UC RIVERSIDE
Department of Psychological & Brain Sciences

Graduate Handbook

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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 psychological and brain sciences, (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. 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 coursework, 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 handbook 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 goal 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 UCR Graduate Division requires that each department have a departmental Graduate Advisor who bears responsibility for administering the department's graduate program and providing liaison with the Graduate Division. **The Graduate Student Advisor assists the Graduate Advisor.** The departmental Graduate Advisor is not responsible for providing individual advising for every graduate student except for on procedural matters. Academic advising is handled by each student's faculty advisor. However, students are encouraged to contact the Graduate Advisor for feedback, advice, or guidance regarding their experience in the graduate program. Students may also reach out to the Department Chair (Dr. Kate Sweeny; ksweeny@ucr.edu), Department Vice Chair (Dr. Liz Davis; eldavis@ucr.edu), Graduate Student Advisor (Sarah Turnbull; saraht@ucr.edu), the current Graduate Student Representatives, or the Ombudsperson with any concerns. In addition, 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. Finally, the Graduate Advisor must sign most of the official forms and petitions required during the course of graduate training.

The current Psychological and Brain Sciences Graduate Advisor is Dr. Annie Ditta (annied@ucr.edu)

YOUR FACULTY ADVISOR

Entering graduate students are assigned an academic faculty advisor by common agreement of the faculty members in the student's area and in discussion with the student. Graduate students have the primary responsibility for their 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 evaluating the student's completion of coursework and other program requirements. This role translates into several duties, including but not limited to (a) ensuring that students take the courses that are most appropriate to their professional and research interests, (b) ensuring that students obtain appropriate research experience, (c) monitoring students' performance as teaching or research assistants, and (d) seeing that students attain familiarity with the skills required for a research career in psychological and brain sciences, 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, faculty members other than the student's advisor will share some of the student's interests or have skills and experience that the student is interested in gaining. 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. The student's faculty advisor assumes responsibility for the student's academic progress, including primary responsibility for annually evaluating the student's progress. However, students may designate additional faculty members with whom they have worked to serve as auxiliary evaluators during the annual evaluation process.

Co Advisors: A student must appoint a secondary advisor if the student's advisor is in another area (e.g., a Developmental student has an advisor in Social/Personality) and 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, 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 pairing of students with 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 any time. 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 Cognition and Cognitive Neuroscience student changes to an advisor in Social/Personality), 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 the 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.

Because graduate students are expected to be involved in research to maintain good standing in our program, students must identify a new advisor within 1 quarter. After 1 quarter without an advisor, the department will recommend to the Graduate Division that the student be dismissed from the program. Exceptions will be considered by the Graduate Advisor.

DEPARTMENTAL MENTORING GUIDELINES

Aims of these guidelines:

To establish a set of principles, with accompanying practical guidance, for graduate mentoring in the department.

To provide clear mechanisms for accountability if minimum standards are not met.

To encourage and guide discussions between mentors and mentees regarding mentoring expectations and effectiveness.

To integrate evaluation of mentoring effectiveness into the Spring Graduate Evaluation process, providing mentors and mentees an opportunity to review expectations and evaluate effectiveness.

A mentor's role is to:[1]

take an interest in developing another person's career and well-being.

advance academic and professional goals in directions most desired by the individual.

tailor mentoring styles and content to the individual, including adjustments due to differences in culture, ethnicity, gender, and differences in student experience.

The faculty in the Department of Psychological and Brain Sciences are committed to being effective mentors to our graduate students. To that end, we articulate below a set of principles that we commit to pursue as mentors, paired with practical guidance on how those values should manifest in our interactions with graduate students in our labs. The guidelines are not intended to convey best practices but rather to identify minimum expectations that are sufficiently flexible to suit a variety of lab types and mentoring styles, recognizing that different mentoring practices may be best suited to individual students' needs.

Mentoring Principles and Minimum Expectations:

Establishment of individualized mentoring relationships with each student in the lab.

Minimum expectation: Regular one on one meetings with each student, at least once per quarter during the academic year, with availability for more frequent individual contact within reason.

Minimum expectation: Provision of opportunities (at least annually) in one-on-one meetings for students to discuss expectations, short- and long-term goals, personal challenges, and concerns.

Support for students' professional and career development.

Minimum expectation: Timely provision of feedback on collaborative work, within one month barring clear and reasonable expectations for a longer timeline.

Minimum expectation: Access to and support for training on necessary lab skills (e.g., technical methods, statistics), including aiding students in identifying courses or collaborators for training if the mentor does not have the necessary skills and aiding students in finding financial support if training is costly.

Minimum expectation: Within reason, facilitation of opportunities for students to seek skills and experiences conducive to their career goals (e.g., teaching and mentoring opportunities, specialized training, internships, outside collaborations). Fair, equitable, and professional treatment of students within the lab, in support of students' mental health and well-being.

Minimum expectation: Enact policies and practices to ensure equitable allocation of resources, responsibilities, and mentorship (e.g., depending on lab structure: sign-up sheets for heavily used equipment/spaces, listing of lab responsibilities viewable by all lab members and updated each quarter, lab meetings and journal clubs with rotating presentations by lab members, standing meetings with each lab member or lab teams, rotating requests for TAships in mentor's courses).

Minimum expectation: Avoidance of personal or ad hominem attacks, such that feedback constructively addresses students' work or behavior, not their character or abilities.

Minimum expectation: Clear expectations for authorship, ideally established early in the course of a project and revisited, if necessary, as roles shift.

What should I do if my mentor does not meet minimum expectations or otherwise does not meet my mentorship needs?

Speak directly with your mentor (aided by this document).

Speak with other members of your faculty mentoring team or your area head.

Speak confidentially (aside from issues related to sexual harassment/violence) with the Graduate Advisor, the Department Chair, or the Department Vice Chair to discuss potential courses of action.

Speak confidentially with the Ombuds to discuss potential courses of action.

Other resources: CAPS, Title IX, Case Management, Chief Diversity Officer (the Ombuds can guide you toward appropriate resources if you're not sure where to start).

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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 Psychological and Brain Sciences Department requires that each student earn a B average in the 211 212 213/214/215 data analytic core sequence and in the student's area core courses, with no grade lower than B. To qualify for and retain a Teaching Assistantship, a Research Assistantship, or a Fellowship, a 3.00 GPA is required. In all cases, satisfactory performance of the relevant duties is also required.

INCOMPLETE GRADES

Students cannot have more than 7 units of incomplete grades (for employment) and no more than 8 units (for fellowships). If a student receives an incomplete ("I"), the instructor must receive the incomplete portion of the work needed to earn a grade no later than the last day of the quarter following the assignment of the incomplete grade. Courses taken either Spring or Summer quarter that received an incomplete grade must be completed by the last day of the following Fall quarter.

If not made up within the time allowed, the I lapses to an F or NC. Once the grade lapses to an F or NC, the Registrar requires an approved Incomplete Extension Form extending the time to remove the I to be filed before changing the grade. The Incomplete Extension Form must be submitted before the incomplete lapses to an F (before the last day of the quarter following the assignment of the I). The Incomplete Extension Form link can be found on the website. The petition must have signatures from the student, the instructor of the course for which the extension is being requested, and the Graduate Advisor (not the student's faculty advisor). The completed and signed petition is forwarded to the Graduate Division. Once the Graduate Division reviews the petition, the student and Graduate Program Coordinator will be notified by email.

If extenuating circumstances prevent students from completing their coursework within the allotted time, they may file a request to extend the time for removal of the I.

ANNUAL MENTORING AND EVALUATION PROCESS

Policy

Graduate Council policy requires that each graduate program be responsible for annual written evaluations of all of its students. This policy was enacted to help establish good communication between faculty and students, ensure the timely completion of degree objectives, and help avoid problems resulting from misunderstandings about rules, procedures and academic expectations within graduate programs. These reviews should be coordinated by the graduate advisor in each program acting with the assistance of a graduate committee or, in smaller departments, by the faculty, rather than by the graduate advisor alone, or the student's research director alone.

Step 1: Student completes the Annual Mentoring and Evaluation (AME) in R'Grad.

Step 2: Student's faculty advisor completes information regarding the student's progress. If the student doesn't have an advisor, then the Graduate Advisor completes in their place. If an internal program evaluation has already been completed, that can be attached at this time.

Step 3: The AME will return to the student to review the assessment by the faculty advisor and co-advisors.

Step 4: Graduate Student Advisor reviews to track student progress and completion of the AME for students in their program.

Step 5: Graduate Advisor reviews for final program approval.

Step 6: Graduate Dean/Graduate Academic Affairs Review

A student making satisfactory progress on the AME will have their petition continue through the routing process and complete without review.

A student making unsatisfactory progress will be reviewed by the Vice Provost and Dean of Graduate Studies.

TEACHING ASSISTANT EVALUATION

The Teaching Assistant Development Program (TADP) administers a process whereby TAs are evaluated online by the students in their sections. The rating portion of the student evaluations is tabulated by the TADP, and students can also provide written comments. Copies are distributed to the TA and the Graduate Advisor. Please retain your copies; you will need them when you apply for teaching positions.

Course instructors also provide evaluations of TAs' performance to the Graduate Advisor. When necessary, the Graduate Advisor notifies students and their faculty advisors of issues meriting their attention.

STUDENTS' PROGRESS

The components of a student's progress in the program may be summarized as (a) satisfactory progress in research, (b) satisfactory completion of core and breadth courses, (c) passing the qualifying examination in a timely fashion, and (d) participation in the intellectual life of the department, such as attending colloquia, proseminar talks, and the like. Based on an evaluation of the student's work in all aspects of the program, one of the following determinations will be made:

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 as a fellowship recipient, teaching assistant, Graduate Student Researcher, or Fellow.

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).

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

Satisfactory progress has not been made, and the student may not continue work in the department.

APPEAL PROCEDURE

These procedures include informal and formal resolution processes for appeals regarding actions originating within the student's department or graduate program.

Grounds for Formal Appeal

A formal appeal may only be brought if it is based on one or more of the following grounds:

Evidence of procedural error or violation of official policy committed by academic or administrative personnel.

Evidence of non-academic criteria being used to evaluate academic work, including, but not limited to, discrimination or harassment on the basis of race, color, national origin, religion, sex, disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or status as a veteran.

Evidence of special mitigating circumstances beyond the student's control (such as documented severe illness to self or immediate family, or death in the family) not properly considered in a decision affecting the student's academic progress. In order to seek relief under special mitigating circumstances, the student must have raised the issue with the program contemporaneously with the mitigating circumstances, or as soon as possible and no later. For example, if a documented medical

condition impairs the student's ability to pass an exam, the student must notify the exam committee prior to the exam s administration.

Informal Resolution

As a first step in this appeal procedure, students are strongly encouraged to pursue informal resolution of disputes over academic decisions before moving to a formal appeal. Informal resolution involves further communication among the affected parties (e.g., a student and the chair of the exam committee), in the presence of a third party if desired. Absent an informal resolution, a formal appeal must be initiated in writing.

Formal Appeal Initiation

Formal appeals should be addressed in writing to the Graduate Advisor. Alternatively, if there is a conflict of interest, the appeal may be addressed to the Department Chair. If a conflict of interest remains, the appellant may request the Graduate Division appoint a "Designee" to accept the appeal instead. Formal appeals must be initiated by a written statement indicating the action(s) being appealed and the date(s) the action(s) occurred, the grounds upon which the appeal is based, and the relief requested. It may also include any supporting documentation and any background information that the student deems pertinent to the case. The appeal must be initiated within 21 calendar days from the day the student knew or reasonably should have known about the action generating the appeal or within 21 days of the notification of the result of the informal resolution process.

Investigation and Record Keeping of the Formal Appeal

The Graduate Advisor or Designee shall determine the validity of an appeal with respect to whether it meets the criteria described above. If validity cannot be determined based on the original appeal, the Graduate Advisor shall 1) request additional material be provided by the appellant, and 2) forward the original appeal to the other individual(s) involved and ask them to provide written responses within 14 days of receipt, in order to make that determination. The appellant shall be notified as to the determination of validity within 21 days of the submission of an appeal.

If the appeal is deemed valid, it will be forwarded to the Faculty Hearing Panel and begin the procedures described below. If the appeal is deemed invalid, the appellant can appeal to the Graduate Division by following the Appeal of Program Decision procedures described here:

Failure of the Graduate Advisor or Designee to inform the appellant of the outcome as to the validity of the appeal within 21 days shall result in the referral of the appeal directly to the Graduate Division.

Faculty Hearing Panel

The Graduate Education Committee will serve as the Faculty Hearing Panel. Any faculty on the committee who were involved in making the decision under appeal will be temporarily replaced for the purpose of reviewing the appeal. The Panel will make a decision on the merits of the appeal as well as a remedy, if any.

The panel will review the written appeal, responses from the individual(s) involved, and any other submitted materials; afford the opportunity for the affected parties to meet separately with the panel; and make any appropriate efforts to interview witnesses or other parties and discover information relevant to the decisions. The panel may not change an exam result, though it may deem the result invalid.

The panel will make a decision within 60 days of the initiation of the formal appeal. Failure of the panel to do so shall result in referral of the appeal directly to the Graduate Division. If the appeal is approved by the panel, Graduate Division will ensure the prompt corrective action is taken. A written summary of the appeal and the conclusions reached will be kept in the student’s academic file. If the appeal is not approved by the panel, refer to Section 4 for Appeal of Program Decision to the Graduate Division (see link above). The appellant and any individual(s) involved will be informed in writing of the outcome of the appeal and any corrective action.

The standard of review to be employed by the panel shall be the clearly erroneous standard. Under the clearly erroneous standard, academic outcomes will not be disturbed unless the panel is left with a definite and firm conviction that a mistake has been committed.

PROGRAM OUTLINE

The Psychological and Brain Sciences Department expects students to complete their doctorate 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 psychological and brain sciences) plus one year of grace. The five years may be divided loosely into three parts:

Beginning research, core curriculum, further study, professional development, and teaching requirements.

Continuing research, preparation for the qualifying exam, and advancement to candidacy.

Final research and writing the dissertation.

Each of these parts has a specified timeframe in which it is to be completed.

The three parts are discussed in detail below and are followed by a chart that illustrates typical three-year course plans.

RESEARCH

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

COURSEWORK

Required coursework includes the core data analytic sequence, the area core courses, further study courses, a professional development course, and a teaching course. There is also an expected timeframe within which these requirements must be completed in order to make satisfactory progress and in order to be advanced to candidacy for the Master's degree (if desired) and the Ph.D. Students are also expected to enroll in topical and quantitative seminars appropriate to their interests throughout their graduate careers and should consult their advisor for assistance in selecting such seminars. Particularly during the first three years in the program, students are expected to routinely consult with their advisors prior to selecting courses.

Core Data Analytic Sequence

PSYC 211; PSYC 212; and PSYC 213, 214, or 215. Behavioral Neuroscience students take 2 of the 5, as directed by the student's advisor.

Area Core Courses

Cognition & Cognitive Neuroscience: PSYC 203A, 203B, 203C, 233 (3 courses typically taken in the 1st year; students take 233 and any combination of 3 courses from 203A, 203B, and 203C, which are repeatable)

Developmental: PSYC 207A, 207B, 207C, 208 (208 is offered every other year, so it is sometimes taken in the 1st year and sometimes in the 2nd year).

Behavioral Neuroscience: PSYC 200A, 200B, 200C

Social/Personality: PSYC 225, 226, 227

Further Study

The further study requirement consists of five additional courses or seminars. 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 Psychological and Brain Sciences Department or in another department. They must be regular 3- or 4-unit courses or seminars, and at least 1 of the five courses must be a departmental core course outside the student's area of specialization (see list above). The following courses automatically count toward this requirement: PSYC 231, 234, 243, 251, 255, 256, 257, 258, 259, 262, 263, 265, 271, and 276. For any other course to satisfy the further study requirement, approval must be obtained from the Graduate Advisor via email.

Professional Development

Three professional development courses are offered, but only one (PSYC409B) is required to meet the coursework requirements of the program. PSYC 409A can be taken in the first or second year, PSYC409C can be taken at any point, and PSYC 409B is typically taken in the fourth or fifth year.

Teaching Course

PSYC 301 is taken before your appointment as a teaching assistant. The Teaching Assistant Development Program (TADP) of the Graduate Division manages the formal training required prior to your first quarter as a teaching assistant. All students are required to complete the online TADP training prior to taking a TA position, typically in early fall or winter of the first year. Students are additionally required to enroll in PSYC 301, which is designed to prepare students for the experience of teaching and serving as a teaching assistant.

Waiving Course Requirements

Graduate students can petition to waive course requirements that are not used for their degree. Students can request to waive courses by filling out a Waive Coursework Form located on R'Grad and having the courses approved by the Graduate Advisor. Please read the following guidelines for waiving coursework:

- Students from a one-year Master's program can petition to waive one course.
- Students from a two-year Master's program can petition to waive up to two courses.
- Only further studies courses can be petitioned to be waived.
- Area core classes cannot be petitioned to be waived.

Data Analytic core: First year students who believe they have already taken graduate level course work equivalent to PSYC 212, 213, 214, or 215 and received a grade of B or better may petition for credit by examination via the Graduate Division with the approval of their advisor. If the petition is approved, a PSYC 212, 213, 214, or 215 instructor will test their competency with a comprehensive exam. Based on performance on the exam, if the instructor determines that the student's competency is adequate, the student will receive units and a Satisfactory grade for the course in question. Because the credit by examination process requires students to have established a UCR GPA prior to petitioning, students are not able to use this procedure to test out of PSYC 211 because it is offered in the first quarter of the program.

Further study: Students who have completed graduate level coursework prior to entering the UCR program may request that specific courses be accepted toward satisfaction of the further study requirement. Students should direct such request to their faculty advisor. It will then be reviewed by the Graduate Advisor, who will utilize procedures and standards typically applied to the approval of further study courses.

Intercampus Exchange Program (ICE)

Occasionally, students may wish to take courses at another UC campus, either for further study or for personal educational goals. ICE forms are available from the Graduate Division, and there is a deadline for applying each quarter.

SAMPLE COURSES OF STUDY

Behavioral Neuroscience		
Year 1 Proseminar: PSYC 287 or PSYC 289 Stats Core: PSYC 211, 212 Area Core: PSYC 200A, 200B, 200C Teaching: PSYC 301 Research Hours: PSYC 296	**Year 2** Proseminar: PSYC 287 or PSYC 289 3 Further Study courses Research Hours: PSYC 296	**Year 3** Proseminar: PSYC 287 or PSYC 289 2 Further Study courses

Cognition and Cognitive Neuroscience		
Year 1 Proseminar: PSYC 283 Stats Core: PSYC 211, 212, 213/214/215 Area Core: PSYC 203A, 203B, 203C Teaching: PSYC 301 Research Hours: PSYC 296	**Year 2** Proseminar: PSYC 283 Area Core: PSYC 233 3 Further Study courses Research Hours: PSYC 296	**Year 3** Proseminar: PSYC 283 2 Further Study courses

Developmental		
Year 1 Proseminar: PSYC 284 Stats Core: PSYC 211, 212, 213/214/215 Area Core: PSYC 207A, 207B, 207C Teaching: PSYC 301 Research Hours: PSYC 296	**Year 2** Proseminar: PSYC 284 Area Core: PSYC 208 3 Further Study courses Research Hours: PSYC 296	**Year 3** Proseminar: PSYC 284 2 Further Study courses

Social/Personality		
Year 1 Proseminar: PSYC 285 Stats Core: PSYC 211, 212, 213/214/215 Area Core: PSYC 225, 226, 227 Teaching: PSYC 301 Research Hours: PSYC 296	**Year 2** Proseminar: PSYC 285 3 Further Study courses Research Hours: PSYC 296	**Year 3** Proseminar: PSYC 285 2 Further Study courses

TEACHING EXPERIENCE

In order to gain teaching experience, each student in the doctoral program is required to serve as a teaching assistant for the equivalent of at least one full quarter. 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. 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 the department's Undergraduate Student Advising unit.

Occasionally there may be opportunities for graduate students to serve as Associate Instructors (AIs) in lieu of a TA or GSR appointment during regular quarters, or as a funding opportunity in the summer terms. Minimum requirements are possession of a master's degree or equivalent training, at least one year of teaching experience (including TA) at UCR, and making acceptable progress in the program. AIs have full fee remission coverage for the term (except summer, where there is no enrollment). AI quarters during the regular academic year terms count towards the experience levels on both the AI and TA salary schedule (summer terms not included in those counts). No graduate student is required to serve as an AI at any point in the program to fulfill the teaching experience requirement. However, those who do serve as AIs are required to enroll in PSYC 302 during the term of the appointment (with the exception of summer). PSYC 302 is designed to provide AIs with concurrent mentoring and teaching support while they serve in this role and is typically taught by a Professor of Teaching.

CUSTOMIZABLE MAJOR AREAS OF STUDY

Though graduate training in Psychological and Brain Sciences is offered in four major areas: Cognition & Cognitive Neuroscience, Social/Personality, Developmental, and Behavioral Neuroscience, graduate students may customize their major area of study. All customization must be done in consultation with an advisory committee, comprised of the primary advisor and two additional faculty, and with graduate advisor approval.

Appropriate area core for graduate students with an approved customized major area of study comprises the data analytic sequence and any 4 content core courses (see previous section for complete list of area content core courses). Students with an approved customized major area of study choose one core area proseminar to enroll in each year until advancement to candidacy. The same area proseminar does not need to be chosen each year, but in each academic year customized major students will enroll in only one proseminar.

SPECIALIZED SUBFIELDS OF STUDY

In addition to pursuing a doctoral degree in one of the core areas of Psychological and Brain Sciences, graduate students may pursue Specialized Subfields of Study in Quantitative Psychology, Health & Well Being Psychology, and/or Diversity & Inequality Psychology. The goal of these Specialized Subfields of Study is to provide students the opportunity to develop expertise in the relevant subfield, as demonstrated by completion of specific training requirements and successful demonstration of expertise in the final project and oral exam (see below). One implication of that goal is that the final project/paper should demonstrate clear, explicit, and deep expertise in the relevant subfield. If a paper (e.g., the student's dissertation) is to serve as the final project/paper for multiple subfields, the expectation is that each subfield topic will be covered independently and in depth.

Students wishing to pursue a Specialized Subfield of Study should typically pursue one or at most two subfields, as their training interests dictate. Exceptional requests to pursue more than two subfields will be considered by the Graduate Advisor in consultation with the relevant subfield committees and the student's primary advisor. Pursuit of any subfield is entirely optional, and the decision to pursue this training opportunity should be made in consultation with one's advisor.

Each Specialized Subfield of Study has the following requirements.

1. Submission of a letter of interest to the chair of the relevant specialized subfield committee, or the graduate advisor for custom psychological and brain sciences subfields of study, in which the student should articulate their interest in the Specialized Subfield of Study with regard to its relevance for the student's course of graduate study and longer-term career plans.
2. Enrollment and satisfactory completion of at least three quarters of the relevant subfield pro seminar. For the HWB and D&I specialized subfields, students must enroll in all three quarters of the proseminar (Fall, Winter, and Spring) in a year it is offered.
3. Satisfactory completion of at least three courses relevant to the Specialized Subfield of Study, as approved by the subfield committee. No more than two courses used to satisfy a subfield

requirement may be used to fulfill the general further studies requirement for doctoral study in psychological and brain sciences and no more than two courses may be used to satisfy the requirements of multiple Specialized Subfields of Study (i.e., at least one course for each subfield must be uniquely applied to that subfield's requirements). The qualifying courses vary from subfield to subfield. However, no core course (i.e., PSYC 200A/B/C, 203A/B/C, 207A/B/C, 208, 225, 226, 227, or 233) may count toward a subfield's requirements. Statistical and methods courses (e.g., 259) are typically not appropriate for these requirements *except* in the case of the Quantitative Psychology Subfield. Exceptions will be considered by the Graduate Advisor in consultation with the relevant subfield committee and the student's advisor.

4. Successful completion of an oral examination based upon a project completed by the student on a topic relevant to the subfield of study. A three-person faculty committee that is approved by the chair of the committee in charge of the relevant Specialized Subfield of Study, or the graduate advisor for custom psychology subfields of study, must grant prior approval of the project and conduct the oral examination. No more than two members can overlap between subfield committees for a given student (i.e., at least one member of the evaluating committee must be unique to each Specialized Subfield of Study). The student and the committee will determine the format of the oral exam; a presentation in the relevant pro seminar based on the project satisfies the oral examination requirement. The oral examination typically occurs in a meeting of the relevant proseminar; if an alternative meeting is convened, students enrolled in the proseminar should be invited to attend the presentation.
5. The quarter prior to the planned oral presentation, students will submit a form to the Graduate Student Advisor that identifies the committee members, the Further Studies courses completed for the specialization, and the planned final project/oral presentation date. The chair of the relevant Specialized Subfield of Study will approve the committee composition and coursework, in consultation with the specialization committee members and the Graduate Student Advisor.
6. Upon completion of the oral presentation and final project, students will submit a second form to the relevant subfield committee via the Graduate Student Advisor confirming completion of all requirements. This form will be signed by the committee members and Chair of the Specialized Subfield of Study and included in the student's file to designate completion of the specialization.

Subfield Specific Requirements

Quantitative Psychology: Further requires completion of PSYC 211, PSYC 212, and PSYC 213/214, with a grade of A or better in each course, or passing an examination covering the three courses. The relevant proseminar is PSYC 270. Note that the required project for this subfield can take a variety of forms, including (but not limited to): Comparing different methods of analyzing data, applying a method of analysis to a new research area, examining the performance of a statistic or procedure under particular and/or unusual circumstances. The project may utilize data, employ simulations, or address a problem analytically.

Health & Well Being Psychology: Further requires submission of a written paper on the completed project, due to the faculty committee two weeks prior to the oral examination. The relevant proseminar is PSYC 286F.

Diversity & Inequality Psychology: Further requires submission of a written paper on the completed project, due to the faculty committee two weeks prior to the oral examination. The relevant proseminar is PSYC 286E.

*Custom Psychology***:** Further requires submission of a written paper on the completed project, due to the faculty committee prior to the oral examination. The relevant proseminar will be chosen in consultation with and approval from the specialized subfield committee, as well as with approval from the graduate advisor.

AI POLICY

Your time in graduate school provides you with numerous training and learning opportunities (e.g., coursework, written and oral program milestones, drafting manuscripts, etc.). While historically this work has primarily been completed with independent writing, programming, and data analysis, psychological and brain sciences faculty recognize that AI tools (e.g., CoPilot) are now automatically infused into typical workflows, and you may choose to use additional AI tools (e.g., ChatGPT, Claude, Gemini, etc.) to support your intellectual products. At its best, generative AI can function as a tutor or intellectual collaborator that supports learning and skill development; however, it should not be used to replace the student's own cognitive work. Short cutting the processes of thinking, writing, and analysis undermines the educational goals of the Ph.D. program. The purpose of these guidelines is to ensure that generative AI is used in ways that enhance learning rather than diminish it (adapted from the Harvard Graduate School of Education handbook).

In general, the faculty in the department agree that students will be allowed to use AI tools in the way that they, in conversation with their advisor, deem appropriate for their work. However, students assume all responsibility for their use of AI, including what information they share with AI tools and how they integrate tool output (e.g., text, code) into their work.

Additionally, there are three caveats regarding AI use for program milestones in particular:

1. Students may not use any AI-generated text in their original draft, and this original draft is submitted along with the final milestone product. The committee chair reserves the right to place limits on the use of AI beyond this stated guideline. Students are required to discuss acceptable use of AI with their committee chair before commencing work on the project and it is recommended that discussions about acceptable uses of AI are formatted around the CRediT Taxonomy. If there is uncertainty about whether a specific use of an AI tool will be allowable for a program milestone, students should ask their PI for clarification. The committee chair should maintain a record of the agreed-upon guidelines.
2. AI use (or lack thereof) for PhD program milestones must be declared. This is in line with current publication standards in the field (e.g., examples from APA and APS). Your declaration statement should follow the format included on the following page.
    a. Failure to disclose the use of AI for program milestones will be considered an act of academic misconduct. Use of AI that violates the existing Academic Integrity Policy at UCR (e.g., plagiarism) will also be considered an act of academic misconduct, even if properly disclosed.
    b. Declaring AI use provides an opportunity for students to learn how to effectively maintain records of their interactions with AI. It will benefit you to keep an organized copy of all your work (drafts, code, etc.) and a record of AI-supported edits.
3. When using AI tools, students are expected to review the relevant terms of service and data-use policies prior to use and follow the relevant data security guidelines (e.g., IRB regulations for protecting human subjects data, journal policies regarding content of manuscripts). Students may not use AI tools in any way that violates existing data security and/or privacy guidelines that apply to their work. Students should avoid inputting any information that should not be made public, including personal, confidential, or sensitive information belonging to themselves or others, as well as proprietary, protected, or copyrighted materials. This includes, but is not limited to, participant information, raw or identifiable data sets, unpublished materials, or materials shared with students under conditions of confidentiality. Entering information into AI tools that have not been authorized by IT may compromise future intellectual property protections. Students should only use UCR-licensed AI tools to safeguard data and should consult existing UCR IT Policy.

Note that lack of awareness about policies regarding AI (e.g., misconduct, data sharing) does NOT absolve students of responsibility.

This policy applies to students who matriculate into the program in Fall 2026 and afterwards, though students who are currently in the program are strongly encouraged to follow these guidelines for all upcoming milestones. Note that policy regarding use of generative AI tools is expected to evolve

alongside changes in technology, disciplinary norms, and publication standards. Accordingly, departmental guidelines on AI use will be subject to periodic review and updating.

AI Disclosure Statement

Student Name: _____

Program Milestone: _____

Was Generative AI used to complete this milestone?

- Yes
- No

If Yes is selected above, for which of the following components of the project was AI used? For definitions of each category, please refer to the CRediT Taxonomy.

- Conceptualization
- Data curation
- Formal analysis
- Investigation
- Methodology
- Software
- Validation
- Visualization
- Writing–review & editing

For any categories that you checked, please provide a brief description of how AI was used. Make sure to specify the Generative AI tool (name and model/version number) for each category. Examples of how to structure your descriptions are below in blue text:

- Formal Analysis: I used CoPilot X.X to generate R code for multi-level models.
- Visualization: ChatGPT (GPT-4) prompts were used to generate ggplot code for Figures 1 and 2.
- …
- …
- …

In providing my signature below, I…

1. confirm that I did NOT use text from Generative AI in my original draft of this milestone.
2. acknowledge that I am taking full responsibility for all content submitted in this document, including anything generated by or in collaboration with AI.

Signature: _____ Date: _____

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 courses, two of the five further study courses, a minimum of 36 units in graduate studies (18 units of which must be in graduate coursework), and an oral exam are successfully completed.

You will need to fill out an Application for Candidacy for Master's Degree via R'Grad portal. This must be submitted by the posted deadline for the quarter in which you plan to complete the master's. Upon approval, you will receive notification via email and must submit a graduation application by the posted deadline.

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

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 and Developmental areas are required to complete the written paper of the second-year project on or before April 15th of their second year.

The Second-Year Project presentation (oral exam) can be taken in one of the following modes: In-Person, Hybrid, or Remote. The student and the committee chair will discuss which mode best suits the subject matter, with the committee chair making the final determination. Students taking the exam In-Person are expected to present the exam on campus with all committee members physically present. If Hybrid is chosen, the student is expected to present the exam on campus in a video-enabled room that supports one or more committee members being physically present and others remote. A remote exam involves all committee members and the student participating via videoconferencing software (e.g., Zoom) with no expectation for physical presence on campus of any meeting participant. Other requirements and guidelines are as follows:

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 of the student's committee. The paper must be completed and distributed to the committee members at least two weeks prior to the oral presentation.

No later than May of the second year in the program, each student must make an oral presentation of the results of the second-year project. This is typically done at a meeting of the core area faculty and fellow students (e.g., in the area proseminar). This presentation must be no longer than 30 minutes to allow time for the committee and others to ask questions of the candidate. Committee members must synchronously attend the full presentation and question period.

Students should form their committee no later than the end of winter quarter of their second year by completing the SYP Committee Nomination form. You may email the Graduate Student Advisor for the link.

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

Once the Second-Year Project oral exam is passed, students must notify the Graduate Student Advisor who will send out a form via R'Grad for the committee members to record their vote. Unanimous agreement among the committee members is required for the student to pass both the written and the oral portions of the Second-Year Project (a single no vote constitutes a fail). If a student's committee determines that the student failed the Second-Year Project (either written or oral portion), the student will have the opportunity to rewrite the paper and/or redo the oral presentation one time. Students must

complete the rewrite/redo within six months. The SYP serves as the comprehensive oral exam for the master's degree. Results for the exam must be in the Graduate Division Dean's queue by the posted deadline for the quarter in which you plan to receive the master's degree. If the second attempt is not successful, the Department will recommend to the Dean of the Graduate Division that the student be dismissed from the program.

THE QUALIFYING EXAMINATIONS

Preparation for the qualifying exams will be guided by the student's qualifying exams 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 process should begin early in the third year.

All students are expected to take qualifying exams and advance to candidacy no later than the end of the third year in the program.

Also note the following requirements:

A qualifying exams committee must be nominated and approved no later than six weeks prior to the start date of the qualifying exams. Please submit the Nomination for Oral Qualifying Exam Committee via R'Grad.

The second-year project must be completed prior to taking any qualifying examinations, written or oral.

All required coursework (data analytic core, area core, and further study) should be completed by the end of the quarter in which students take their qualifying exams and no later than the end of the third year.

Students should be prepared to nominate their dissertation committee within 1 day after passing the oral qualifying exam.

NOMINATING THE QUALIFYING EXAMS COMMITTEE

The committee consists of at least five people: the chair, the oversight member, and three others. At least half of the committee must be from the Psychological and Brain Sciences Department; exceptions require a memo of justification. **The chair** will usually be the faculty member who has been serving as your advisor. The chair must be a member of the Riverside Division of the Academic Senate (that is, a Professor, Associate Professor, or Assistant Professor) and will normally be a member of the Psychological and Brain Sciences Department. (For all others, nominate with a co-chair, justify, and obtain a CV if not a member of any of the UC campuses).

The oversight member must be a member of the Academic Senate and must not have any formal affiliation (e.g., regular, joint, adjunct, or cooperating title) with the Psychological and Brain Sciences Department. For Behavioral Neuroscience students, the oversight member also cannot have any formal affiliation with the Neuroscience Graduate Program. The function of the oversight member is to act as a proctor or impartial observer. Exceptions must be justified by addressing a memo to the departmental Graduate Advisor. Reasons include particular expertise not otherwise available in your area of study,

Other Committee Members

UCR Assistant, Associate, or Full Professor: State department(s) affiliation.

UCR Lecturer or Visiting title: State title and department(s); provide justification.

UC System but not UCR: State title, department(s) and campus affiliation; provide justification.

Not affiliated with any UC but has Ph.D.: Provide CV and justification.

Anything else: Consult with the Graduate Advisor.

THE QUALIFYING EXAMINATIONS

The qualifying exam has two portions, a written exam and an oral exam. Both portions are administered and evaluated by the student's qualifying examinations committee.

The Written Exam

The qualifying examinations committee, in consultation with the student, selects the examination procedure to use. Two options are available:

A “Paper Option” is available for students in all areas. This option entails creating one or more documents that comprise a minimum of 15 single-spaced pages of content. The content and format of the Paper Option (e.g., one longer grant proposal, one conceptual/review paper and one shorter grant proposal, or one longer conceptual paper) will be determined by the qualifying exams committee in consultation with the student.

A second option of a written exam is also available in all areas. The student may take a 2-day written examination of 6-8 questions based on a reading list approved by the student’s qualifying examinations committee. The breadth and depth of such lists, and the degree to which assigned versus student prepared lists are used, is determined by the student’s committee, who prepare the written examination.

Students will confer with their primary advisors for guidance about which Quals option (Paper Option or Written Exam) best serves their individual training goals. The qualifying exam committee chair will provide detailed information about the nature and extent of feedback given to the student in the writing process to the other members of the committee when students submit the written exam. This exam will be administered by the Graduate Student Advisor or by your faculty advisor.

Written work will be evaluated as “fully satisfactory” (e.g., Pass), “partially satisfactory” (e.g., a Conditional Pass with Revisions Required), or “fully unsatisfactory” (e.g., a No Pass) by the committee at least one week prior to the oral exam meeting. In the case of a Pass, the oral exam proceeds as planned. In the case of a Conditional Pass, the committee may request revision of some of the written work, to be completed before the oral exam can take place. The committee will determine the length of time the student has to complete the requested revisions. There will be only one opportunity to revise and resubmit written work with a Conditional Pass. The revised written work must be received 1-3 weeks before the rescheduled oral exam meeting date. If the revised work is deemed to be of acceptable quality, the oral exam proceeds as planned and the written exam outcome reported to the Graduate Division is a Pass. If the revised work is deemed unacceptable, the Conditional Pass becomes a No Pass, this is the written exam outcome reported to the Graduate Division, and the student must retake the entire exam again (the timing for the revision will be determined by the committee). In the case of a No Pass, this written exam outcome is reported to the Graduate Division, and the student must completely redo the written portion of the exam (the timing for the revision will be determined by the committee).

The Oral Exam

Regardless of the option selected for the written examination, the written product (exam or paper) is reviewed by the student’s qualifying examination committee and, if deemed satisfactory, the oral examination follows. If the committee proceeds with the oral exam, the written exam is approved and no further revisions or corrections to the written portion can be required (i.e., the written component of the exam is considered to be “passed”). The scheduling of the oral examination shall be determined by the student’s committee in consultation with the student, except that the oral examination shall follow the completion of the written examination by at least one week and not more than three weeks. The oral exam should be scheduled for 2.5 hours, to allow time for the exam and committee deliberations.

All committee members must be present (synchronously) for the entire oral exam. The Oral Qualifying Exam can be taken in one of the following modes: In-Person, Hybrid, or Remote. The student and their committee chair will discuss which mode best suits the subject matter, with the committee chair making the final determination. Students taking the exam In-person are expected to present the exam on campus with all committee members present. If Hybrid is chosen, the student is expected to present the exam on campus in a video-enabled room that supports one or more committee members being physically present and others remote.

A Remote exam involves all committee members and the student participating via videoconferencing software (e.g., Zoom) with no expectation for physical presence on campus of any meeting participant.

The oral exam addresses issues raised in the written portion of the qualifying examination, but the scope of the oral exam is not limited by the contents of the written portion. Other topics within the students

general field of study, as well as related fields, may be covered in the oral exam in order to confirm the student's readiness for advancement to Ph.D. candidacy.

Immediately after the oral exam, the student will be informed whether they have passed or failed. If the student fails the exam, the committee has the option of recommending that it be retaken, provided the committee agrees that the overall performance warrants retaking the exam. The oral exam may be retaken only once. Students must wait three months to retake their oral exam. Students who are within normative time

in the program will have up to one year (e.g., Fall to Fall) to retake the exam. Students who are delayed in the initial qualifying exam will have less than one year, with the specific timeframe to be determined by their committee. Students may request that the results of their candidacy exam be reviewed by the program within one month of the exam date.

Advancement to Candidacy

The results of the qualifying examinations must be reported to the Graduate Division within 48 hours using the Report on the Oral Qualifying Exam Form via R'Grad 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 via R'Grad to the Graduate Division on the same form and at the same time. (The dissertation committee may be changed later, if necessary, with reasonable justification.) Students will not be able to register for the following quarter until they nominate the full dissertation committee.

THE DISSERTATION

NOMINATING THE DISSERTATION COMMITTEE

In consultation with their advisor, each student will form a Dissertation Committee composed of a minimum of three members. The committee should be established before the dissertation topic 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.

TIMING OF MANUSCRIPT SUBMISSION

For the dissertation proposal and the dissertation defense, the written document (dissertation proposal or dissertation) must be completed and distributed to the committee members at least two weeks prior to the oral presentation.

DISSERTATION RESEARCH PROPOSAL

The dissertation proposal is a written document (length and format determined by the committee) that is due to the committee by the end of the 4th year in the program. The chair will then convene a synchronous meeting of the entire committee and the student, to discuss the proposed work and decide on the suitability of the proposal. Upon successful completion of the proposal meeting, the chair should notify the Graduate Advisor and Graduate Student Advisor for tracking purposes. It is expected that the dissertation will be completed by the end of the 5th year.

DISSERTATION RESEARCH FUNDS

After students advance to candidacy, funds are available through the Graduate Division to aid in dissertation research. There are quarterly application deadlines. For more information:

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. 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.

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. The fee is in lieu of enrollment fees. The application is available online via R'Grad from 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.

APPLYING FOR GRADUATION

Students must apply for graduation from the program by the posted deadline via the graduation application in R'Web.

PREPARING AND FILING THE DISSERTATION

Instructions for preparing your dissertation for filing will be sent to you by the Graduate Division at the time you advance to candidacy. The Graduate Division holds a dissertation preparation workshop once a quarter.

Announcements are posted and/or emailed. All forms (e.g., Report of Final Defense, Signature Approval Page) must be submitted and received in the Graduate Division Dean's queue by the posted deadline (please note that this should be submitted by the Candidate at least 5-days prior to the posted deadline, when possible, in order to route through all the necessary signatures and reviewers). The final dissertation must also be uploaded and submitted to ProQuest for formatting review by the posted deadline.

The Psychological and Brain Sciences Department can print and bind a copy of the dissertation by request.

FINAL DEFENSE

A final defense of the dissertation is required by the Graduate Division. The defense is typically 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 Final Dissertation Defense can be completed in one of the following modes: In-Person, Hybrid, or Remote. The student and their committee chair will discuss which mode best suits the subject matter, with the committee chair making the final determination. Students completing the defense in-person are expected to present the Final Defense on campus with all committee members physically present. If Hybrid is chosen, the student is expected to present the Final Defense on campus in a video-enabled room that supports one or more committee members being physically present and others remote. A remote defense involves all committee members and the student participating via videoconferencing software (e.g., Zoom) with no expectation for physical presence on campus of any meeting participant.

The procedure for the final defense in the Psychological and Brain Sciences Department is similar to the oral examination for the qualifying exams; the form for Report of the Defense is located on R'Grad and should be initiated once the defense is completed. The dissertation committee is the defense committee. Unanimous agreement among the committee members is required for the student to pass the dissertation defense (a single no vote constitutes a fail). All faculty serving on the defense committee must be present (synchronously) for the entire oral defense.

NOTE: Sometimes an emergency substitution on the committee at the time of defense may be necessary. Changes to dissertation committees must be submitted via R'Grad 5 days before the defense date to ensure adequate processing time. Approval prior to the defense is required.

Any member of the Academic Senate may attend. You may invite guests if you wish. Consult with the Psychological and Brain Sciences Department Administrative Assistant (currently Erica Costantino; erica.costantino@ucr.edu) so that a room can be reserved.

Signature page of dissertation: For the Graduate Division's copies of the dissertation, initiate the Signature Approval Form located on R'Grad.

AREA SPECIFIC MILESTONE GUIDANCE

Behavioral Neuroscience

Cognition & Cognitive Neuroscience

Developmental

Social/Personality

ACADEMIC STUDENT EMPLOYMENT (ASE)

CASE UAW REPRESENTATION

Academic Student Employees (ASEs) and Graduate Student Researchers (GSRs) 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, graduate student researchers, and other specified ASEs. Complete details are available on the web at:

https://www.uaw4811.org/

MINIMUM EMPLOYMENT REQUIREMENTS

To be employed as a TA, GSR, or reader, students must be enrolled full time (minimum of 12 units). A student may not be employed at more than 50% time (20 hours per week on average) in any combination of titles during the academic year. If an exception is needed (which should be rare), a memo must be forwarded from the Graduate Advisor or Chair to the Graduate Dean before the appointment. During quarter breaks and Summer, a student may work full-time (i.e., 100%). Students in F-1 and J-1 visa status (with documents issued by UC Riverside) do not require permission to hold academic appointments or other university employment for 20 hours per week or less if they are registered full-time (12 units) during the quarter. They may also work full-time on campus during breaks if they will be registered the following quarter.

For Trainees/Fellows determined to be part of the UAW Collective Bargaining Agreement, the work performed during the quarter is considered to be up to 50% FTE effort.

Minimum GPA: Teaching titles (e.g., Teaching Assistant, Associate In, Teaching Fellow), Graduate Student Researchers, and readers are required to maintain 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.

Incomplete Units: No more than seven units of incomplete grades are allowed if a student is to hold an employment title. No exceptions are approved.

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.

Quarter Limits: Students in teaching titles (TA, Teaching Fellow, or Associate Instructor) for more than 15 quarters must submit an exception request for additional employment. No student may hold teaching titles for more than 18 quarters in any combination of these titles. Students who have not advanced to candidacy by their 15th quarter of attendance or have not completed their degree by their 21st quarter of attendance are not eligible for employment.

DEPARTMENT TA ASSIGNMENTS

All graduate students who desire support as a teaching assistant or reader and who have a GPA of at least 3.0 should complete the TA request form when it is distributed by email in the quarter prior to the TA quarter. All assignments are for a single quarter, including assignments to courses that are a part of multi-quarter sequences. The faculty Graduate Advisor for continuing students (currently Liz Davis) makes TA assignments, in consultation with the staff Graduate Student Advisor (currently Sarah Turnbull) and the department chair (currently Kate Sweeny), as needed.

The first step in assigning TAs to courses is to solicit preferences from (1) all faculty who will be teaching courses (i.e., which students they prefer as TAs) and (2) graduate students who may want or need a TA position (i.e., which courses they prefer to TA). Students rank up to 8 choices of courses among the available options. Preferences are solicited via email and faculty, and students are directed to a Google survey to register their choices. The Graduate Advisor then attempts to match up those preferences with department needs. Ideally, all students would receive one of their top preferences. However, when too many students list a particular course as their top choice, or when too few students do so for a particular

course, the Graduate Advisor makes the assignments with the goal of covering the department curricular needs while giving students their highest possible preferences. Several other factors considered at this stage of the process, including departmental and curricular needs, students' areas of expertise, instructor requests, and whether a student was assigned to a lower-ranked course the previous quarter. The TA assignment process attempts to maximize the overall quality of instruction throughout the entire curriculum. In addition, to have high priority for summer TAships after the 2nd, 3rd, 4th, or 5th year, students must have applied for either internal or external fellowships or research grants.

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 assistant's research activity (e.g., a school provides access to participants 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 students' 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. Alternatively, students may refuse the teaching assistant appointment, but the department then accepts no responsibility for offering alternative employment or support.

TEACHING ASSISTANT DUTIES

A teaching assistant is not responsible for the instructional content of a course, selection of student assignments, planning of examinations, or determining the quarter grade for students. The TA is not 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 (that is, TAs cannot be asked to give lectures to the class, nor can they assist in writing exam or quiz questions). Although reviewing, editing, and providing feedback on instructor-created materials is pedagogically appropriate, TAs will not be asked to generate any portion of an exam or other summative assessment of student work. The TA is responsible only for the conduct of discussion or laboratory sections under the active direction and supervision of a regular member of the faculty to whom final responsibility for the course's instruction, including the performance of teaching assistants, has been assigned.

Professors and instructors should not ask teaching assistants to offer a lecture in a course the professor is teaching. TAs might not feel comfortable refusing such a request. However, providing a guest lecture can be a good experience for the TA, if they would like to volunteer. When graduate students make their TA requests to the Graduate Advisor (see above), they will indicate whether or not they would like the opportunity to give a guest lecture. If an instructor wishes to know if any of their TAs volunteered to give a lecture, they can ask the Graduate Advisor. Only if the student indicated to the Graduate Advisor a willingness to lecture can the professor, then approach the TA about giving a guest lecture.

It is the **employee's responsibility** to accurately record approved leave taken and submit timesheets to their supervisor/unit head by the published deadlines. 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 TAs in writing, with copies to the Graduate Division and Dean of the College.

> Attend, to the extent required by the department, all meetings of the class for which the TA is doing lecturing, laboratory work, section discussions, or grading of papers or examinations.
>
> Consult with the professor in charge of the course as to grading policies, course content, and procedures.
>
> Attend all meetings of classes, sections, and laboratories for which the TA is personally responsible. Failure to meet regularly scheduled classes for which the TA is responsible

constitutes a dereliction of duty and may be grounds for termination of employment. If there is a good reason for absence, the TA must inform the instructor and arrange for a substitute.

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

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

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

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

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

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.

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

GRADUATE DIVISION READER REGULATIONS

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.

GRADUATE STUDENT RESEARCHER (GSR) REGULATIONS

A Graduate Student Researcher (GSR) is a graduate student who performs research related to the student's degree program in an academic department or research unit under the direction of a faculty member or authorized Principal Investigator.

FINANCIAL

FELLOWSHIPS

Most students will have a UCR Fellowship at some point. They must maintain the eligibility criteria:

- Must be making acceptable progress toward their degrees (For these purposes, acceptable progress for a Ph.D. student means students must be advanced to candidacy within 12 quarters after entry and must complete the degree by the normative time to degree for the particular program plus one year; for most master s students, acceptable progress is represented by enrollment for not more than three years)
- Must have less than 8 units of Incomplete grades
- Must maintain a 3.00 GPA
- Must enroll in and complete a full course load (12 graduate units or the equivalent)
- Changes in degree objective and/or degree program may affect eligibility for continuation of the award

Please note that taxes are not automatically withheld from domestic student stipends. You may be responsible for taxes on your fellowship stipend. Any questions about taxable income should be directed to a tax professional.

For more fellowship information, please visit the UCR Graduate Division's website: https://graduate.ucr.edu/funding

FINANCIAL ASSISTANCE (DEPARTMENTAL)

Departmental practice is to support all satisfactorily progressing graduate students in the 1st through 5th 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 exams 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. The health insurance fee (GSHIP) is covered for students appointed as TAs or GSRs at 25% appointment or higher. As a condition of support, students are expected to seek and apply for fellowships and scholarships for which they are eligible throughout their career as a graduate student.

STIPENDS & PAYCHECKS

How do I sign up for direct deposit for fellowship stipends (or financial aid payments)? Student Business Services (SBS) handles direct deposits (DD) for disbursements of fellowships and financial aid. Sign up for Direct Deposit via R'Web, Student Account, Student Account Online.

How do I sign up for direct deposit for employment checks? Once you have been onboarded for your employment position, you will have access to your UCPath Portal. You can sign up for direct deposit here to receive your employment checks. If you do not sign up for direct deposit, your paycheck will be mailed to the address you have on file in your UCPath Portal. Please make sure to check and update your address in your portal.

Paycheck timing: You will typically receive some kind of check through UCR during your time in the program (e.g., fellowship stipend or TA/GSR salary). For those moving from a fellowship to a salaried position, note the difference between a fellowship stipend received at the beginning of the quarter as a lump sum, and a monthly salary paid after the first month of your appointment. When you switch from fellowship to employment, there will be gaps in the timing of payments. Payday is the first of the month,

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

TAX EXCLUSIONS

The criteria for the exclusion of income earned as a TA, GSR, or Fellow are fully explained in IRS Publication 520. Tax Information for U.S. Scholars, available online at IRS.gov.

PAYING FEES/ENROLLING

Graduate students must enroll in a minimum of 12 units each quarter for full-time status. 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 $45 late payment processing fee when fees are not paid on time. This processing 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 processing fee will not be waived if fees could not be disbursed because you were not enrolled. The Department's Graduate Student Advisor will distribute enrollment materials and specific instructions each quarter. Direct all questions regarding enrollment procedures to the Graduate Student Advisor.

DEPARTMENTAL TRAVEL FUNDS, SERVICE HONORARIA, AND EVENT/CONFERENCE SUPPORT

Graduate Student Travel Support

Contingent upon available funds, UCR graduate students will be refunded up to $750 per year each for travel/accommodations/registration at national research conferences in which they co-author a presented paper or poster. (The authorship stipulation may be waived for 1st year graduate students at the request of their faculty mentor.) All graduate students mentored by faculty in the Department of Psychological and Brain Sciences are eligible, including those in programs other than the Psychological and Brain Sciences Department's Graduate Program (e.g., Neuroscience).

Reimbursements should be via the Department COA and do not require prior approval for use for the travel purpose stated above. Any other use of travel funds must be approved by the Graduate Advisor.

Travel support funds can be carried over from one Academic Year to the next. Students can contact a department analyst (current contact: Tiffany Mullenix;) for balance inquiries; the CHASS Travel Team can provide reimbursement assistance. Psychological and Brain Sciences department travel funds can be used toward airfare, lodging, conference registration fees, meals & ground transportation (membership dues are not considered travel expenses). Travel funds are available for use through graduation or until October 1st after the 6th year, whichever comes first. Students entering a 7th year or beyond can no longer receive or use department travel funds.

All travel is processed by the CHASS travel office (chasstravel@ucr.edu) and must adhere to the UC travel guidelines/policies. The traveler is required to submit an estimated travel expense report to the CHASS travel team **prior** to the trip for a pre-trip approval. All expenses need to fall within the rules for reimbursement as described in the G-28 policies.

Graduate Student Honoraria for Service Activities

Contingent on available funds, UCR graduate students will be provided with additional travel support funds or small stipends between $50 and $500 per year for engaging in significant service and volunteer activities that benefit the department. All graduate students mentored by faculty in the Department of Psychological and Brain Sciences are eligible, including those in programs other than the Psychological and Brain Sciences Department's Graduate Program (e.g., Neuroscience). Students volunteering time for single events will be compensated at a range of amounts. Students serving in a formal service role for the department as a Graduate Grants Assistant, Quantitative Consultant, or Grad Rep will receive either $300 or $500 in additional travel support funds per year.

Event and Conference Support

Contingent upon available funds, the Department will provide up to $500 per event annually towards support for student-sponsored events with a research or teaching theme (e.g., TEDx talks, R'Psych, Brain Awareness Day), contingent upon the event sponsors obtaining matching funds. Funds will be disbursed by the Department FAO.

INTRAMURAL AND EXTRAMURAL FELLOWSHIPS, SCHOLARSHIPS, AWARDS, AND GRANTS

Internal Awards

At the end of each academic year, the faculty nominate student candidates for four different awards to the Graduate Education and Well-Being Committee:

Robert Rosenthal Research Award: For the most outstanding research accomplishments

Rising Star Research Award: For research excellence among students who have not yet reached their 4th year in the program

Graduate Student Mentor Award: For excellence in and commitment to mentoring undergraduates

Carolyn Bennett Murray Graduate Award for Contributions to DEI: For excellence in DEI-relevant research and/or service.

Selected recipients will typically be notified and will receive a $100 stipend in June; the awards will be presented during the Psychological and Brain Sciences Department conference in September of the following academic year.

Incentives for Graduate Students Who Apply for Extramural Funding

Contingent upon available funds, UCR graduate students will be awarded $200 per year upon submission of a high-quality application for extramural funds exceeding $5,000. All graduate students mentored by faculty in the Department of Psychological and Brain Sciences are eligible for this award, including those in programs other than the Psychological and Brain Sciences Department's Graduate Program (e.g., Neuroscience).

To receive these funds, the Psychological and Brain Sciences faculty mentor will confirm that the candidate meets the criteria listed here. The candidate should then send this confirmation to the department Contracts & Grants Analyst (Ivan Kong (ivan.kong@ucr.edu) for additional review and disbursement of funds.

Pre-Application Deadline Policy for Limited Graduate Fellowship Applications

In circumstances where an awarding entity limits the number of grant or fellowship applications, the following policy applies. Students will be required to submit a pre-application for review and ranking by the Graduate Education Committee before proceeding with the submission of a full application. The pre-application will include a current CV (or equivalent form as provided by the awarding entity), a description of the intended project (i.e., an abstract of intent; length TBD based on the type of application), and a letter of support from the primary mentor no later than 6 weeks ahead of the awarding entity's deadline.

GSA TRAVEL GRANTS

The GSA Conference Travel Grants help to meet the financial needs of graduate students who have been invited to present scholarly papers or posters at regional and national professional conferences. The program, administered by the UCR, and with support from the Chancellor and Graduate Division, provides funding support for both conference presenters and, to a lesser degree, attendees. The per conference and annual caps are updated annually and are available on the GSA website.

MISCELLANEOUS

POLICY ON SEXUAL HARASSMENT

The Department of Psychological and Brain Sciences has a no tolerance policy for sexual harassment of any kind. The University of California Title IX Policy () defines sexual harassment as unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal, nonverbal or physical conduct of a sexual nature. Students who believe they have been the victim of or witnessed sexual harassment by another graduate student, a faculty member, or staff are encouraged to talk with the department's Graduate Advisor or to seek counsel from the UCR Title IX office or the Office of the Ombuds (see UCR Campus Resources below).

OFFICIAL STUDENT STATUSES

Regular Student status, meaning a student is eligible for full university services and can be employed in student jobs (assuming the student is otherwise qualified), means that regular full fees have been paid and the student is enrolled in 12 units. Other statuses (e.g., filing fee, in absentia) 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 Master's degree by writing a thesis. This form is available via R'Grad from the Graduate Division and will route through an electronic signature process. Include the date you advanced to candidacy.

Leave of Absence

An absolute maximum of up to three quarters of leave may be approved by the Graduate Division. The Leave of Absence Petition is located on R'Grad.

ADDRESS, PHONE, AND NAME CHANGES

Whenever you have a name, phone, or address change, you can update your information on R'Web. If you are also a UCR employee (TA, GSR, etc.), please make sure you update the information in your UCPath portal so that your information is updated on our payroll system.

ESTABLISHING RESIDENCY

To establish residency, you will need to talk to the residence affairs officer in the Office of the Registrar. Information on establishing residency and how to submit the form can be found here:

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.

KEYS/BUILDING SECURITY

You will be issued keys to the building, your office space, the Xerox room, Goldman Library (PSYCH 3210), and any other area authorized by the department or your advisor. 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. UCR is not a gated campus, so always be aware of your personal security and the security of your belongings.

OFFICE SPACE & MAILBOXES

Office space is currently provided for all graduate students in their faculty advisors lab. Offices are provided for teaching assistants during office hours. Each graduate student has a mailbox located in the Psychological and Brain Sciences Department Office (in the Xerox room).

PHOTOCOPYING

Students will use their advisor's code to make photocopies. Students will need to contact their advisor for the code.

DEPARTMENTAL FORMS

The Graduate Departmental Forms are located online. A majority of Graduate Division forms are located on R'Grad which you can find on your R'Web portal.

PARTICIPATION ON DEPARTMENTAL COMMITTEES

UCR Graduate Students are eligible to serve on Department Committees by invitation. Students are only permitted to serve as Graduate Student Representatives or Committee Members if they are in good academic standing with regard to research, coursework, and teaching.

UCR CAMPUS RESOURCES

A number of resources to support graduate student success, health, and well-being are available at UCR:

- Graduate Division, Current Students
- GradSuccess
- The WELL, UCR s Wellness Center and Health Promotion Department
- Student Disability Resource Center
- Counseling and Psychological Services
- Title IX Office
- Office of the Ombuds