes</td>
<td>Samuel</td>
<td><a href="mailto:sadhughe@ucsc.edu">sadhughe@ucsc.edu</a></td>
<td>206 SS2 x4876</td>
<td>Hammack, P</td>
</tr>
<tr>
<td>James</td>
<td>Kelsey</td>
<td><a href="mailto:kkjames@ucsc.edu">kkjames@ucsc.edu</a></td>
<td>445 SS2 x4755</td>
<td>Storm, B</td>
</tr>
<tr>
<td>Karzmark</td>
<td>Christopher</td>
<td><a href="mailto:ckarzmar@ucsc.edu">ckarzmar@ucsc.edu</a></td>
<td>206 SS2 x4876</td>
<td>Gibbs, R</td>
</tr>
<tr>
<td>Kaur</td>
<td>Sona</td>
<td><a href="mailto:skau15@ucsc.edu">skau15@ucsc.edu</a></td>
<td>150E SS2 X4559</td>
<td>Zurbriggen, E</td>
</tr>
<tr>
<td>Kerrick</td>
<td>Madeleine</td>
<td><a href="mailto:mkerrick@ucsc.edu">mkerrick@ucsc.edu</a></td>
<td>202 SS2 x4876</td>
<td>Thorne, A</td>
</tr>
<tr>
<td>Krause</td>
<td>Peter</td>
<td><a href="mailto:peakraus@ucsc.edu">peakraus@ucsc.edu</a></td>
<td>103 SS2 x1042</td>
<td>Kawamoto, A</td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
<td>Room</td>
<td>Adviser</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------</td>
<td>------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Laiduc, Giselle</td>
<td><a href="mailto:glaiduc@ucsc.edu">glaiduc@ucsc.edu</a></td>
<td>206 SS2 x4876</td>
<td>Covarrubias, R</td>
<td></td>
</tr>
<tr>
<td>Larson, Alina</td>
<td><a href="mailto:aslarson@ucsc.edu">aslarson@ucsc.edu</a></td>
<td>445 SS2 x4755</td>
<td>Fox Tree, J</td>
<td></td>
</tr>
<tr>
<td>Lockett, Tiffany</td>
<td><a href="mailto:tlockett@ucsc.edu">tlockett@ucsc.edu</a></td>
<td>203 SS2 x4607</td>
<td>Zurbrigggen, E</td>
<td></td>
</tr>
<tr>
<td>Massey, Charlotte</td>
<td><a href="mailto:cmassey@ucsc.edu">cmassey@ucsc.edu</a></td>
<td>150A SS2 X4592</td>
<td>Whittaker, S</td>
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<td>Weill, Joanna</td>
<td><a href="mailto:jweill@ucsc.edu">jweill@ucsc.edu</a></td>
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<td>Wang, S</td>
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</table>
LECTURERS, VISITORS, & RESEARCH ASSOCIATES
2016-17

Lecturers

CARDILLA, KIMBERLY (FWS)
Office: 374 Social Sciences 2, 9-3819
email: kcardill@ucsc.edu

HOFFMAN, DAVID (TONY) (FWS)
Office: 352 Social Sciences 2, 9-3909
email: thoffma@ucsc.edu

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

SAPOSNEK, DONALD (WS)
Office: 378 Social Sciences 2, 9-4095
email: dtsapos@ucsc.edu

STERLING, CASSIDY (S)
Office: 245 Social Sciences 1
email: csterlin@ucsc.edu

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

Visiting Scholars

LIU, Zhengguang
email: zliu108@ucsc.edu

MANTEGHI, Morteza
email: TBA

LI, Ming
email: TBA

Research Associates

CRAWFORD, MARY

ELLIOTT, EMMA
email: emelliot@ucsc.edu

FARKAS, TIMEA
email: tfarkas1@ucsc.edu

GONZALEZ, ELIZABETH
email: egonzal5@ucsc.edu

ZEAMER, CHARLOTTE
email: czeamer@ucsc.edu

Note: please check our web page for a current list of psychology personnel:
http://psychology.ucsc.edu
PSYCHOLOGY STANDING COMMITTEES
2016-17

Chair  Campbell Leaper
Vice Chair  Jeannie Fox Tree

Advisory/Executive Committee
Campbell Leaper - Chair
Jeannie Fox Tree - Vice Chair
Steve Whittaker - Cognitive Area Head
Su-hua Wang - Developmental Area Head
Eileen Zurbriggren - Social Area Head
Staff: Allison Land

Committee on Undergraduate Affairs (CUA)
Chair: Jeannie Fox Tree
Audun Dahl (Developmental)
Phil Hammack (Social)
Staff: Lorato Anderson, Gail Black & Chantell Padilla

Graduate Committee
Chair: Su-hua Wang (Developmental)
Eileen Zurbriggren (Social)
Steve Whittaker (Cognitive)
Staff: Jonelle Howard

Research Participant Pool
Chair: Ben Storm
Staff: Kathy Montano

Graduate Student Representatives
Jennifer Day & Julia Soares (Cognitive)
Claudia Castaneda & Priscilla Sung (Developmental)
Sarah Harsey & Sam Hughes (Social)

TA Training Coordinators
Rebecca Covarrubias (faculty)
Bryan Holbrook (graduate student)

Search Committees
Developmental Search
Chair: Su-hua Wang
Diversity Liaison: Margarita Azmitia
Member: Benjamin Storm

Social Search
Chair: Eileen Zurbriggren
Diversity Liaison: Regina Langhout
Member: Douglas Bonett

Diversity, Equity and Inclusion Committee
Shirin Bakhshay (Social grad student)
Christy M. Byrd (Developmental faculty)
Jonelle Howard (Psychology staff)
Regina Langhout (Social faculty)
Alina Larson (Cognitive grad student)
Kathy Montano (Psychology staff)
Travis Seymour (Cognitive faculty)
Graciela Solis (Developmental grad student)
GENERAL INFORMATION

Paychecks
If you have a TA (Teaching Assistant) or GSR (Graduate Student Researcher) appointment, you will be paid in three equal paychecks. For a fall quarter appointment, your first paycheck will arrive on November 1. If you chose to have your check mailed to your department, you can pick it up from the Faculty Services Office. 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 your advisor’s permission, a key to his or her 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 for 2016-17 will be:

Cognitive: Steve Whittaker
Developmental: Su-hua Wang
Social: Eileen Zurbriggen

Graduate Committee
The faculty Graduate 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 Committee Chair rotates each year across the Area Heads. Members of this committee for 2016-17 are:

Developmental: Su-hua Wang (Committee Chair)
Cognitive: Steve Whittaker
Social: Eileen Zurbriggen
**Graduate Representatives**

There are two graduate student representatives from each program area. Bring your ideas/questions/issues to your graduate representative. Grad reps for 2016-17 are:

**Cognitive:** Jennifer Day (jeday@ucsc.edu)  
Julia Soares (jusoares@ucsc.edu)

**Developmental:** Claudia Castaneda (clcastan@ucsc.edu)  
Priscilla Sung (psung1@ucsc.edu)

**Social:** Sarah Harsey (sharsey@ucsc.edu)  
Sam Hughes (sadhughe@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.

**Travel Awards**

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.

**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.
ROOM 145, SOCIAL SCIENCES 2

Room 145 is a 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. Your key to this room is a “passage” key: it will open the door but not unlock it. This is for the security of your mailboxes and the electronic equipment. Please do not prop the door open and leave it unattended. Hold on to your key so you won’t get locked out!

Mail/Mailboxes
Mail is delivered 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 145. 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 Kathy Montano (9-5084).

Bulletin Board
Various announcements are posted that might be of interest to you: workshops, fellowship opportunities, events, conventions, grant opportunities, awards, proposals, etc.

Refrigerator/Microwave
They are there for your convenience. It is your responsibility to keep them clean if you use them!
ROOM 404, SOCIAL SCIENCES 2
GRAD COMPUTER LAB

The Grad Lab is shared graduate student space. It 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.

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
PSYCHOLOGY RESEARCH PARTICIPANT POOL (RPP)

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

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

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

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

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

A TA (or GSR) should be aware of the possibility that his/her statements and actions may constitute sexual harassment of undergraduate students they teach or supervise. It is a breach of professional ethics for a TA or GSR to date a student in their class or under their supervision. The university has instituted a number of measures designed to protect its community from sexual and other forms of harassment. Information, advice, referrals, and/or copies of UCSC’s *Sex Offence Policy and Procedures for Reports of Sexual Assault(s) and Sexual Harassment* are available to all students (and faculty and staff) by contacting Tracey Tsugawa, Title IX/Sexual Harassment Officer, 105 Clark Kerr Hall, (9-2462) or ttsugawa@ucsc.edu. You can also find more information at safe.ucsc.edu.
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.

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 ExperimentLink 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 (ucscrerearchpool@gmail.com).

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 his/her sessions and provide constructive feedback.
3. The mentor will be accessible throughout the quarter to answer the new TA’s questions and concerns.
II. TA Workshop
The TA training coordinators will facilitate one four-hour workshop within the first two weeks of Fall quarter which will consist of:

♦ Learning the institutional rules  
  (Policies on assigning TAs, how to handle sexual harassment, the TA union; visits from the Title IX officers and a TA union rep)

♦ Hands-on practice in how to meet with the instructor, warm up the classroom, engage class discussion and collaborative learning, deal with conflicts with students and instructors, grade essays and nurture students’ writing.
PSYCHOLOGY POLICIES FOR TAs, TA COURSE SUPPORT & READER SUPPORT

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

It is very important to meet all the responsibilities of each of your TAships, and the Psychology Department expects TAs to perform at the highest possible level regardless of the course 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 (from any source) has reached their normal “limit”. No exceptions will be requested for these students unless they have satisfactory evaluations and all other eligible students (with less than 12 total TAships) have some support. Eighteen quarters is the absolute maximum number of quarters a student can TA (system-wide policy, no exceptions).

4. Satisfactory performance in previous TAships is necessary. Any TA who receives less than satisfactory final evaluations from their undergraduate students will be required to work with the Psychology TA trainer and/or a TA mentor during their next TA assignment, and continuing access to Psychology TAships will depend upon improvement.

5. Students on academic probation receive a lower priority for TAships, and previously assigned TAship may be withdrawn if a student is placed on academic probation.

6. Instructors for Psychology 1, 2 and 100 are given their first TA preference whenever possible from the students in eligible groups.

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

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 30 students for Psych 100.

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 26 for more information on area teaching requirements.

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

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

**Seeking Alternative Forms of Support**
The Department is not allocated enough TA positions to support every enrolled graduate student. 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.

**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, peace psychology, 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 sponsors to outline a plan of academic study that corresponds with their interests and goals and includes formal course work, seminars, independent studies and research.

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

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

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

By the last day of instruction of the first year (date posted in the Schedule of Classes), each student will submit an APA-style written report of this project. The written report should describe the general question considered, provide some review of the relevant research literature, present the data collected or examined and discuss the implications of this work for psychological theory and application. The first-year project requirement is 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. Optimally, each student will have had his or her main advisor read and comment on an earlier version(s) of the first-year paper well before the last day of instruction deadline. 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). Optimally, each student will have had his or her 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 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. Optimally, each student will have had his or her main advisor read and comment on an earlier version(s) of the second-year paper well before the last day of instruction deadline. 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. A new deadline for the submission of the revised paper should be established. However, the final deadline for the approval of the first
and second year papers is Nov. 1st of the following fall quarter. After this date, the advisor and/or second reader are no longer obliged to consider revisions to the first/second year paper and the program will recommend to the graduate division that the student immediately be placed on probation.

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

**Course Work**
All first-year students must take two courses in statistics during their first year: **Psych 204: Quantitative Data Analysis** (Fall quarter) and **Psych 214A: Multivariate Techniques** (Winter quarter). Students must also in their first year take the two quarter proseminar sequence for their particular research area in the fall and winter quarters: **Psych 211A and 211B** (social psychology), **Psych 224A and 224B** (cognitive psychology) or **Psych 244A and 244B** (developmental psychology). 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 (i.e., Psych 227: Contemporary Issues in the Psychology of Language, Psych 220: Special Topics in Human Memory, Psych 223: Special Topics in Psychological Inquiry)
- a graduate course in Developmental Psychology*
- a graduate course in Social Psychology*
- a substantive advanced course in a discipline other than Psychology

**Developmental Psychology requirements**
- Psych 225A-B-C: Introduction to Developmental Research (fall, winter, spring of first year)
- Psych 246: Diversity: Issues 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 a student takes his or her Qualifying Exam in the third year. (Students are encouraged to continue to take occasional advanced seminars through their later years in the program.) Students may fulfill one or both of their psychology course requirements by taking any of the proseminar courses in one of the other research areas. For example, developmental students may take Psych 211A or Psych 211B to meet their requirement for a social course or Psych 224A or 224B to meet their requirement for a cognitive course. Note: Psych 225 does not fulfill the developmental graduate course requirement for cognitive and social students; also 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 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 committee for final approval.

Advanced Course in a Discipline other than Psychology
Students may take either an undergraduate course or a graduate course to fulfill the advanced course in a discipline other than psychology. Approval for an undergraduate course must be given in advance by the student’s advisor and the faculty head of the research area. In general, the specifics as to what courses a student should take and when they should be taken are to be determined in consultation with a student’s graduate advisor.
Petitions for Alternative Courses
Students transferring into the Ph.D. program from another institution should consult with their advisors and the faculty head of the student’s research area, to see if any courses previously completed might satisfy our course requirements. Any petition for alternative courses to satisfy course requirements should be signed by the student, advisor and area head before it is forwarded to the graduate committee for final approval.

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

Teaching
Each student is required to serve as a teaching assistant (TA) for at least two courses during his or her graduate career. This requirement must be met regardless of whether a student is financially supported through research assistantships or through other graduate fellowships. Students in the developmental area must serve as a TA for Psych 10 (Introduction to Developmental Psychology) and social students must serve as a TA for Psych 40 (Introduction to Social Psychology) at least once during their graduate careers. 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 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 his/her situation. If the student fails to meet the goals set out in the warning letter, or fails to remove the problems set out in the warning letter; then the following steps will be taken. The faculty in the student’s area must meet and decide if they wish to recommend to the Chair to recommend to the Graduate Dean that the student be placed on academic probation. The Chair can follow the recommendation as closely or as loosely as he/she wants in the department’s recommendation to the Graduate Dean. Normally, the area recommendation to the Chair would occur toward the end of a quarter and the chair would write to the Dean at the close of the quarter so that the Dean might have a letter ready for the student at the start of the next quarter.
DESIGNATED EMPHASIS

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
- Visual Studies

MASTERS DEGREE

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

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

Students must also submit an expanded write-up of their first-year or second-year project. This paper should reflect additional data collection and/or analysis beyond what was submitted for the first-year project, as well as a more comprehensive literature review and discussion of the theoretical implications of the research than was provided in the first-year project. The final draft of the Masters research paper must be submitted to the student’s advisor and one other faculty member no later than the beginning of the 7th week of the quarter in which the 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 Masters level work, and then turned in to the psychology graduate program coordinator, by the stated deadline to complete the degree requirements.
QUALIFYING EXAMINATION

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

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

Psychology students 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; 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.

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 he or she might like the committee to discuss. In the remainder of the exam, the committee examines the student's general knowledge of the topics indicated by the reading list. Upon successfully completing the qualifying examination and paying the advancement fee, a student is advanced to doctoral candidacy.

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

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 orally defend the proposal in a two-hour meeting with his or her faculty committee. It is recommended that the student give a finished draft of the proposal to the faculty advisor and other members of the dissertation examination committee at least two weeks before the oral defense. Of course the student should have responded to fairly detailed comments on rough drafts of the proposal from his/her advisor and potentially from other key members of the committee well beforehand.

During the oral defense, the student will usually give a brief, 15-minute overview of the proposed topic and empirical studies and then answer questions from the faculty committee about the plan of research. In most cases, the faculty will offer ideas and suggestions for improving the research plan. Within two weeks of the proposal defense, 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 defend their dissertation proposals 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.
DISSEbATION

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 a student and her or his 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 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 her/his 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. At most, the interim advisor can serve for no more than two quarters or until the end of the current academic year, whichever comes first. In the latter case, the deadline for securing an advisor will be 10 days after the start of instruction in the ensuing fall quarter. If the student has not secured a new advisor during this period, the program will recommend to the Graduate Division that the student immediately be placed on probation. If the student does not obtain an advisor within one quarter of being placed on probation, the program will recommend that the student be dismissed from graduate study at UCSC. Students in good standing can petition for an exception if special circumstances seem to warrant an extension of the deadline for finding an advisor.
OUTLINE OF A TYPICAL YEAR

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

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

Second Year
♦ Second-year research 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
♦ 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. 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.

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-ABSTENTIA

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 committee reviews the handbook and asks the faculty representatives from the three research areas to meet with their respective faculty to review the curriculum and this document. Suggested changes will then be brought forth for the department chair and advisory committee to decide which changes to implement. Suggestions for change (and clarification) are also welcome from the graduate representatives. Each cohort of students is governed by the version of the handbook in effect during the year they enter graduate training at UCSC. If special circumstances occur, students are welcome to submit a petition to the graduate committee requesting changed requirements in their case.
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. He or she can be consulted by any graduate student in the area about any issues related to graduate education (p. 12)

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.21)

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.24)

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.23)

**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.12)

**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.25)

**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.14)
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.1)

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.15)

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.29)

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.23)

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.24)

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.16-18)

Upper Division Courses:
Upper-division courses (numbered 100-199) are designed for junior and senior undergraduate students.