This handbook has been designed as a ready-reference to guide you through program requirements and deadlines. A hard copy of the current version is distributed to entering students. Thereafter, access is via the online version: http://www.psych.ucr.edu.

Usually, requirements in effect in the fall quarter of the year in which you begin are those which you must fulfill. Your advisor may have additional recommendations, and you will usually receive a finer education if you follow such recommendations.

Please make it a habit to consult this Handbook first when you have questions regarding the program. Online, necessary forms are linked to the text describing the requirement.
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STATEMENT OF PURPOSE

The aim of our graduate program is to provide flexible graduate training which permits the attainment of several objectives. These objectives are (a) to train students to analyze problems in an independent and critical manner, (b) to impart mastery of the techniques necessary for creative study and research, (c) to assure an adequate comprehension of the content areas of psychology, (d) to provide adequate supervision of the student's study and research, and (e) to require demonstration of each student's ability to originate and execute creative research of high quality.

To fulfill these aims, the student must select a problem within an area of specialization. Eventually, the student must acquire knowledge in sufficient depth to pursue independent research. Hopefully, sufficient breadth will be maintained to gain insight into a particular specialty from knowledge in other areas.

Although course work, with lectures and reading lists, may be an efficient means to quickly acquaint the student with a broad range of material, graduate training only begins there. Training in the ways of a professional psychologist can only come about by doing what a psychologist does: searching the literature, reading critically, planning and conducting research projects, and writing and speaking coherently. The graduate program outlined in this manual emphasizes these activities.

Successful graduate training depends upon the mutual education of students and faculty working together, with common interests and respect for one another. If this is to be achieved, it is essential that the students and faculty know one another. For this reason, the graduate program in this department places heavy emphasis on the student's academic advisor. Although a student should feel free to change an advisor as interests develop or change, it is essential that the student recognize that it is advantageous to make developing interests and competence well-known to the advisor. Given the realities of academic life, the burden of initiating communication will usually fall on the student. Through interchanges between the student and advisor, both should mutually advance their knowledge.

The program has been developed to meet the objectives stated above, and it is based on a philosophy similar to that conveyed by the paper entitled "Education for Research in Psychology" in the April, 1959, issue of the American Psychologist. The summary paragraph reads as follows:

"In conclusion, therefore, we say that research is learned by doing and taught mainly by contagion. Research must first be going on if there is to be research training. What formal courses are offered is no index of a department as regards such training: the only adequate index is the eventual productivity of the individuals that the department produces. Apprenticeship is, we believe, the most important part of education for research in psychology; the professor who hires a graduate student as research assistant takes on the primary teaching responsibility for that student, a responsibility which both he and his department must recognize. Finally, we are opposed to any attempt to standardize training programs for research, irrespective of whether the attempt is at the formal level of forcing uniformity between universities or at the less formal level within a department where uniformity may be imposed on all students whether or not they are being trained for research. (p. 179)"

An aspect of apprenticeship not indicated above is conveyed by the following paragraph:

"The preceding paragraphs have concerned the dyadic relation of apprentice to senior investigator. But there is another kind of experience which is important: that involving the relation of the student to other graduate students. This latter relation is responsible for much of the training which the individual receives and has one important advantage compared to the former. Although the ideal relation of senior researcher to apprentice is probably one of social equality in which one is senior only because he possesses skills and experience that the other does not yet share, this relation is very difficult to achieve between senior professor and first-year graduate student. But with other graduate students the neophyte comes closer to feeling that he is one of a group of equals, sharing the same concerns. With them, he is apt to be less diffident in trying out his ideas, wild though they may be. (p. 177)."
ADVISING

DEPARTMENTAL GRADUATE ADVISOR

The Graduate Division requires that each department have an overall department Graduate Advisor who bears responsibility for administering the Department’s graduate program and providing liaison with the Graduate Division. The Graduate Student Officer assists the Graduate Student Advisor. The departmental graduate advisor does not have the responsibility for providing individual advising for every graduate student except for procedural matters. Academic advising is handled by each student’s faculty advisor.

The departmental Graduate Advisor is responsible for reviewing the cumulative program and progress of each graduate student once each quarter to ensure that any aspect of inadequate progress or other difficulty receives appropriate attention by the student and the faculty advisor. The Graduate Advisor must also sign most of the official forms and petitions required during the course of graduate training.

YOUR FACULTY ADVISOR

Entering graduate students are assigned an academic faculty advisor by common agreement of the faculty members in the student’s Area. This initial assignment of an incoming graduate student to a faculty advisor is made on the basis of the match between the student’s and the advisor’s research and professional interests. The graduate student has the primary responsibility for her/his success in graduate school, including determining that all requirements have been faced and passed satisfactorily, but the student’s faculty advisor will be an important source of guidance and advice on graduate program matters.

The primary responsibility of the faculty advisor is to guide the professional development of the graduate student, rather than being simply an evaluator of the student’s completion of course work, etc. This translates into several duties including, but not limited to (a) ensuring that the student takes the courses that are most appropriate to her/his professional and research interests, (b) ensuring that the student obtains appropriate research experience, (c) monitoring the student’s performance as a teaching or research assistant, and (d) seeing that the student attains familiarity with the skills required for a research career in psychology, such as publishing articles in professional journals and applying for extramural grants.

The student’s faculty advisor normally will be closely involved in the student’s research program. Generally, there will also be faculty members other than the student’s advisor who share some of the student’s interests or who have skills and experience in which the student is interested.

Students are encouraged to seek out such faculty and to ask their advisor about other faculty who could be of special benefit to their academic and professional development. These faculty may also be appropriate for the three-member committee which must be established to guide a student’s research in the first two years (described in a later section).

The student’s faculty advisor will assume major responsibility for the student’s academic progress, including the primary responsibility for evaluating annually the student’s progress. But, the student may designate additional faculty members with whom she or he has worked to serve as auxiliary evaluators during the annual evaluation process.

A Co-Advisor is necessary when:

A student must appoint a secondary advisor if (1) the student’s advisor is in another Area (e.g., a Cognitive student has an advisor in Social/Personality); and (2) the student has not Advanced to Candidacy. This secondary advisor must be from the Area in which the student will take qualifying examinations and will report to the Area on matters concerning the student’s progress as part of the annual evaluation process, manage any needed breadth approval procedures, monitor the student’s progress toward qualifying exams, and typically serve on the student’s qualifying examination committee as Co-Chair (with the student’s primary research advisor).
CHANGING ADVISORS

We strongly emphasize that the initial assignment of students to advisors is only provisional. Based on the limited knowledge of new students contained in application materials or obtained during interviews, faculty advisors select students to work in their labs, and Area faculty determine that this assignment is appropriate. However, the student should feel free to request a change in advisor at anytime. Such changes occur routinely for a variety of reasons, including matters of student and faculty interest, personality incompatibilities, etc.

Changing an advisor is not difficult, but proper protocol should be followed. First, the proposed new advisor should have sufficient interest in the student’s research and professional interests and must also agree to become the student’s advisor. Then, the student should notify the departmental Graduate Advisor in writing, copying the new and former advisors.

Should the student change to an advisor in another Area (e.g., a Cognitive student changes to an advisor in Social/Psychology), some special procedures apply. If the change is made before the student has passed qualifying examinations, then the student may either (a) switch Areas, taking qualifying examinations in the new advisor’s Area or (b) remain in her/his initial Area, taking qualifying examinations in this initial Area. If option (b) is chosen, a secondary advisor from the Area in which the student will take qualifying examinations also must be appointed (see previous section). If a change of advisor occurs after the qualifying examination is passed, then no special procedures are needed as all further progress is monitored by the dissertation committee.

EVALUATION

GRADING

The Graduate Division requires that students maintain a “B” average to maintain “satisfactory progress.” In courses taken on an “S/NC” basis (Satisfactory/No Credit), an “S” is required. (An “S” requires work equivalent to a grade of “B”)

The Psychology Department requires that each student earn a “B” average in the 211-212-213 sequence and in the student’s area core courses, with no grade lower than “B-“.

To qualify for and retain a Teaching Assistantship, a 3.00 GPA is required; for a Research Assistantship, a 3.00 GPA is required; for a Fellowship, a 3.50 GPA is required. In all cases, satisfactory performance of the relevant duties is also required.

TEACHING ASSISTANT EVALUATION

The Teaching Assistant Development Program (TADP) administers a process whereby TAs are evaluated by the students on line for her/his sections. The rating portion of the student evaluations is tabulated by the TADP; the student types written comments, if any, on line. Copies are distributed to the TA, the TA’s faculty advisor, and the Graduate Advisor. Please retain your copies; you will need them when you apply for teaching positions.

Course instructors provide information about TA performance to the Graduate Advisor. When necessary, the Graduate Advisor notifies students and their faculty advisors of issues meriting their attention.
ANNUAL JUNE EVALUATION

As required by the Graduate Division, the department faculty formally evaluates each student's progress each year. Steps involved are as follows:

1. Request for identification of secondary advisors and corrections on a Summary Sheet of requirements distributed to graduate students.

2. Distribution of corrected Summary Sheets and Evaluation Rating Forms to primary advisors and, if any are identified, secondary advisors. The advisor is to discuss the completed Evaluation Rating Form with the student, which both must sign. The student may submit rebuttal comments separately.

3. The faculty in each Area then meets to evaluate the progress of all students in the Area, using the Evaluation Rating Forms, teaching assistant evaluations, progress in course work, etc. The Area then prepares an evaluative paragraph for each student. The paragraph is included in a draft evaluation letter which also covers objective facts, such as courses taken and grades received.

4. The entire faculty then meets (usually during finals week in June) as a committee-of-the-whole, reviews the draft evaluation letters, and modifies them if necessary.

5. The final version of the evaluation letter is distributed to the student, the student's advisor, the Graduate Division, and the student's file.

STUDENTS PROGRESS

The components of a student's progress in the program may be summarized as 1) satisfactory progress in research, 2) satisfactory completion of core and breadth courses, 3) passing the qualifying examination in a timely fashion, and 4) participation in the intellectual life of the department, such as attending colloquia, brown-bag lunches, and the like. Based on an evaluation of the student's work in all of these aspects of the program, one of the following determinations will be made:

1. Satisfactory progress has been made and the student may continue in the Ph.D. program. Note that satisfactory progress is also a condition of continued financial support whether as a Teaching Assistant, Graduate Student Researcher, or as a Fellow.

2. Satisfactory progress has not been made. The student may continue in the program, but financial support cannot be offered (usually until the deficiency is corrected).

3. Satisfactory progress has not been made, but the student may complete work in the department for the Master of Arts degree only, if desired.

4. Satisfactory progress has not been made and the student may not continue work in the department.
PROGRAM OUTLINE

The Psychology Department expects the doctorate to be completed in five years. *Normative time* is defined by the Graduate Division as the length of the program as stipulated by the department (five years for Psychology) plus one "year of grace." The five years may be roughly divided into three parts: 1) beginning research, breadth, core curriculum, and teaching requirements, 2) continuing research, preparation for the qualifying examination and application for advancement to candidacy, and 3) final research and writing the dissertation. Each of these parts has a specified time frame in which they are to be completed. The three parts are discussed in detail below and are followed by a chart which illustrates typical three-year course plans.

COMMITTEES AND FORMS

Committees are a fact of academic life; your progress through the program will be evaluated by various committees. Some are less formal departmental committees and some are very formal, approved - by - the - Graduate Division, committees. Bear in mind that any change in a committee, at any time, requires a repeat of the initial approval process.

Any forms you need are provided in both the hard copy and online versions of this Handbook, they are also located in the graduate mail room (OLMH 1336) and, online at the Graduate Division website or will be provided to you by the departmental Graduate Student Officer.

RESEARCH - YEARS 1 and 2

Research, is an integral part of the entire program, and must not be overshadowed by the course requirements of the first two years. Students are required to demonstrate the ability to carry through to completion rigorous empirical research and to be active in research throughout their graduate career.

Second-Year Research Project

All students are required to begin research in their first year in the graduate program, under the supervision of a three-person committee. The committee is to be chaired by the student's advisor; the student and advisor will then select two others, at least one of who must be from the student's core Area. The second-year project culminates in a *paper and an oral presentation*. The Second-Year Project must be completed prior to taking any portion of the Ph.D. qualifying exams. Students in the Social/Personality Area are required to complete the written paper of the Second Year Project on or before April 15th of their second year.

1. The written report must be in professional journal format. The advisor should give at least preliminary approval to the paper before it is distributed to the other members. (For some Areas, the written report may become a part of a core Area paper and the qualifying exam.)

2. **No later than May of the second year** in the program, each student must make an oral presentation of the results of her or his research at a meeting of the core Area faculty and fellow students.

3. The written report must be submitted to the three-person committee at least a *month prior* to the oral presentation.

4. Performance on this assignment (and timely completion) will be an important component in the annual evaluation process.

COURSE WORK - YEARS 1-3

Course work which is programmatically required includes the statistical-research procedures core, the teaching course, the Area cores, and breadth. There is also an expected time frame within which these requirements are to be satisfied in order to make satisfactory progress and in order to be advanced to candidacy for the Master’s (if desired) and the Ph.D. Additionally, students take seminars as appropriate.

Seminars Students are expected to enroll in topical (content-oriented) seminars appropriate to their interests throughout their graduate careers and should consult their advisor for assistance in selecting seminars.

YEAR 1

Statistics/Research Teaching Courses
PSYC 211, 212, 213 (for Neuroscience students, two of the three as specified by the advisor, but usually 211 and 212). PSYC 301,
teaching, is taken in the fall quarter of your first year before your appointment as a Teaching Assistant.

Waiving the Stat Sequence

First-year students who believe they have already taken graduate level course work equivalent to PSYC 211, 212 or 213 and received a grade of B or better, may, with the approval of their advisor, ask a PSYC 211, 212, or 213 instructor to test their competency. Based on performance on the examination, if the instructor agrees that the student's competency is adequate, the requirement will be waived.

Area Cores

Cognitive: PSYC 203A, 203B, 203C, 233 (three of the four courses are usually taken in the first year)
Developmental: PSYC 207A, 207B, 207C, 208 (208 is offered every other year, so it is sometimes taken in the first year and sometimes in the second year).
Neuroscience: PSYC 200A, 200B, 200C
Social/Personality: PSYC 225, 226, 227

YEAR 2

Complete two courses for breadth (described below); take seminars as appropriate; area cores for the developmental and social/personality areas are completed.

YEAR 3

Complete last two breadth courses; take seminars as appropriate; form official Qualifying Committee in Fall quarter, develop a reading list, and complete the Qualifying Exams by the end of the academic year. (Breadth should be completed not later than the quarter in which Quals are taken.)

BREADTH

The breadth requirement consists of four additional courses or seminars outside the student's area of specialization. This requirement is flexible in order to provide a choice of courses suitable for students in the different specialization areas within the Department. Courses can be in the Department of Psychology or in another department. They must be regular 3- or 4-unit courses or seminars, and at least 1 of the 4 courses must be a Departmental core course (see list under Year 1" heading) outside the student's area of specialization. Psychology courses in the student's area of specialization offered by other department's will typically not be approved.

For a course to satisfy the breadth requirement, approval prior to enrollment must be obtained from your faculty advisor. Use the approval form in the Forms section. Once it has been signed, by your advisor, give it to the Graduate Student Affairs Officer.

Exceptions to the "prior approval" rule will be granted to students who have completed graduate-level course work prior to entering the UCR program. Students may request that specific courses be accepted toward satisfaction of the breadth requirement. The student should direct the request to her/his faculty advisor. It will then be reviewed by the student's Area faculty, who will utilize procedures and standards typically applied to the preapproval of breadth courses.

ICE - INTERCAMPUS EXCHANGE PROGRAM

Occasionally, students may wish to take courses at another UC campus, either for breadth or for personal educational goals. ICE forms are available from the Graduate Division, and there is a deadline for applying each quarter. Remember, programmatic requirements do not change merely because a course is taken elsewhere. Also, be aware of differences in deadlines on the two campuses. If there is a difference, meet the earliest one to be safe. Do not assume they are the same.

TEACHING EXPERIENCE

In order to gain teaching experience, each student in the doctoral program is required to serve as a teaching assistant for three quarters. Teaching assistants work with a faculty member in an undergraduate class by preparing and grading examinations, reading papers, and conducting discussion and laboratory sections. Complete regulations governing the
responsibilities of TAs is printed elsewhere in this handbook. The Teaching Assistant Development Program (TADP) of the Graduate Division manages the formal training (PSYC 301) required during your first quarter as a teaching assistant. After the formal training, the TADP staff is eager to provide assistance at any time you request it.

It has been our policy for many years to pay a salary even for the required three quarters of teaching assistantship (inasmuch as it is also our primary mechanism of support for our graduate students). First-year students are not usually assigned T A duties in the first quarter of the program and students supported by a fellowship are not usually assigned T A duties until the fellowship ends. However, sometimes the Department may need to use a first-quarter or fellowship student because of a shortage of TAs in general or in a specific area. This is worked out in a mutually agreeable fashion. Fellowships usually permit supplementation up to 25 percent. A one quarter T A appointment in a year has always been permitted because it can be justified as less than 25 percent supplementation for the year. Regulations regarding T As and Readers appears later in this handbook.

SUPERVISING UNDERGRADUATE RESEARCHERS

Another kind of teaching experience is gained through directing the efforts of undergraduate students in the laboratory. Undergraduate students enroll in the variable unit courses PSYC 096 (Research for Lower Division Students), or PSYC197 (Undergraduate Research), PSYC 191 (Research Seminar), and PSYC 199H (Senior Honors Research), which are for upper division students. (Please consult the General Catalog for course descriptions.) Students enrolled in the first two usually assist in the research of a faculty member or a graduate student. Students taking 199H are usually involved in a project of their own, but may require guidance from you.

As mandated by the Associate Dean, Student Advising, of the College of Humanities, Arts, and Social Sciences, enrollment by undergraduates in research courses is through the Department, rather than directly by the student. This is to allow the Undergraduate Student Affairs Office to check each student's eligibility for such courses. Instructors receive e-mail with the form attached, it is to be filled out and returned to the undergraduate advising office with the instructors signature: course number, how many units they are to receive, and deviation from normal grading basis. (The regular grading basis is Letter Graded.)

Graduate students are NOT permitted to sign any enrollment forms or to tell a student that she/he may enroll in a course. Send students with problems to our Undergraduate Student Advising unit.

MINOR IN QUANTITATIVE

In addition to pursuing a doctoral degree in one of the core areas of Psychology, graduate students may qualify, under the direction of the Committee in Charge of the Quantitative Minor, for a Minor in Quantitative Psychology by completing the following requirements:

1. PSYC 211, PSYC 212, and PSYC 213, with a grade of "A-" or better in each course, or passing an examination covering the three courses.

2. Three advanced quantitative courses: PSYC 259 (with different subtitles) or other courses specifically approved by the Committee in Charge.

3. Three quarters of PSYC 270.

4. Successful completion of an oral qualifying examination based upon a paper written by the student on a quantitative topic.

A three-person faculty qualifying committee, approved by the Chair of the Committee in Charge, must grant prior approval of the topic of the paper and conduct the oral examination. The candidate and the committee will determine the format of the oral exam; a presentation in PSYC 270 based on the paper will satisfy the oral examination requirement. The candidate must complete a form for the Quantitative Minor signifying completion of all requirements.
# SAMPLE COURSES OF STUDY

## COGNITIVE

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<th>YEAR 2</th>
<th>YEAR 3</th>
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<td><strong>Area Core:</strong> PSYC 233</td>
<td>2 Breadth Classes</td>
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<td><strong>Area Core:</strong> PSYC 203A, 203B, 203C</td>
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## DEVELOPMENTAL

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<tr>
<td><strong>Area Core:</strong> PSYC 207A, 207B, 207C</td>
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## NEUROSCIENCE

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<td><strong>TADP</strong> PSYC 301</td>
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## SOCIAL/ PERSONALITY

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<td><strong>TADP</strong> PSYC 301</td>
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MASTER OF ARTS

Although there is not a separate, terminal, Master's program, students may apply for the Master's degree at the beginning of the quarter in which the statistical sequence, the appropriate area core, two of the four breadth courses, a minimum of 36 units in graduate status (18 units of which must be in graduate course work), and an oral exam are successfully completed. While acquiring the M.A. degree is in no way a program requirement, having it helps to make you eligible for off-campus employment opportunities during the summer or in the last year or two of your graduate work. Acquiring the M.A. is simply a matter of applying for it; no extra course work or examination is required.

NOTE: If you already have an M.A. degree in psychology, you are not eligible for a second one unless justification can be made on the grounds of dissimilarity of fields.

In the first three weeks of the quarter in which you expect all Master's Degree requirements to be completed, let the Graduate Student Officer know that you want to apply for the M.A. that quarter (by e-mail is best). She will prepare the application, which you will sign and pass along to the departmental Graduate Advisor, who will also sign it and return it to the Graduate Student Officer. Notify your advisor of your plans.

REPORTING ON THE MASTER'S ORALS

Because of the dual purpose of the oral component of the Second-Year Project, the departmental form used to report on the Project will also serve as notification of completion of the M.A. orals, if applicable. (The form allows for reporting separately on completion of the oral presentation and completion of the paper for the Project.) The Graduate Student Officer will notify the Graduate Division that you have completed all requirements. The degree will be posted to your record a few weeks after the end of the quarter. If this does not occur, please let the Graduate Student Officer know. The Graduate Division also sends you a congratulatory letter.

THE QUALIFYING EXAMINATIONS

A recipient of a doctorate in psychology should be able to analyze the best psychological science on some topic and to propose a course of action based on this information that is doable and realistic. This is true regardless of whether the person is planning a research program in industry or academia or making public policy recommendations in government. The purpose of the qualifying exam is to determine whether you have acquired the necessary skills to do this and to provide you with an opportunity to further hone these skills.

Preparation for the Qualifying Examinations will be guided by the student's qualifying committee. Students are encouraged to discuss their examination preparation and performance with all committee members throughout the entire examination process, from committee appointment to advancement to candidacy. This should begin early in the third year.

All students are expected to take qualifying examinations and advance to candidacy not later than the end of the third year in the program.

1. Not later than the beginning of Fall Quarter of the third year, nominate a Qualifying Committee.

2. The Second-Year Project must be completed prior to taking any qualifying examinations, written or oral.

3. All required course work (stats core, Area core, breadth) should be completed by the end of the quarter in which you take your Qualifying Examinations. (Exceptions are rare, and will affect your advancement to candidacy.)

4. Be prepared to nominate your dissertation committee within two days after passing your Quals.
NOMINATING THE QUALS COMMITTEE

The Ph.D. Qualifying Committee is to be nominated, for approval by the Graduate Dean, at the **beginning of your third year** in the program. Deciding who will be on the committee is a matter of consultation with your advisor and the individuals you wish to nominate. In no event should the committee be nominated less than six weeks before you expect to take the Writtens (for those writing papers rather than Written Comps, six weeks before you expect to take the orals).

(See the Forms section of this Handbook for an easy way to give the Graduate Student Officer the necessary information). Once the GSO has prepared the form, Department faculty are given a week to voice any objections before the form is sent to the Graduate Division. It may take a month for the Graduate Division to process it.

The Committee consists of at least five people: the Chair, the Outside Member, and three others. At least half the committee must be from the Psychology Department; exceptions require a memo of justification. While not unusual, the committee may have more than five people. There are specific qualifications for committee members:

The **Chair** will usually be the faculty member who has been serving as your advisor. They must be a member of the Riverside Academic Senate (that is, a Professor, Associate Professor, or Assistant Professor) and will normally be a member of the Psychology Department. Rarely, the logical chair of the committee will not hold an appointment or joint appointment in the Department. In that event, an eligible Department member is nominated to serve as co-chair.

The **Outside Member** must be a UCR Professor, Associate Professor, or Assistant Professor (a member of the Riverside Division of the Academic Senate) and **must not have** any formal affiliation (e.g., regular, joint, adjunct, or cooperating title) with the Psychology Department and for committees for the Systems Neuroscience Area, with the Neuroscience Graduate Program. The function of the Outside Member is to act as a proctor or impartial observer. The Outside Member need not know anything about your research and need not submit questions for the Writtens, although they should be provided with a copy of the questions and answers.

More specific details are provided in the list which follows. Exceptions must be justified.

JUSTIFICATION GUIDELINES

Address a memo to the departmental Graduate Advisor explaining any exceptions. Reasons include particular expertise not otherwise available in your Area of study, perhaps including national or international recognition of that expertise.

Chair

UCR Psychology Department Assistant, Associate, or full Professor, usually the student's advisor. For all others, nominate with a co-chair, justify, and obtain a CV if not a member of any of the UC campuses.

Outside Member

Must be an Assistant, Associate, or full Professor at UCR and not hold any appointment (regular, joint, adjunct, or cooperating title) in the Department and for Systems Neuroscience students, with the Neuroscience Graduate Program. State department(s) affiliation.

Other Members

1. **UCR Assistant, Associate, or full Professor.** State department(s) affiliation.

2. **UCR Lecturer or Visiting title.** State title, department(s), provides justification.

3. **UC System, but not Riverside Campus.** State title, department(s) and campus affiliation; provide information to justify.

4. **Not Affiliated with any UC, but has Ph.D.** Provide CV and complete information to justify.

5. **Anything else** consult with the Graduate Student Officer.
Establishing Your Committee

1. With your advisor, decide what faculty are to be nominated for the committee.

2. Make sure the prospective members are willing.

3. At the beginning of the third year, provide in writing (there is a form for your convenience) to the Graduate Student Officer:

   a. your name and the date you are submitting your list.

   b. the names of the committee nominees, identifying the Chair and the Outside Member, including department affiliation and title.

   c. identify the department/institution of any nominees not in the Psychology Department.

   d. brief explanation/justification/CV as indicated above.

   e. the dates, whether tentative or firm, of your Writ tens and Orals.

THE “WRITTENS”

The student will demonstrate competence by completing a series of written examinations or papers or an area variation or option administered by the qualifying committee, according to the options permitted by her/his area. The topics on which the student will be examined will be determined jointly by the committee and the student, and a reading list will be developed. It is the student's responsibility to initiate discussions with the committee regarding the scope and scheduling of this examination.

At least ten business days are needed between completing the written examination and the oral examination, at least four weeks are needed between submission of papers and the oral examination to allow committee members time to read. A shorter time span must be approved, in writing, by all committee members, and placed on file with the Graduate Student Affairs Officer.

Area Variations

1. Cognitive students may prepare a research proposal or take a two-day, four-part written examination.

For students selecting the research proposal option, the written qualifying exam will consist of a proposal following NSF guidelines for grant submissions. That is, the text of the proposal cannot exceed 15 single-spaced pages (this includes tables and figures, but not references). The proposal should layout a program of research that addresses an important issue in cognition, equivalent in scope to a 3-year grant proposal. The proposal should be in an area of special interest to the student, and should describe the theoretical and empirical background for the research, how the proposed experiments will address the theoretical issue(s), and describe the proposed experiments in enough detail to enable critical evaluation. The written qualifying exam is not a dissertation proposal (it is much broader in scope), but some of the proposed work may be undertaken as dissertation research.

Consult the NSF web page:


Center for further details on format (note: budget, bibliographic sketch, etc., are not to be included, only the research proposal itself). Copies of recent faculty NSF proposals are on file in the main office - students are encouraged to read some of these proposals before beginning the qualifying exam.

Prior to beginning work on the qualifying exam, the student will submit a pre-proposal to their committee members. The pre-proposal will be a brief description of the proposed research and its rationale. This should be approximately 3-4 pages, and should include references. If the committee approves the pre-proposal, the oral exam will be scheduled 20 weeks after the date of approval. Since the committee must receive the proposal 2 weeks prior to the oral exam, students will have a maximum of 18 weeks to prepare the full written proposal. Students cannot circulate drafts to anyone (faculty, colleagues, other students) before turning in the final proposal to the committee. The written proposal, and the ideas contained therein, are to
reflect the students own work. However, students are encouraged to discuss their ideas with faculty and colleagues before and during the proposal writing period.

In the oral exam, students should be prepared to discuss the proposal, its theoretical relevance, the relevant background literature, as well as the specifics of the experimental design. Students should be prepared to defend their ideas and proposed experiments and to discuss related theoretical issues that are pertinent to the proposed research.

Prior to taking the qualifying exam, students are strongly encouraged to take two graduate seminars from cognitive faculty other than their advisor.

2. Developmental students may prepare a research proposal (as described above for Cognitive students; consult your advisor for further details) or take a two-day, four-part written examination. All developmental students taking the written exam in any given quarter take it on the same days. On the first day, all students will answer the same set of questions regarding basic developmental concepts and/or theories. Questions on the second day will be tailored for the individual student.

3. Neuroscience students may prepare a research proposal (as described above for Cognitive students but with the flexibility to use either the NSF or NIH R01 format; consult your advisor for further details) or take a two-day, four-part written examination. All Systems Neuroscience students taking the written exam in any given quarter take it on the same days. On the first day, all students will answer the same set of questions regarding basic neuroscience concepts and/or theories. Questions on the second day will be tailored for the individual student.

4. Social/Personality Students take a two-day, four-part written examination or submit a series of papers. Consult with your advisor.

If the paper option is used, the topic and scope of each paper will be determined jointly by the student and their committee. At the discretion of the student’s qualifying committee, the student’s research program might contribute to these papers. The student is responsible for initiating consultation.

Who Gets and Gives the Questions for the Two-day Writtens?

The chair and all the “working” members of the committee (not usually the Outside Member) submit questions. The chair then constructs the written examination by picking and choosing from the submitted questions. The exam is then put into a standard format by the Graduate Student Affairs Officer. Although all this is the committee chair’s responsibility, the prudent student will provide gentle reminders about two weeks in advance. On the days of the Writtens, the student will get the questions from, and return the answers to, the Graduate Student Affairs officer. More specific instructions will be provided at the time of the examination.

Where are Written Examinations taken?
Each student must make her/his own arrangements. A quiet place where interruptions will be few is necessary. Typical places are in your chair's or other committee member's lab or your office (your office mates will need to stay away).

If Writtens Are Failed. It does not happen often, but sometimes the Writtens are not all they should be. Very, very rarely, Writtens are so poor that the Oral is canceled. Usually, though, the quality of the Writtens is part of what is discussed by the committee (out of the presence of the student) at the beginning of the Oral. If deficiencies exist, depending upon their seriousness, the Oral may be postponed at that time, or the Oral may be held and the student required to rewrite some portion of the Writtens before results are finalized, or the Oral performance may be thought to redeem the deficiencies and the student will be counseled regarding writing skills.

On the days of the Writtens. For the usual four-part exam; pick up the first part from the Graduate Student Officer at 8 am; return disk at noon. Come back a little after 1 pm to pick up the second part; return disk before 5 pm. Repeat on second day.
THE "ORALS"

The student has the responsibility for arranging the date and time of the oral examination with their committee members and for reminding committee members as the time approaches. Three hours is the usual time allotted. Remember, you will have to get five people together, so start your arrangements early. Once you have a general idea of when, check with the Graduate Student Officer to see what space is available before finalizing a date and time.

The qualifying committee conducts the oral examination. The scope of the oral is based on:

1. The student's written examination or papers and substantive material reasonably related to the examination or papers.

2. At the student's request, a research problem area and substantive material related to that area, as outlined in writing by the student.

The delineation of the scope of the orals cannot place any constraints on the questions, which may be asked by the Outside Committee member.

Immediately after the oral examination, the student will be informed if they have passed or failed. If the examination is failed, the committee has the option of recommending that it be retaken, providing the committee agrees that the overall performance warrants retaking the examination. The oral examination may be retaken only once.

ADVANCEMENT TO CANDIDACY

The results of the Qualifying Examinations must be reported to the Graduate Division within two or three days, and the dissertation committee chair must be nominated (on the form) at this time.

The names of the proposed members of the dissertation committee are submitted to the Graduate Division on the same form and at the same time that the outcome of the Qualifying Examination is reported, as described previously. (The dissertation committee may be changed later, if necessary, with reasonable justification.) See the procedures for nominating Qualifying Committee members; they apply also to Dissertation Committee nominations. A department form for listing the names of the nominees will be provided by Graduate Student Officer at the time of the Oral Examination.

The report form cannot be sent to the Graduate Division without at least the nomination for the chair of your dissertation committee. If at all possible, be prepared to nominate the entire committee at this time. If you cannot, you must do so prior to registration for the next quarter, or your registration will be blocked. The appropriate form for reporting the results of the qualifying examination will be provided to the committee chair by the Graduate Student Officer at the time of the Orals. When the Graduate Division receives the form, they check that all requirements for Advancement have been met (i.e., all required course work: stats, core, both sets of breadth, grades, etc.). While the norm is that all of these requirements will be completed before you take your Quals, sometimes a student may be enrolled in the last needed course. When all requirements have been met, the Graduate Division will send a notice of Advancement to Candidacy to the student. Dissertation preparation instructions are also sent at this time.

THE DISSERTATION

NOMINATING THE DISSERTATION COMMITTEE

Each student will, in consultation with their advisor, form a Dissertation Committee composed of a minimum of three members. You may have more than three members, but it isn't customary. The committee should be established before the dissertation problem is formally selected, although the student's research work prior to advancement to candidacy may be used as a basis of the dissertation research itself. Ideally, the student should have a dissertation problem in mind by the time the qualifying examination is taken.
Dissertation Research Proposal

A written dissertation research proposal must be submitted to the chair of the committee not later than the end of the quarter following the quarter in which the Quals were passed. The chair will then convene the committee to meet with the student and decide on the suitability of the proposal. It is expected that the dissertation will be completed no later than two years after advancement to candidacy.

Dissertation Research Grant

After Advancement to Candidacy, funds are available through the Graduate Division to aid in dissertation research (e.g., to pay subjects). There are quarterly application deadlines. Application information is distributed to all third through fifth-year students whenever it is received from the Graduate Division. You may also consult with the Graduate Division directly. (www.graddiv.ucr.edu/finsuptoc.html)

Filing Fee Status

A student who has completed all degree requirements except for the final defense and filing the dissertation may use Filing Fee Status in the quarter in which the dissertation will be filed instead of paying full registration fees. When a student applies for filing fee status, it is expected that a draft of the dissertation has been read and approved by the dissertation committee, that only minor revisions need to be made, and that no more than 12 hours of faculty time will be required. A candidate on filing fee status cannot be employed using any student employment title (e.g., Graduate Student Researcher, Teaching Assistant, Associate-in). A candidate on filing fee status is not entitled to student privileges at the University nor, except for the libraries, use of University facilities. Health insurance may be purchased through the Student Health Center.

If you file during the summer, and were regularly enrolled in spring quarter, additional fees are not required. Otherwise, you must either go on Filing Fee (if you have not done so before) or must register and enroll in 4 units of PSYC 299. Complete details are printed on the reverse of the Filing Fee Status application.

When you receive notification that your application has been approved, follow the instructions provided for payment of Filing Fees. Do not enroll in any units. Wait until you receive a bill reflecting the filing fee as the amount due before you pay your fees. Students on filing fee status are not eligible for employment in any student titles. The fee is in lieu of enrollment fees. The application is available online from the Graduate Division.

Only one quarter on filing fee status will be approved; the Graduate Division makes no exceptions. Students who fail to complete their programs in the quarter on filing fee status must enroll and pay full registration fees the following quarter. If this happens to you, notify the Graduate Division so that registration materials can be ordered.

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FINAL DEFENSE OF THE DISSERTATION

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A Final Defense of the dissertation is required by the Graduate Division. The Final Defense usually is held before the final draft of the dissertation is prepared so that any recommendations made by the dissertation committee may be incorporated in the final version. The procedure and form of the Final Defense in the Psychology Department is similar to the oral examination for Quals. The dissertation committee is the defense committee.

NOTE: Sometimes an emergency substitution on the Committee at the time of Defense may be necessary. Approval prior to the Defense is required. There is a difference between an emergency substitution for the Defense only and an actual committee change: Make your intent clear. Contact the Graduate Student Officer.
Any member of the Academic Senate may attend, and an e-mail announcement of the final defense is sent to faculty in our College and appropriate others. You may invite guests, if you wish. Consult with the Graduate Student Affairs Officer so that a room can be reserved and the paperwork will be available for signature. The results of the defense are reported on Form 5, "Report on Final Defense of the Dissertation." This form is prepared by the Graduate Student Affairs Officer, and is signed by the committee members after the defense; it must be returned to the Graduate Student Affairs Officer. It will be exchanged for the copies of the dissertation required by the Department (see "Preparing and Filing," below). The Graduate Division will not accept your dissertation without the Form 5.

Signature Page of Dissertation For the Graduate Division copies of the dissertation, have your committee members sign the two signature pages (on acid-free paper) at the time of the Defense. This can save a lot of aggravation later, especially if any of the committee members are not/will not be "in-resident" at the time you file.

The following items touch upon some of the things that most often cause confusion. But please refer to the Graduate Division instructions.

1. The left margin must be at least 1 1/2 inches.

2. The first several pages of the dissertation are counted (paginated) but are not physically numbered.

3. A copy of the dissertation is taken to the Graduate Division for format approval.

4. 6 copies, at a minimum, are required: 2 copies for the Graduate Division, printed on acid-free paper, with the original signature sheets; 4 copies for the Psychology Department.

The Department will bind its four copies. One is for the Goldman Library and the other copies are for your committee chair and members. (If your committee includes more than three people, please make additional copies for them; the Department will hard bind these as well.)

Note: If you have personal copies to bind, UCR Printing and Reprographics does a nice binding job at a reasonable cost.

5. Form 5, Report on Final Examination, must accompany the two acid-free copies of the dissertation filed with the Graduate Division. As discussed earlier, the Graduate Student Officer will exchange the Form 5 for the necessary copies of the dissertation.

Note: It is not a good idea to have someone else file your dissertation for you. The peskiest little things crop up at the last minute, which only you can handle.
CASE-UAW REPRESENTATION

Academic Student Employees (ASEs) are included in an agreement reached between the University and the United Auto Workers covering terms and conditions of employment for teaching assistants, readers, tutors and other specified ASEs. (Graduate Student Researchers are not covered under this agreement.) Complete details are available on the web at:

www.ucop.edu/humres/labor

MINIMUM EMPLOYMENT REQUIREMENTS

To be employed as a TA, GSR, or Reader, students must be enrolled full-time (minimum of 12 units). Other than during quarter breaks and summer, students may not be employed more than a total of 50% time. Fellows may not be employed more than 25% time and must have permission from the Graduate Dean. Appointments during the summer and appointments over 50% automatically become subject to Medicare and UCRS (retirement) withholding. However, when you leave UCR, you can apply to have the UCRS funds returned to you.

Minimum GPAs. Teaching titles, e.g., Teaching Assistant, Associate-In, require a minimum GPA of 3.25. Graduate Student Researchers and Readers must hold a minimum GPA of 3.00. With justification, the Graduate Division may permit reappointment for one quarter while the GPA is improved to meet the minimum. Minimums for Fellows vary and will be stipulated by the granting agency.

Job Performance. As well as being in good academic standing, adequate performance of duties as a TA or Reader is a requirement for continued support. Refer also to the Teaching Assistant Evaluation section under the heading, Evaluations.

DEPARTMENT TEACHING ASSIGNMENTS

All graduate students who desire support as a Teaching Assistant or Reader, and who have a GPA of at least 3.25, should complete a TA request form. (Copies are placed in mailboxes before the start of each quarter; both students and instructors are asked for preferences). All students, regardless of year or source of current support and including students desiring a limited (less than 20 hrs. per week) appointment may apply, although we try to avoid appointing first-year students as TAs. Applicants in good standing in years 2-5 and not otherwise supported are guaranteed appointment, assuming sufficient Departmental resources. While it has not generally been an issue, adequate (or improving) TA skills are required. It must also be remembered that the programmatic requirement for teaching training is three quarters as a Teaching Assistant.

All assignments are for a single quarter, including assignments to courses that are a part of multiquarter sequences. TA assignments are made by the Graduate Advisor. Instructor preferences, student preferences, students' areas of expertise, and teaching evaluations (after the first quarter) are all taken into account. The TA assignment process attempts to maximize the overall quality of instruction throughout the entire curriculum.

There are two types of schedule conflicts that the Department accepts responsibility for avoiding: (1) a conflict between the Teaching Assistant course assignment and a required graduate course; and (2) a conflict between course assignment and certain constraints externally imposed by the Teaching Assistants research activity (e.g., a school provides access to subjects only on Tuesday afternoons). In such instances, such potential conflicts should be noted on the Teaching Assistant course request form, with explicit mention of impacted courses. If a Teaching Assistant assignment inadvertently creates the type of conflict noted above, an appropriate adjustment will be made by the Graduate Advisor whenever possible.
It may happen that Teaching Assistant responsibilities of particular courses conflict with student schedule constraints other than those noted above. In such circumstances, students are encouraged to note such potential conflicts on their Teaching Assistant request form, but the department cannot guarantee a Teaching Assistant assignment that satisfies the student’s schedule constraint. In such circumstances, students may be able to identify another student willing to trade assignments; if all parties (including the course instructors) agree, the Graduate Advisor may readjust the Teaching Assistant assignments accordingly. Alternatively, students may refuse the Teaching Assistant appointment, but the department then accepts no responsibility for offering alternative employment or support.

1. Attend, to the extent required by the department, all meetings of the class for which the T A is doing lecturing, laboratory work, section discussions, or grading of papers or examinations.

2. Consult with the professor in charge of the course as to grading policies, course content, and procedures.

3. Attend all meetings of classes, sections, and laboratories for which the T A is personally responsible. Failure to meet regularly scheduled classes for which the T A is responsible constitutes a dereliction of duty and may be grounds for termination of employment. If there is a good reason for absence, the T A must inform the instructor and arrange for a substitute.

4. Make proper and thorough preparation for each class, laboratory, or discussion section for which the T A is responsible.

5. Assign the amount of written work proper to the lab or discussion sections for which the T A is responsible; read and grade the written work thoroughly and rapidly.

6. Post office hours of at least one hour per week per discussion or laboratory section (depending upon the course), and hold those office hours without fail.

7. Report grades accurately and on time to the instructor in charge of the course.

8. Give grade books or computerized scoring sheets to the instructor in charge at the end of the academic quarter.

9. Maintain a professional attitude toward all students in classes at all times. The moral and ethical standards of behavior for faculty instructional procedures apply equally to Teaching Assistants.

10. Return any and all books, which the department provides for your use while a T A.

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**TEACHING ASSISTANTS (TAs)**

**READERS**

**GRADUATE STUDENT RESEARCHERS (GSRs)**

**TEACHING ASSISTANTS**

A Teaching Assistant is not responsible for the instructional content of a course, for selection of student assignments, for planning of examinations, or for determining the quarter grade for students. Neither is the T A to be assigned responsibility for instructing the entire enrollment of a course or for providing the entire instruction of a group of students enrolled in the course. The T A is responsible only for the conduct of recitation, laboratory, or quiz sections under the active direction and supervision of a regular member of the faculty to whom final responsibility for the course’s entire instruction, including the performance of Teaching Assistants, has been assigned.

The duties of Teaching Assistants, as defined by the Graduate Division, are as follows. Departments or instructors wishing to supersede any of these rules should inform their T As in writing, with copies to the Graduate Division and Dean of the College.
READERS

The title Reader is given to a student employed for the ability to render diverse services as a course assistant, which will normally include the grading of student papers and examinations. A Reader will not be given the responsibilities customarily accorded a Teaching Assistant. Readers are usually provided for classes, which have an enrollment over 75 and no discussion sections.

MISCELLANEOUS

GRADUATE STUDENT RESEARCHER (GSR) REGULATIONS

The Graduate Student Researcher (GSR) title is used for employees hired on a research grant. A minimum 3.0 GPA must be maintained.

OFFICIAL STUDENT STATUSES

Regular Student Status, meaning you are eligible for full University services and can be employed in student jobs (assuming you are otherwise qualified!), means that regular full fees have been paid and you are enrolled in 12 units. (Summer is a bit different.) Other statuses, e.g., Filing Fee, In Absentia, etc., may limit or end your eligibility.

IN ABSENTIA REGISTRATION

A student engaged in graduate study or research outside the State of California for an entire quarter ordinarily is eligible to register in absentia, at a reduction of one-half of the Registration Fee. Students eligible for this status will normally be advanced to candidacy for the doctorate or pursuing a Masters degree by writing a thesis. This form is available online from the Graduate Division. Include the date you advanced to candidacy. The petition must be signed by the departmental graduate advisor.

LEAVE OF ABSENCE

An absolute maximum of up to three quarters of leave may be approved by the Graduate Division. If you apply for fewer than three quarters, you may apply for an extension if you later find you need it. Conversely, if you apply for more than one quarter and find you can return early, you need only notify the Psychology Department and the Graduate Division in writing. See Graduate Student Affairs for the form.

PART-TIME GRADUATE STUDENTS

This department does not have an approved part-time graduate student status. In very special, emergency situations, we try to be flexible in helping you maintain full-time status on a part-time schedule. Consult with your advisor, the Graduate Advisor, and the Graduate Student Officer.

ADDRESS, PHONE, AND NAME CHANGES

Whenever you have a name, phone, or address change, the Student Information System (SIS) must be updated by you online through PAWS. If you are also a UCR employee (TA, GSR, etc.), please notify the Graduate Student Officer so that the Payroll/Personnel System (PPS) is updated. E-mail is great for this. You must also notify the U.S. Postal Service. Our Graduate Student Officer has the appropriate forms for all these changes.

E-MAIL

Communication within the Department and across the campus is accomplished primarily bye-mail. Establish your e-mail address quickly, you must have a UCR student e-mail address, and make it a habit to check your e-mail with frequent regularity.

ESTABLISHING RESIDENCY

To establish residency you will need to talk to the residence affairs officer in the Office of the Registrar. Students planning to file for residence status after their first year should talk with the residence affairs officer well before the appropriate residence determination date, preferably during their first few weeks in California. Indications of your intent to make California your permanent residence can include the following: registering to vote and voting in California elections; designating California as your permanent address on all school and employment records, including military records if you are in the military service; obtaining a California vehicle registration; paying California income taxes as a resident, including taxes on income earned outside California from the date you establish residence; establishing a
California residence; establishing a California residence in which you keep your personal belongings; and licensing for professional practice in California. The absence of these indicia in other states during any period for which you claim residence can also serve as in indication of you intent. Documentary evidence is required, and all relevant indications will be considered in determining your classification. Your intent will be questioned if you return to your prior state of residence when the university is not in session.

FINANCIAL ASSISTANCE – DEPARTMENTAL

Departmental practice is to support all satisfactorily progressing graduate students in the first through fifth years. The department plans to continue this practice in future years to the extent that available resources continue to make it possible.

Satisfactory progress includes completion of the Second-Year Project by the end of the second year, completion of the Qualifying Exam by the end of the third year, and approval of a dissertation proposal by the end of the fourth year.

Financial support comes in the form of fellowships, scholarships, traineeships, teaching and research assistantships, fee fellowships, and out-of-state tuition grants as well as a small travel award when you are accepted as an official presenter at a conference (one a year). (Tuition grants are for first-year students only.) The health insurance fee (GSHIP) is covered for students appointed as TAs or GSRs. Once a year, students are required to complete the Free Federal Student Financial Aid Application. As a condition of support, students are expected to seek and apply for fellowships and scholarships, for which they are eligible throughout their careers as a graduate student. In addition, after obtaining the Master's Degree or upon advancement to candidacy for the Ph.D., work can often be secured in the community (e.g., as an instructor at the community and state colleges).

KEYS/ BUILDING SECURITY

You will be issued keys to the building, your office space, the Xerox room, Goldman (PSYCH 3210), and any other area authorized by the Department or your advisor. A $20.00, one-time-only deposit is required. It will be returned when you turn in all your keys. Generally, graduate students do not have access to the Business Office except during regular office hours.

The building is locked on weekends and at night. Under no circumstances are you to prop open locked doors or allow persons unknown to you into the building when it is locked. The neuroscience lab and computer teaching lab, must be kept locked at all times. We are not a guarded/gated campus, so always be aware of your personal security and the security of your belongings.

OFFICE SPACE, MAILBOXES, & PHONES

Office space is currently provided for all graduate students in their faculty advisors lab. Offices are provided for teaching assistants during office hours.

We ask that you not leave the Departmental phone number for casual messages. However, please feel free to leave 951-827-7792 as a daytime emergency number or, in rare cases, for official purposes. In this latter case, please inform the staff that you are doing so.

FELLOWSHIP STIPENDS SALARY PAYCHECKS

How do I sign up for fellowship direct deposit? Student Business Services (SBS) handles direct deposits (DD) for disbursements. The student must authorize a direct deposit by completing and returning to the SBS office the form that is available in SBS, the Main Cashier's Office or at www.sbs.ucr.edu

How do I sign up for salary direct deposit? This will be done when the department hires you.

You will surely be receiving some kind of check through UCR during your time in the program, e.g., fellowship stipend or T A or GSR salary. For those moving from a fellowship to a salaried position, note the difference between a stipend received near the beginning of the month for expenses (fellowship) and a salary paid at the end of a month's work (TA,GSR). There will be at least one payday between the final stipend check and the first paycheck.
Immigration laws require that everyone show proof of citizenship within three working days of their initial employment; you will be told how to do this.

Payday is the first of the month, whether you are appointed at a straight percentage of time (TA, GSR) or hourly (Reader). Payday is the first of the month unless the first falls on a weekend or holiday; then it is the previous working day, except for the December paycheck.

When you go on payroll, you will be asked to designate where your check should be sent. SUREPAY, the electronic deposit system, is the preferred method of payment. SUREPAY electronically deposits your check in almost any banking institution. Alternatively, you may have a paper check sent to the Psychology Department Business Office.

Return of Retirement Contributions When you are employed at UCR during the summer and whenever employment is 50% or more, there are obligatory retirement and other with holdings. Upon leaving UCR, you may request the return of any retirement contributions. The Graduate Student Officer has the benefits booklet (UBEN 200, UCRS Distribution Kit for Non-exempt Student Employees) or you may print it from the Human Resources web site:

http://www.ucop.edu/bencom/forms/uben200.pdf

PAYING FEES/ENROLLING

Graduate students must enroll in a minimum of 12 units each quarter for full-time status. This department has no part-time status. A minimum of 6 units must be enrolled in prior to the fee payment deadline. However, it is best to go ahead and enroll in your entire full-time load of 12 units rather than risk forgetting to do so later. Most graduate students have some portion of their fees covered by financial aid sources (e.g., the health insurance fee when appointed as a TA or GSR). Financial aid is disbursed only to enrolled students. There is a $50 late payment charge when fees are not paid on time. This late fee will come from your pocket even if your fees are paid in part or in whole by a fellowship or partial fee remission. The late fee will not be waived if fees could not be disbursed because you were not enrolled in at least 6 units before the fee payment deadline.

The 12 units will usually comprise two or three graduate courses (6-9 units) and sufficient research units to bring the total to 12 units. When undergraduate courses are part of your schedule, a total of 14 units is preferred. After you pass your Qualifying Examination, you will probably routinely enroll for 12 units of 299 (dissertation research). P.E. courses may be added to these totals.

Particularly during the first three years in the program, students are expected to routinely consult with their advisors prior to selecting courses.

The Department's Graduate Student Officer will distribute enrollment materials and specific instructions each quarter. PLEASE FOLLOW THEM. Direct all questions regarding enrollment procedures to the Graduate Student Officer.

TAX EXCLUSIONS

The criteria for the exclusion of income earned as a TA or GSR or Fellow are fully explained in IRS Publication 520, Tax Information for U.S. Scholars, available in Government Publications, fourth floor, Rivera Library or at IRS offices. Some pamphlets are also available in the lobby of the Graduate Division (University Office Building). It is to your financial advantage to become familiar with the criteria.

PHOTOCOPYING

For your convenience, you will be given an access code number for the photocopier. Keep it secure. You will be charged on a monthly basis for all copies made on your number (6 cents a side, but subject to change). If you are asked by an instructor to make more than 10 copies for distribution in class, consult with the staff in the Department Office. PSYCH 1111 first. We have less expensive means than the copier for making larger numbers of copies. You will be personally charged if you copy class material of over 10 copies without authorization by staff, not the instructor. If the cost of a copying task is to be charged to a grant, make sure you write it on the log. Copying costs are billed to you by the department and must be paid in a timely manner or you will lose your copying privileges. Please read carefully the Xerox instructions that will be given you with your Xerox code.
Undergraduate Courses

Less than 10 copies (1-10)

Copy the material on the Xerox machine and write the information on the sheets in the Xerox room. If you fail to write down copies made for coursework it can result in you being charged for these copies.

More than 10 copies (11 and up)

Please bring the material to be copied to the Faculty mailroom, fill out a blue slip and leave it the copy mail box. Please be sure to write down a date and time of when you need it by. There needs to be at least a three day notice. (ASAP doesn’t help us prioritize). There are blue slips on the counter in the Faculty mailroom.

Graduate Courses

Course materials for graduate classes and seminars

The office will make one copy of articles that are to be used in graduate courses and place them in folders in the Xerox room with the course # and quarter it is being taught. It is the graduate students responsibility to copy and pay for any of these articles they need for their courses. The department does not pay for multiple copies of articles to be handed out in graduate courses. At the end of the each quarter, these articles will be returned to the faculty member who taught the course.
<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Andersen</td>
<td>PSYC 3119</td>
<td>24383</td>
</tr>
<tr>
<td>Dale Barr</td>
<td>PSYC 2119</td>
<td>22574</td>
</tr>
<tr>
<td>Veronica Benet-Martinez</td>
<td>PSYC 3115</td>
<td>27776</td>
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<tr>
<td>Curt Burgess</td>
<td>PSYC 3111F</td>
<td>22392</td>
</tr>
<tr>
<td>Ruth Chao</td>
<td>PSYC 3111G</td>
<td>27334</td>
</tr>
<tr>
<td>Christine Chiarello</td>
<td>PSYC 2111E</td>
<td>25096</td>
</tr>
<tr>
<td>Steven Clark</td>
<td>PSYC 3111E</td>
<td>25541</td>
</tr>
<tr>
<td>Robin Di Matteo</td>
<td>PSYC 3121</td>
<td>25734</td>
</tr>
<tr>
<td>Michael Erickson</td>
<td>PSYC 2111A</td>
<td>23298</td>
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<tr>
<td>Howard Friedman</td>
<td>PSYC 3111D</td>
<td>23672</td>
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<tr>
<td>David Funder</td>
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<td>Mary Gauvain</td>
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<tr>
<td>Nancy Guerra</td>
<td>PSYC 3103</td>
<td>26421</td>
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<tr>
<td>Peter Hickmott</td>
<td>PSYC 2111H</td>
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</tr>
<tr>
<td>Kelly Huffman</td>
<td>PSYC 2117</td>
<td>24805</td>
</tr>
<tr>
<td>Ed Korzus</td>
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<td>24992</td>
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<tr>
<td>Sonja Lyubomirsky</td>
<td>PSYC 3111C</td>
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<td>Carolyn Murray</td>
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<tr>
<td>Misaki Natsuaki</td>
<td>PSYC 3125</td>
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</tr>
<tr>
<td>Daniel Ozer</td>
<td>PSYC 2111C</td>
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<tr>
<td>Khaleel Razak</td>
<td>PSYC 2123</td>
<td>25060</td>
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<tr>
<td>Chandra Reynolds</td>
<td>PSYC 3302</td>
<td>22430</td>
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<td>Rebekah Richert</td>
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<td>Lawrence Rosenblum</td>
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<tr>
<td>Robert Rosenthal</td>
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</tr>
<tr>
<td>Aaron Seitz</td>
<td>PSYC 3101</td>
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<tr>
<td>Katharine Sweeny</td>
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<td>24414</td>
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<tr>
<td>Thomas Sy</td>
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<td>Glenn Stanley</td>
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<td>Ellen Wartella</td>
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</tr>
<tr>
<td>Tuppett Yates</td>
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<td>24991</td>
</tr>
</tbody>
</table>

**STAFF**

Dianne Fewkes, Management Services Officer  
Conrad Colindres, Administrative Assistant

**GRADUATE STUDENT OFFICER**

Faye Harmer, Graduate Student Officer and Graduate Recruitment Assistant

**UNDERGRADUATE STUDENT AFFAIRS**

Kim Etzweller, Student Affairs Officer  
Brenda Human, Student Affairs Officer  
Ryan Lipinski, Student Affairs Officer

**VIVARIUM**

Jim Sinclair, Principal Animal Technician  
LSP 418  
24528
The following forms are used to provide information within the Department. At some point, you may need a Graduate Division form in order to request or extend a Leave of Absence, to apply for Filing Fee Status, etc. Graduate Division forms are available on the Graduate Division web site. Go to www.graddiv.ucr.edu, click on Academic Affairs (Information for Current Students); near the bottom of the page, click on Forms.

#1. BREADTH APPROVAL FORM

#2. SECOND-YEAR PROJECT FORM

#3. GRANT PROPOSAL OPTION FOR QUALS (COGNITIVE AND DEVELOPMENTAL AREAS)

#4. QUALIFYING COMMITTEE NOMINATIONS

#5. DISSERTATION COMMITTEE NOMINATIONS

#6. DISSERTATION PROPOSAL APPROVAL

#7. DEPARTMENTAL REQUIREMENT WORKSHEET
#1 APPROVAL FORM FOR BREADTH COURSES (submit as hard copy, not e-mail)

Student's Name ___________________________ Date ___________________________

A. Consult with your advisor when selecting the courses. S/he will also tell you how to acquire approval by your Area.
B. Any substitution for courses approved here must go through the same approval process, with a new approval form submitted.
C. Consult the Handbook for details.
D. If a course is to be taken at another UC campus, consult with the Graduate Division regarding ICE (Intercampus Exchange Program).

Please submit only the signed form, not any other approval records.

<table>
<thead>
<tr>
<th>ADVISOR: Your signature(s) below verify that your Area's faculty procedures for approval of breadth have been followed.</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>COURSE #1</th>
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<tbody>
<tr>
<td>Campus where taken or to be taken: ___________________________</td>
</tr>
<tr>
<td>Qtr To Be Taken: ___________________________</td>
</tr>
<tr>
<td>Dept/Course Number: ___________________________</td>
</tr>
<tr>
<td><strong>If this is a substitution for a previously approved course, give dept/course number of the previously approved course:</strong> ___________________________</td>
</tr>
<tr>
<td>Signature of Faculty Advisor: ___________________________</td>
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<table>
<thead>
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<tbody>
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<td>Campus where taken or to be taken: ___________________________</td>
</tr>
<tr>
<td>Qtr To Be Taken: ___________________________</td>
</tr>
<tr>
<td>Dept/Course Number: ___________________________</td>
</tr>
<tr>
<td><strong>If this is a substitution for a previously approved course, give dept/course number of the previously approved course:</strong> ___________________________</td>
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<tr>
<td>Signature of Faculty Advisor: ___________________________</td>
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<td>Qtr To Be Taken: ___________________________</td>
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<tr>
<td>Dept/Course Number: ___________________________</td>
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<td><strong>If this is a substitution for a previously approved course, give dept/course number of the previously approved course:</strong> ___________________________</td>
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<td>Signature of Faculty Advisor: ___________________________</td>
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<td>Campus where taken or to be taken: ___________________________</td>
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<td>Qtr To Be Taken: ___________________________</td>
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<tr>
<td>Dept/Course Number: ___________________________</td>
</tr>
<tr>
<td><strong>If this is a substitution for a previously approved course, give dept/course number of the previously approved course:</strong> ___________________________</td>
</tr>
<tr>
<td>Signature of Faculty Advisor: ___________________________</td>
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</table>
REPORT ON COMPLETION OF SECOND-YEAR PROJECT

Student's Name ____________________________________________________

The Oral Presentation portion of the Second-Year Project was completed on ________________.

The Paper for the Second-Year Project was completed on ________________ or is to be completed by ________________.

________________________________________________________________________

Signature of Second-Year Project Chair Date

Names only of other Project committee members:
FORM TO NOMINATE QUALIFYING COMMITTEE MEMBERS

This form is provided as a convenience only. It’s use is not mandatory as long as all the information is provided. E-mail is even better: faye.harmer@ucr.edu

Review the procedures for selecting Qualifying Committee Members, particularly the “outside” member or any who are not Psychology Department faculty.

Student's Name:

Proposed Dates of Writtens:

Proposed Date of Orals (ten or more working days after the Writtens):

Name of Chair Nominee:
Name of Nominee #1:

Name of Nominee #2:
Name of Nominee #3:
Name of Outside Member Nominee: Department:
  Academic Title (professor, assoc prof, asst prof, lecturer):

Other information (e.g., co-chairs, additional members, academic title and department if not in the Psychology Department):

Provide a few lines of justification for using co-chairs and/or non-UC nominees. A curriculum vita for non-UC nominees is also required.

If submitted as hard copy rather than e-mail, name & signature of student and date
FORM TO NOMINATE THE DISSERTATION COMMITTEE

This form is provided as a convenience only. It's use is not mandatory as long as all the information is provided. E-mail is fine: faye.harmer@ucr.edu

Name of Chair Nominee:  Department:

Nominee #1:  Department:

Nominee #2:  Department

Other information (e.g., co-chairs, additional members):

Provide a few lines of justification for using co-chairs and/or non-UC nominees. A curriculum vita for non-UC nominees is also required.

If submitted as hard copy rather than e-mail, name & signature of student and date
GRANT PROPOSAL QUALIFICATION EXAMINATION OPTION: DEVELOPMENTAL, SYSTEMS NEUROSCIENCE and COGNITIVE AREAS

This is an internal tracking document. You must formally establish your committee by following the procedures for doing so in the Department's Graduate Handbook.

STUDENT'S NAME: ____________________________

Qualifying Committee

Chair:
Member:
Member:
Member:
Member:

Title of Preproposal:

Date Preproposal submitted to Quals Committee: ______________________

Preproposal approved:

Signature: ____________________________ Date ____________

Chair

Signature: ____________________________ Date ____________

Signature: ____________________________ Date ____________

Signature: ____________________________ Date ____________

Signature: ____________________________ Date ____________

Signature: ____________________________ Date ____________

Date completed Grant Proposal is to be submitted to Graduate Student Affairs Officer (20 weeks after submission date, assuming approval of preproposal):

__________________________________________ Date:
Chair's signature

______________________________
GSAO signature verifying receipt on approved date

It is the student's responsibility to schedule the orals for two (2) weeks after the above date. Refer to the Graduate Student Handbook. Note: The Committee will not hold the Orals if these deadlines are not met.
The dissertation proposal for ______________________ was approved on ________________ by the dissertation committee.

______________________________
Signature of the Chair of the Dissertation Committee

It is the graduate student's responsibility to see that this form is given to the Graduate Student Affairs Officer.

*Submit to the chair of the committee no later than the end of the quarter following the quarter in which your Quals were passed.*
UNIVERSITY OF CALIFORNIA

DEPARTMENT OF PSYCHOLOGY

Report of Departmental Requirements for the Ph.D. Degree in the Field of Psychology

Name_________________________ SID_____________________ Advisor_________________________

Course Work: Indicate quarter/year taken. A "B" average is required in the statistical and core sequences, with no grade lower than a "B-"

1. Statistical Sequence (Systems Neuroscience students take two of the three, as directed by the student's advisor):
   PSYC 211_____________ PSYC 212_____________ PSYC 213_____________
   or Equivalent Course Work or Testing___________________________________________

2. Core Courses in Area Specialization
   Cognitive: PSYC 203A_______ PSYC 203B_______ PSYC 203C_______ PSYC 233_______
   Developmental: PSYC 207A_______ PSYC 207B_______ PSYC 207C_______ PSYC 208_______
   Social/Personality: PSYC 225_______ PSYC 226_______ PSYC 227_______
   Neuroscience: PSYC/NRSC 200A_______ PSYC/NRSC 200B_______ PSYC/NRSC 200C_______

3. Four Additional Courses or Seminars outside Area of Specialization: (At least 1 of 4 must be Core outside the area)
   1. ____________________________ 2. ____________________________
   3. ____________________________ 4. ____________________________

4. Professional Course: PSYC 301_______ PSYC 210_______

5. Nine quarters of the appropriate area of Proseminar
   Cognitive: PSYC 283________________________
   Developmental: PSYC 284________________________
   Social/Personality: PSYC 265________________________
   Neuroscience: PSYC 263 or 287 or 289 __________________________
II. **T. A. Service** (at least three full quarters)

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<th>Course</th>
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<th>Course</th>
<th>Quarter/Year</th>
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III. **Second Year Project: Oral Presentation**

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Committee Members: Chair: ___________________ Members: ___________________

**Qualifying Examination**

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Committee Members: Chair: ___________________ Members: ___________________

**Dissertation Defense:**

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Committee Members: Chair: ___________________ Members: ___________________

IV. **Minor in Quantitative Psychology**

<table>
<thead>
<tr>
<th>PSYC 211</th>
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<th>PSYC 213</th>
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<tbody>
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(All with A- or better)

Three advanced quantitative courses: (with different subtitles)

<table>
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<tr>
<th>PSYC 259</th>
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Three quarters of:

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Qualifying Committee (three persons)

<table>
<thead>
<tr>
<th>Chair:</th>
<th>Members</th>
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<tbody>
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Comments: ________________________

______________________________