Graduate Program in Psychology Handbook

Policies, Procedures, and Requirements

2018-2019
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NOTE: Some contents of this manual derive from the University General Catalog and various Graduate Division publications.

This manual is intended as a resource for graduate students in the Psychology Department. Students are also strongly encouraged to read the relevant sections of the University Catalog that provide updated details about University rules, regulations, and policies. Please discuss questions or concerns with the Graduate Advising Supervisor and Vice Chair for Graduate Studies.

Current Graduate Advising Supervisor: Lisa Lee

Current Vice Chair for Graduate Studies: Professor Anna Lau

Last Updated October 2018
II. UNDERGRADUATE PREPARATION

The department regards a broad undergraduate background in the behavioral, biological, physical, and social sciences as the best preparation for graduate study in psychology. It is desirable but not required to have majored in psychology. A course in college level math or statistics is required.

IMPORTANT: Some areas within this Department have additional requirements:

Behavioral Neuroscience Area: Undergraduate courses in basic biological and physical sciences are strongly recommended.

Clinical Area: The program requires a psychology major or its course equivalent, as well as the Psychology GRE subject test. However, we will consider applicants who did not take the subject test in time for admission.

Cognitive Area: Consistent with the interdisciplinary nature of cognitive psychology and cognitive science, the area welcomes applicants with majors or strong backgrounds in any of a number of areas, including psychology, cognitive science, computer science, applied mathematics, engineering, neuroscience, and linguistics.

III. GENERAL POLICIES FOR STUDENTS WITH GRADUATE LEVEL TRAINING FROM OTHER UNIVERSITIES

All doctoral students are required to complete at least two years of academic residence at UCLA. In most cases, a longer period of academic residence is required. Students who completed graduate level courses at another university may petition for one or more exemptions from the UCLA requirements.

The basic goal in evaluating petitions from students with previous graduate training is to ensure that all graduate training is comparable to that received by other UCLA psychology graduate students and that the training merits a UCLA Psychology Ph.D. Although it is common for students with two or more years of previous graduate work to successfully petition course exemptions, many advisors and areas may in fact prefer that these students enroll in most of the courses required in our program, particularly courses in the major. Please note that the department expects that students entering with an M.A. will need at least two years to advance to candidacy. Also note that the Written and Oral Qualifying Examinations (Preliminary Orals) at UCLA are mandatory for all graduate students, regardless of whether this examination has been passed at another university.
Psychology 250A, 250B Course Exemptions: Students who wish to be exempt from this statistics requirement must consult with their advisors and the Quantitative Area chair. These exemptions are rarely, if ever, granted.

Course Exemption Petitions: Students with previous graduate training in psychology are urged to petition for exemptions during their first quarter in residence at UCLA. Course exemption petitions may be obtained from the Graduate Advising Supervisor. If requesting exemptions for more than two courses, please complete a “Petition Summary for Students Submitting Multiple Petitions.” All petitions for course exemptions must be submitted together and with syllabi so they can be evaluated in the context of the student’s overall program of study at UCLA. Students may petition for course exemptions in Core courses, Major Area courses, and Minor Area courses. Petitions will be reviewed by each student’s advisor and Area Chair, the appropriate course instructors, the Vice Chair for Graduate Studies, with further consultation from the Graduate Studies Committee when deemed necessary. Please see the Graduate Advising Supervisor for details.

IV. PROGRAM OVERVIEW

ADVISING
Upon admission to graduate status, each student is assigned an academic advisor whose role is to provide consultation on curriculum planning and academic matters. Incoming students should meet with this faculty advisor before the fall quarter starts or as early as possible to plan their first-year classes. Often, the student’s academic advisor is also their research advisor. In other cases, the student may have two different faculty advisors, one as an academic advisor and the other as a research advisor. If interests and relationships change over time, students may select new academic and/or research advisors.

Although students may select research advisors who are out of their area or even outside of the department, we require students to maintain an academic advisor who is in the student’s major area. Clinical students must consult with the Clinical Area Chair to ensure that their research advisor is acceptable.

REQUIREMENT SUBSTITUTIONS
Students are generally expected to complete requirements as outlined in this handbook. However, students also have the option of petitioning to substitute designated courses with courses that the student thinks may satisfy the nature and intention of the requirement equally well or better. Students considering this option should discuss it with their advisor and relevant area chair. Complete the General Petition available on the Psychology website (https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions).
FIRST AND SECOND YEAR REQUIREMENTS

Establishing California Residency: If you are a California nonresident student, you are advised to file a Petition for Residence Classification in order to avoid incurring the costs of nonresident tuition in the second year of the program and beyond. To be considered a California Resident for tuition purposes, a student must be physically present with intent to remain in California for one year prior to the residence determination date for the term you wish to be considered a resident. For more information, please visit the Registrar’s website on Residence for Tuition Purposes (http://www.registrar.ucla.edu/Fees-Residence/Residence-Requirements/Classification-as-a-Resident).

In general, the first two years of graduate work are designed to provide the student with breadth of knowledge in the field of psychology with a more focused intensive coverage of theories and research than would have been received in an undergraduate program. Three courses in statistics and a first-year research project (251ABC) are required. The second year of the program provides more specialization in the student’s major and minor areas and continued development of the student’s own research program.

A. Core Program requirements:
   1) Students must complete 250ABC (Advanced Psychological Statistics) in the first year of the graduate program. Students who complete the 250ABC series may apply 250C as a quantitative core course and as a course that can be applied either toward the major OR minor in quantitative psychology. Alternatively, students have the option of selecting a course to substitute for 250C from a list of approved courses that can be obtained from the Graduate Advising Supervisor. Please note that students who substitute another course for 250C will not be permitted to count the alternative course as a core course.
   2) Students are required to enroll in 251A during winter quarter of their first year and must complete Psychology 251ABC sequence by the end of fall quarter of their second year.
   3) Students must take four Core Courses in addition to 251ABC.

B. First Year TA Requirement:
   In our department’s commitment to improving graduate education in teaching, effective Fall 2017, all students will be introduced to teaching through a 25% introductory teaching assistant position during one quarter of the first year of matriculation in the degree program.

C. Psychology 495:
   Psychology 495 (Presentation of Psychological Materials) is a supervised practicum in undergraduate teaching. All first year students are required to take 495A concurrent with their first TA assignment. In a subsequent year, students must take 495B concurrent with their second TA assignment. As with all course requirements, this must be completed prior to doctoral advancement to candidacy. Exemption petitions for these courses will not be accepted.
D. **M.A. Degree:**
Students must petition to be advanced to candidacy for the M.A. degree. Petitions are submitted at the end of the second week of the quarter in which the student expects to complete degree requirements. The student must complete nine courses (36 units) specified by the Department. Students who have previously received a master’s degree in Psychology may not receive a duplicate M.A. in Psychology at UCLA.

E. **Research Requirements:**
Enrollment in individualized research courses is the formal mechanism for providing students, instructors, the department, and the University with the appropriate credit for time devoted to research. These courses include Individualized Study Courses (Psychology 596, 597, 599) as well as regular research/lab meetings (Psychology 296).

1. **Individualized Study Courses and Requirements:**
   a. **Course Titles**
      - 596 - Individual Research: Credit for research supervised by one or more faculty.
      - 597 - C-Exam preparation (Clinical students: See explanation below)
      - 599 - Dissertation Research (prerequisite: Advancement to Candidacy)

      Clinical students: Please note that you may enroll in Psychology 596 only during quarters in which a written product will be submitted at the end of the quarter. The content and format of the written product is to be determined in advance by you and your faculty research advisor. It will depend on what is appropriate for the stage of your research. During quarters when the research will not include a written product, enroll in Psychology 597 to obtain research credit. Please contact the clinical area for additional information.

   b. Students must enroll in at least 4 units of 251, 596, 597, or 599 each quarter, beginning winter quarter of the first year.

   c. Beginning in their second year, students are required to enroll in a minimum of 4 units of Psychology 596 each year until Advancement to Candidacy, at which point students enroll in 599 each quarter. Clinical students: Your 2nd and 3rd year 596 courses must have a written product. Clinical students conducting research during quarters in which they will not produce a written product should enroll in Psychology 597 instead of 596.

   d. Students enroll in 2-12 units per section, i.e., with each faculty member who supervises their research. Each unit of credit represents approximately three hours of work per week. Students are urged to enroll in the number of individualized research units (and sections) each quarter that reflect the time they spend on individualized research supervised by faculty.

   e. Enroll under the name of each faculty member with whom you meet on a regular basis.
f. New course ID numbers for 596/597/599 are assigned each quarter.

2. Regular research/lab group meetings:
   Enroll in Psychology 296 whenever you are involved in regular research/lab meetings. Enroll under the name of each faculty member who is in charge of the meeting(s) you attend.

F. Major And Minor Area Course Requirements:
   Students continue working on requirements for the major and minor during the second and third year.

G. Written Qualifying Examinations (C-Exams):
   Please check area specific policies in the Handbook for more information about c-exam requirements.

H. Clinical Students Practicum Requirements:
   Requirements and procedures for the Clinic practicum are detailed in the Clinic Handbook (https://www.psych.ucla.edu/graduate/current-students/academics/graduate-student-handbooks).

THIRD YEAR REQUIREMENTS
The third year consists primarily of advanced seminars and, in some areas, completion of C-Exam requirements. A large part of the student's time should also be devoted to research, with greater specialization leading toward the development of a dissertation problem. Students typically complete major and minor area course requirements by the end of the third year.

FOURTH AND FIFTH YEAR REQUIREMENTS
A. Oral Qualifying Examination (Prelims):
B. The Oral Qualifying Examination (Prelims) must be completed no later than the spring quarter of the fourth year.* It is important to start working with your advisor as early as possible to develop a plan so that you can advance to candidacy on time. Most students develop their ideas before the 4th year and begin focusing on the dissertation literature review and prospectus in the fall of their 4th year. Students are advanced to doctoral candidacy following completion of the oral qualifying examination.

C. All course requirements and written qualifying examinations must be completed prior to taking the oral qualifying exam. A doctoral committee of at least four faculty members is appointed. In addition to the requirements imposed by the Graduate Council, the three members of the doctoral committee who hold appointments in the Psychology Department must include a member of the student's major area and a member of at least one other area. If a faculty member is a member of more than one departmental area, that faculty member's primary affiliation should be noted in planning the composition of the doctoral committee. Students may check the primary area for each faculty member by clicking on a specific faculty member on the department website (https://www.psych.ucla.edu/faculty). For more information on the regulations for the
nomination of doctoral committees, please see section XI Guidelines for Doctoral Committee and Dissertation Preparation.

D. It is a strong tradition in the department that the doctoral dissertation concern itself with original investigation of an empirical character. The specific form and content of the dissertation proposal and of the final dissertation filed with the University should be worked out in consultation with your dissertation committee advisor and your doctoral committee. Like any scholarly work, the format of the dissertation can take many different forms. Some dissertations have consisted of a series of chapters specifically written for the dissertation.

Other dissertations have consisted of an introduction, a series of discrete articles (such as those that might be submitted to a journal) and a conclusion. Still other dissertations have combined these formats. In all cases, the dissertation committee is the final judge of the acceptability of the form and content of the dissertation. The UCLA Filing Requirements can be found on the graduate division thesis and dissertation filing requirements website (https://grad.ucla.edu/academics/graduate-study/thesis-and-dissertation-filing-requirements/).

E. Final Oral Examination:
The doctoral committee evaluates the candidate’s dissertation during a two-hour oral examination meeting.

F. Internship Requirements for Clinical Students:
The equivalent of a one-year full-time supervised internship in an acceptable setting approved by the faculty is required. The internship is typically taken in the sixth year, ideally following completion of the dissertation. Some students may elect to take the internship earlier. More information on the internship requirements for clinical students can be found on the Clinical Psychology Graduate Handbook (https://www.psych.ucla.edu/graduate/current-students/academics/graduate-student-handbooks).

SIXTH YEAR REQUIREMENTS

All requirements for the Ph.D. must be completed by the end of the spring quarter of the sixth year*.

*Any requests for extensions to these rules must be submitted by March 1st in year 4 (for extension of the Preliminary Oral Exam deadline) or year 6 (for completion of all Ph.D. requirements). One time extension will only be granted for highly extenuating circumstances beyond the student’s control. A student who petitions for an exception must demonstrate (1) regular and significant progress toward the degree and (2) currency in the field of Psychology. If an extension is granted for the 4 year rule that does not automatically grant an additional extension to the 6 year rule.
V. QUARTERLY COURSE LOAD

A. Each quarter, students are required to enroll in a minimum of 12 units.

B. Beginning in winter of year one, students are required to enroll in a minimum of four units of research each quarter. These courses include:
   Psychology 251 (First-Year Research Project)
   Psychology 596 (Individual Research)
   Psychology 597 (Individual Studies)
   Psychology 599 (Dissertation Research - for students who are advanced to candidacy)

C. The twelve-unit minimum course load may include 2-12 units of Individual Study (Psychology 596/597/599) supervised by one or more instructors as well as Psychology 296 (1 unit per section) for faculty research and/or lab meeting courses.

SAMPLE SCHEDULE FOR THE FIRST 4 QUARTERS OF THE GRADUATE PROGRAM:
Be sure you are enrolled in a minimum of 12 units each quarter. The schedule outlined below is typical, but individual interests, advisor recommendations, and course availability may lead to any number of variations, including the goal of completing all core courses by the end of the second year.

<table>
<thead>
<tr>
<th>FALL QUARTER</th>
<th>WINTER QUARTER</th>
<th>SPRING QUARTER</th>
<th>FALL QTR (2nd year)</th>
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<tbody>
<tr>
<td>250A: Adv Psych Stat</td>
<td>250B: Adv Psych Stat</td>
<td>250C or equivalent</td>
<td>Core course</td>
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<td>Core course</td>
<td>Core course</td>
<td>Core course or elective</td>
<td>Core course or elective</td>
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<td>Optional: A core course, a course that will satisfy a major/minor area req. or an elective.</td>
<td>251A: First-Year Research</td>
<td>251B: First-Year Research</td>
<td>251C: First-Year Research</td>
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<td>When appropriate, 2-4 units of 596 (or 597 for Clin students) and/or 1-2 units each of 296 (lab &amp; research mtgs).</td>
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<td>495A</td>
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<td>495B if assigned a TA position</td>
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VI. REGISTRATION AND ENROLLMENT PROCEDURES

REGISTRATION
Registration payments for students who do not have fellowships that pay full fees must pay all charges in full by the 20th of the month. This includes TAs and GSRs. Students registering late will be assessed a late fee (http://www.registrar.ucla.edu/Registration-Classes/Registration-and-Payment/Paying-Registration-Fees).

ENROLLMENT APPOINTMENTS
Enrollment appointments are available on MyUCLA one to three days after the online Schedule of Classes for that term is available. Students should check the Registrar’s website (http://www.registrar.ucla.edu/Registration-Classes/Enrollment-Appointments/Enrollment-Appointments) to find out when appointment times will be released on MyUCLA.

MINIMUM UNIT ENROLLMENT REQUIREMENTS
A. Students must enroll in a minimum of 12 units each quarter. The twelve unit minimum may include 2-12 units for each Individual Study (Psychology 596/597/599) course you enroll in as well as units for lab meetings (Psychology 296 which is 1 unit).

B. Students employed as TAs/GSRs must enroll in at least 12 units to obtain full fee remissions.

ENROLLMENT
A. Enrolling as soon as your appointment day arrives can avoid being closed out of classes.

B. First year students must file a study list with the Graduate Advising Supervisor by the end of the 2nd week of classes of their first quarter.

C. The last official day to add classes is always Friday of the 3rd week of classes (with a fee for any change made after Friday of 2nd week). Class additions processed after this deadline (i.e., between weeks three and ten of the quarter), will be assessed a fee per class.

D. The last day to drop classes or to change the grading basis is always Friday of the 10th week of classes (with a fee for any change made after Friday of 2nd week). Retroactive changes after Friday of 10th week are not permitted by the Graduate Division.

Courses used to fulfill any requirement must be taken for a letter grade.
TEACHING CREDIT
Students must enroll in Psychology 495A (Presentation of Psychological Materials) during the spring quarter of their first year. Students also enroll in Psychology 495B during the first quarter they are assigned a TA appointment. Teaching assistants must also enroll in Psychology 375 to receive credit for their teaching assignments each quarter. Quarter-time TAs enroll in two units of 375; half-time TAs enroll in four units.

POLICY ON CONTINUOUS REGISTRATION AND LEAVE OF ABSENCE
Unless granted a formal leave of absence or unless eligible for paying the dissertation filing fee, graduate students must be registered and enrolled each quarter until all requirements for the degree are completed. A student who will use twelve or more hours of faculty time or University facilities (excluding the library) is not eligible for a Leave of Absence or an Extension of Leave of Absence.

REGISTRATION POLICY FOR FULL-TIME CLINICAL INTERNS
Students who will be full-time interns may apply to register In Absentia while on internship for one or more quarters. Internship information can be found under the Clinical Requirements section and more information on In Absentia registration can be found on the Graduate Division website (https://grad.ucla.edu/gasaa/library/absentia.htm).

VII. EVALUATION POLICIES

It is the responsibility of faculty advisors and area chairs to monitor closely the progress of students in their program. The Department requires the following evaluations:

ANNUAL REVIEW BY AREAS
Each spring quarter, areas are required to conduct a comprehensive review of all graduate students in their program. Prior to this review, areas may request that students provide relevant information, such as a copy of their CV, a checklist of program requirements, a statement of accomplishments, etc. By the end of spring quarter, each student should receive from the area a written evaluation letter with a copy sent to the Graduate Advising Supervisor. This letter should highlight any concerns about the student's performance or progress toward timely completion of program requirements and recognize the student's accomplishments.

4th AND 6th YEAR PROGRESS REVIEWS
Each fall quarter, students in their 4th and 6th year in the program are sent Progress Report forms by the Graduate Advising Supervisor. These Progress Reports require students and advisors to discuss the student’s progress and remaining requirements to ensure that the student is making normative progress and will meet the 4th and 6th year rules concerning Preliminary and Final Oral Exams for the dissertation. After the advisor approves the Progress Report, it is reviewed by the Area Chair, and Vice Chair for Graduate Studies.

If the student or advisor believes that the student will not meet the 4th or 6th year deadlines,
the student must submit an “Extension Request for the 4th or 6th Year Rule,” which can be obtained from the Graduate Advising Supervisor.

DEPARTMENTAL GUIDELINES ON CORE COURSE GRADING POLICIES
The grade for acceptable graduate work in a core course is in the range of B to A+. The grade of B- in a core course indicates there may be a need to review the student’s performance.

A student with two B- grades or a grade of C+ or lower will be reviewed for possible termination of graduate status. A student may be terminated even if that student’s overall average meets the Graduate Division requirement of 3.0 (B) minimum. If other requirements are met, such a student would be eligible to apply for a terminal M.A. degree.

Incompletes will not be assigned in core courses without due cause, such as illness. If a grade of Incomplete is assigned, the work completed to that point must be of passing quality.

Students who have a GPA below 3.0 are NOT eligible for TA and GSR appointments or for fellowship and training grant stipends.

POLICY ON INCOMPLETES
A. The grade "I" is assigned when a student's work is of passing quality but is incomplete for good cause. In the case of core courses, which are used to evaluate students in the Core Program, incomplete grades will not be assigned except in cases of disabling events, such as a serious illness.

If a grade of Incomplete is assigned, the work completed to that point must be of passing quality. A grade of "I" will not be taken into account in calculating the grade point average for one quarter after it is assigned. Students are entitled to have the grade "I" replaced by a grade and to receive unit credit and grade points, providing they satisfactorily complete the work of the course by the end of the subsequent quarter in which they are enrolled. If the work is not completed by the end of the next quarter in which they are enrolled, the "I" grade will automatically be replaced with the grade "F" (Fail) or "U" (Unsatisfactory) as appropriate. It is not necessary to be registered in order to remove an "I" grade.

The work for a course for which the "I" grade has lapsed to an "F" or "U" may, with the permission of the instructor, be completed in a subsequent quarter and the appropriate earned grade assigned. Until that time, however, the "F" or "U" grade will appear on the transcript and be calculated in the grade point average.

B. To remove the "I" (Incomplete), have the instructor work with the Graduate Advising Supervisor to complete the required paperwork.

C. Several serious problems can result from lapsed Incompletes. For example, Incompletes that have not been cleared may cause denial of petitions to work over 50% time and may also make students ineligible for certain fellowships. Lapsed Incompletes may bring a student’s GPA below 3.0. Students with a GPA below 3.0 become ineligible for TA/GSR positions and TA/GSR Fee Remissions. Students with a GPA below 3.0 will be placed on
probation.

D. **The incomplete notation will remain on the transcript as a permanent record.** Student transcripts may eventually be reviewed in connection with internship, award, fellowship, or job applications.

E. Students must clear Incompletes in required coursework in order to graduate.

VIII. **REQUIREMENTS FOR ALL PH.D. STUDENTS IN PSYCHOLOGY**

All graduate students are required to take a set of courses designated as "core" courses by the Department. The specific requirements are outlined below.

**CORE COURSE POLICIES AND REQUIREMENTS**

A. Students must complete 250ABC (Advanced Psychological Statistics) in the first year of the graduate program. For further information, refer to (3.ii.) below.

B. Students are required to complete Psychology 251ABC (First-Year Research Project) by the end of the fourth quarter in residence.

C. Students must take **four** Core Courses (totaling 16 units) in addition to 251ABC:
   1) The four required core courses must be selected from at least three different areas. Two core courses will be in the major area, and two core courses will be selected from two different areas outside the major.
   2) Students who complete the 250ABC series may apply 250C as a quantitative core course and as a course that can be applied toward either the major or minor in quantitative psychology. Alternatively, students have the option of selecting a course to substitute for 250C. This course must be selected from a list of courses approved by the Quantitative area. This list can be obtained from the Graduate Advising Supervisor. Please note that students who substitute another course for 250C will not be permitted to count the alternative course as a core course.
   3) Note that each BNS module (2 units each) counts as half a core course. The exception is the 4 unit NS 205 course.
   4) Students must complete 8 units of the required 16 units of core courses during year one.
   5) Students are strongly encouraged to complete a total of four core courses by the end of the second year. When there is good cause, however, students in good standing (no grades of B- or lower) may take their fourth core course in the third year.
   6) Students in Cognitive Neuroscience must take 8 units in the BNS core course series, one cognitive core course, and one additional core course outside the Cognitive and BNS areas.

D. Courses applied toward core program requirements may also be applied toward requirements in the department’s corresponding major or minor areas.
**LIST OF CORE COURSES**

1) Select four core courses from the list below (in addition to 251ABC). Make sure that these courses are from at least three different major areas.

2) Although many core courses are offered annually, some are offered in alternate years, and the Psych 205 modules are typically offered every 2-3 years.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>AREA</th>
<th>COURSE NAME</th>
</tr>
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<tbody>
<tr>
<td>Psych 200A</td>
<td>L&amp;B</td>
<td>Pavlovian Processes (4 units)</td>
</tr>
<tr>
<td>Psych 200B</td>
<td>L&amp;B</td>
<td>Instrumental Conditioning (4 units)</td>
</tr>
<tr>
<td>Psych 200C</td>
<td>L&amp;B</td>
<td>Representational Processes (4 units)</td>
</tr>
<tr>
<td>Psych 205A*</td>
<td>BNS</td>
<td>Cortical Plasticity &amp; Perceptual Learning (2 units)</td>
</tr>
<tr>
<td>Psych 205B*</td>
<td>BNS</td>
<td>Human Neurophysiology (2 units)</td>
</tr>
<tr>
<td>Psych 205C*</td>
<td>BNS</td>
<td>Neurotransmitters in Human Disorders of Motor and Cognitive Function (2 units)</td>
</tr>
<tr>
<td>Psych 205D*</td>
<td>BNS</td>
<td>Clinical Psychopharmacology (2 units)</td>
</tr>
<tr>
<td>Psych 205E*</td>
<td>BNS</td>
<td>Psychobiology of Emotion and Stress (2 units)</td>
</tr>
<tr>
<td>Psych 205F*</td>
<td>BNS</td>
<td>Physiology of Learning (2 units)</td>
</tr>
<tr>
<td>Psych 205G*</td>
<td>BNS</td>
<td>Behavior Genetics (2 units)</td>
</tr>
<tr>
<td>Psych 205I*</td>
<td>BNS</td>
<td>Motor Coordination (2 units)</td>
</tr>
<tr>
<td>Psych 205J*</td>
<td>BNS</td>
<td>Homeostatic Drive, Hunger &amp; Thirst (2 units)</td>
</tr>
<tr>
<td>Psych 205K*</td>
<td>BNS</td>
<td>Vision Neurobiology (2 units)</td>
</tr>
<tr>
<td>Psych 205L*</td>
<td>BNS</td>
<td>Cognitive Neuroscience (2 units)</td>
</tr>
<tr>
<td>Psych 205M*</td>
<td>BNS</td>
<td>Neuropsychology of Perception (2 units)</td>
</tr>
<tr>
<td>NS 205*</td>
<td>BNS</td>
<td>Systems Neuroscience (4 units)</td>
</tr>
<tr>
<td>Psych 215A</td>
<td>HEALTH</td>
<td>Health Psych (215A must be taken with Psych 219 for health major or minor area credit)</td>
</tr>
<tr>
<td>Psych 215B</td>
<td>HEALTH</td>
<td>Human Physiology in Social and Behavioral Science</td>
</tr>
<tr>
<td>Psych 220A</td>
<td>SOC</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>Psych 220B</td>
<td>SOC</td>
<td>Research Methods in Social Psychology (Prerequisite: 220A or consent of instructor)</td>
</tr>
<tr>
<td>Psych 240A</td>
<td>DEV</td>
<td>Language &amp; Cognitive Development</td>
</tr>
<tr>
<td>Psych 240B</td>
<td>DEV</td>
<td>Social and Emotional Development</td>
</tr>
<tr>
<td>Psych 240C</td>
<td>DEV</td>
<td>Developmental Psychobiology</td>
</tr>
<tr>
<td>Psych 250A</td>
<td>---</td>
<td>Advanced Psych Statistics (250A does not count toward the requirement to take 4 core courses)</td>
</tr>
<tr>
<td>Psych 250B</td>
<td>---</td>
<td>Advanced Psych Statistics (250B does not count toward the requirement to take 4 courses)</td>
</tr>
<tr>
<td>COURSE #</td>
<td>AREA</td>
<td>COURSE NAME</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>Psych 250C</td>
<td>QUANT</td>
<td>Students who take 250AB and 250C may apply 250C as one of the 4 required core courses.</td>
</tr>
<tr>
<td>Psych 255A</td>
<td>QUANT</td>
<td>Quantitative Aspects of Assessment</td>
</tr>
<tr>
<td>Psych 261</td>
<td>COG</td>
<td>Perception</td>
</tr>
<tr>
<td>Psych 262</td>
<td>COG</td>
<td>Human Learning &amp; Memory</td>
</tr>
<tr>
<td>Psych 263</td>
<td>COG</td>
<td>Psycholinguistics</td>
</tr>
<tr>
<td>Psych 264</td>
<td>COG</td>
<td>Thinking</td>
</tr>
<tr>
<td>Psych 270A</td>
<td>CLIN</td>
<td>Foundations of Clinical Psychology (for Clinical Majors ONLY)</td>
</tr>
<tr>
<td>Psych 270B</td>
<td>CLIN</td>
<td>Foundations of Clinical Psychology (for Clinical Majors ONLY)</td>
</tr>
</tbody>
</table>

*Psychology 205 is a series of 2-unit courses, many of which are offered every 2-3 years.*

Modules are offered either during the first five weeks of the quarter or the last 5 weeks of the quarter. Four units (two 205A-M courses) are required to obtain credit for one core course. Eight units (four 205 courses) are required to obtain credit for two core courses. NS 205 may also be applied toward BNS core course requirements and will count as a regular 4 unit course (or two 205 courses). (See prerequisites below)

Note from instructors for 205D and G: Psych 205D and Psych 205G/Behavior Genetics will be offered in an integrated format across a 10-week period. The two courses will alternate from class-to-class and week-to-week. We feel students will benefit the most from participating actively in both modules. Students may enroll in only one of the modules, but the lectures will build upon one another and content will not be repeated, so regular attendance at all lectures will be practically necessary, irrespective of enrollment status.

Neuroscience 205 (Systems Neuroscience) will be counted as a 4-unit (two module) 205 course. Prerequisites: some background in cellular neurophysiology.

NS 202 (Cellular Neurophysiology) has been recommended as a good way for BNS and Cognitive NS students to obtain this background. Discuss the best background details with your advisor.
**PSYCHOLOGY 251: FIRST-YEAR RESEARCH PROJECT**

The Psychology 251 courses provide an opportunity for each student to engage in significant research within the first four quarters in the program. Each student works with a primary and a secondary faculty sponsor on a mutually acceptable research project.

Students should discuss the 251 requirements with their advisors at the beginning of each quarter in 251A, 251B, and 251C, since the requirements are likely to vary somewhat across areas.

**Clinical area students and faculty:** Please be sure to read the sponsor meeting requirements under 251B and 251C descriptions below.

**General Description**
Ideally, the 251 project involves all aspects of the research experience: literature review, original design, data gathering and interpretation, and the preparation of a final report. The specific nature of the project may vary from this ideal, depending both on the preparation of the student and the particular area of research. For example, the project may be a self-contained study or series of studies or it may be the initial segment of an extended research program that will continue as a Psychology 596 project after the completion of 251. In some cases, it may be appropriate for a student to work on a distinct aspect of a project that has already begun, although this student should become knowledgeable about the background literature and understand the rationale for the design and its alternatives. Students should have experience in data collection even when the primary focus of the student's project involves working with previously collected data. The project should provide an adequate basis for evaluating the student's research ability.

**The 251 project should be carefully selected so that it can be completed by the end of fall quarter of the second year.** Allowance should be made for the unexpected problems that inevitably arise in research. The sponsors should not approve projects that are unlikely to reach an adequate point of completion within this time span.

**Implementation**
During the fall quarter each student should arrange to work with a primary faculty sponsor for direct guidance and a secondary faculty sponsor for additional consultation. The general nature of the project should be determined as part of the process of arranging to work with faculty sponsors. Each area of the department has been asked to implement procedures that will familiarize students with the research interests of potential faculty sponsors. It is the student's responsibility to contact faculty to arrange 251 supervision.

Students must enroll in two quarters of Psychology 251 during their first year: 251A in the winter quarter of the first year and 251B in the spring quarter. Most students will enroll in 251C in the fall quarter of their second year. However, if the project is completed by the end of 251B, enrollment in 251C is not required. Enrollment in 251A and 251B is on a
Satisfactory/Unsatisfactory basis; enrollment in 251C is on a Letter Grade basis. The final report must be submitted no later than the end of 251C (at the end of fall quarter of the 2nd year).

Students with questions or concerns about their research are welcome to consult with their primary and secondary research sponsors, area chairs, and the Vice Chair for Graduate Studies.

**251A REQUIREMENTS**

By the end of fall quarter of their first year, each student is expected to have identified a primary and secondary sponsor. Once students have secured their sponsors, they must submit a Sponsor Signature Form, which needs to be signed by the sponsors and submitted to the Graduate Advising Supervisor no later than the Friday of the first week of classes in the winter quarter.

**By the first day of final exam week of winter quarter**, students must submit their research topic and a brief report to their primary and secondary sponsors and to the Graduate Advising Supervisor. The report, which is generally about 2 pages, should include the design and plans for the project as well as projected dates for completing each of the various phases of the project. Students should check with their advisors for additional requirements, since requirements sometimes vary across areas.

The 251A report must be approved by both sponsors. It will be graded on an S/U basis.

**Human and/or Animal Subject Approval:**

Do not delay in submitting the required application for human and animal subject Institutional Review Board (IRB) approval, as gaining approval can be a time-consuming process. The application and review process is carried out online using the WebIRB system: [https://webirb.research.ucla.edu](https://webirb.research.ucla.edu). Students must request a WebIRB account under the sponsorship of their research advisor. Students using human subjects must follow the guidelines of the Office of the Human Research Protection Program (OHRPP). More information is available here: [http://ora.research.ucla.edu/ohrpp/Pages/OHRPPHome.aspx](http://ora.research.ucla.edu/ohrpp/Pages/OHRPPHome.aspx). Students working on human subject’s research on their advisor’s projects must be listed as personnel on their advisor’s IRB protocol. Likewise, students working on research using animals must be listed as Personnel on their advisor’s ARC protocol. The advisor must be listed as the Principal Investigator.

**251B REQUIREMENTS**

**By the first day of final exam week of spring quarter**, students must submit the following items to their 251 sponsors and to the Graduate Advising Supervisor. Students will be graded on an S/U basis.

1) A brief progress report (approximately one page), summarizing what has been accomplished during the quarter.
2) A complete draft of the introduction and methods section is required in all areas. The draft can include ideas that are rough or incomplete. The key points to address in this draft are as follow: some background for the study, the specific research questions you plan to test, details about the projected sample and subject recruitment, likely procedures, and likely measures. Expected page length in most areas is 16-20 pages. However, students should discuss these and other 251B requirements with their advisors as requirements vary somewhat across areas.

3) A completed 251B progress checklist. This is a tool for taking stock of 251 progress and for helping students make sure that they will be able to complete their projects by the end of fall quarter in the second year.

4) For clinical students only, 251B Student/Sponsor meetings are required. Since these meetings can serve as a useful and constructive strategy for obtaining feedback and helpful suggestions, students in all areas are encouraged to set up similar meetings. Clinical area students and sponsors are required to meet at some point during the first year, usually during spring quarter, after projects have generally been conceptualized, the literature has been reviewed, and the methods section is being planned. The purpose of the meeting is to discuss the research plan, to clarify it and refine it. The meeting should be held early enough to be of assistance to the students as it presents an opportunity for both sponsors to have input at a point when procedures can still be modified. Both sponsors should agree that the project is appropriate before it is carried out.

251C REQUIREMENTS – PART I
By Friday of the first full week of classes in the fall quarter of the second year, students must submit the following items to their primary and secondary sponsors and to the Graduate Advising Supervisor. Clinical area students will also submit copies to the Clinical Academic Committee Chair (Prof. Thomas Bradbury).

1) A draft of the introduction and methods section – revised and polished since the end of spring quarter, based on feedback from both sponsors.

2) A draft of the results section. The results draft might present only preliminary descriptive statistics or tentative analysis, but should provide an opportunity to start thinking about how specific research questions will be linked with specific data analyses. This draft is not graded, but it will be reviewed by the sponsors early in the fall to help identify any problems or concerns that need to be addressed in the final report.

251C REQUIREMENTS – PART II
In addition to the requirements outlined below, students are advised to discuss additional 251C requirements with their advisors as requirements may vary somewhat among areas.

251C Deadline:
By the first day of final exam week in the fall quarter, students are required to submit a final 251 report to their 251 sponsors and to the Graduate Advising Supervisor. However, students
are strongly encouraged to submit a write-up of the completed work to their primary advisor earlier in the fall to allow plenty of time for revisions before submission of the final report.

**Grading:**
Letter grades are assigned for 251C. Incompletes cannot be assigned except in the case of a disabling event, such as a major illness. The assigned grade should reflect the quality of the student's total research accomplishment in the complete 251 series. The final evaluation should be based on a combination of direct observation of the student in the laboratory or field setting, meetings with the student, and the written report. Given equal accomplishment and quality of performance, equal grades should be assigned for projects still in progress and for completed projects. In the absence of a written final report, a failing grade should be given.

**Requirements:**
The final report should demonstrate understanding and competence in all areas of research. It should include a discussion of the relevant literature and the conceptual background of the research. It should present and analyze empirical data and discuss their implications. Although all reports should include these topics, their specific natures may vary. When the research has been completed, the report may be in the form of a manuscript suitable for publication.

The most common format for the final report adheres to the style standards of a journal appropriate to the material. Usually, the reports will follow the guidelines in the APA publication manual. Many sponsors keep copies of past 251 papers that may be examined; examples are also kept on file in the Graduate Advising Supervisor's Office (3437 Franz).

The specific content of the final report will vary from student to student. For example, some students may profit educationally from writing a more extensive literature review than would be appropriate in a publishable paper. If the student has joined an ongoing research effort involving several researchers, the report should describe the design of the entire project. When negative results have been found, they should be discussed with suggestions for follow-up research (there is no requirement that 251 projects obtain positive results). When the research is to continue under a 596 or 597, a report more similar to an intermediate progress report to a granting agency may be appropriate.

Each of the two sponsors will review the final report in the manner that editors or grant reviewers examine a paper submitted for publication or review. They will provide a written critique of the report.

**For Clinical Students only**, 251C Student/Sponsor meetings are required before the end of the fall quarter of the second year after the 251 project and paper have been completed. Students and faculty in other areas are encouraged to consider doing this as well. This meeting is intended to serve as a forum for discussing the work that has been completed as well as possible future plans for the research.

**MONITORING 251 PROGRESS:**
It is the responsibility of both the primary sponsor and the student to keep the project moving so that a sufficient portion of the work will be completed within the allotted time to permit a
final report to be written. The student's major area has the responsibility to assure that each student has found an advisor and begun a project by an early date, to determine that the nature of the project is appropriate, and to periodically verify with the advisor that the student is making adequate progress. If there are problems with the rate of progress or level of performance, the area should discuss them and make recommendations to the Vice Chair for Graduate Studies.

**THE M.A. DEGREE**

The Master's Degree is not required of candidates for the Ph.D. However, a student may qualify and apply for the Master's degree after satisfactory completion of nine courses (36 units) in the Ph.D. program. For students admitted after 2009, these courses must include:

A. 250ABC (or an approved substitute for 250C)
B. 251ABC (or 251A and 251B if the 251 project/paper is completed in the spring under 251B)
C. 3 of the 4 required core courses
D. 1 or 2 additional courses depending on whether the student takes 250C. **Clinical students:** please note that 270C will be applied toward major area requirements and may count as one these additional courses but it may not count as a core course.

The Department follows the Master's Comprehensive Examination Plan, which does not require a thesis but does require satisfactory completion of Psychology 251ABC.

Courses applied toward a previous M.A. or Ph.D. degree may NOT be applied toward a UCLA Psychology M.A. degree. Students with questions about this requirement should consult with the Graduate Supervising Advisor.

With the exception of 251AB and 596, which are graded on an S/U basis, courses applied toward the M.A. degree must be taken for a letter grade.

One 596 course (four units) may be applied as an elective. Courses in the 300 or 400 series may not be applied to the M.A.

An overall GPA of 3.0 is required in the courses applied toward the M.A.

Petitions for the M.A. degree must be submitted by the end of the first week of classes during the quarter in which the degree is to be awarded.

Students who have already earned a Master’s Degree in Psychology are not permitted to obtain a duplicate degree at UCLA.
IX. MINOR AREA COURSE REQUIREMENTS

GENERAL REQUIREMENTS
In addition to completing the requirements for their major area of study, students must also complete one minor. By Fall quarter of your 3rd year, inform the Graduate Advising Supervisor of the minor you are planning to complete. Additional minors are optional.

EXCEPTION: Cognitive Neuroscience and Computational Cognition students are NOT required to complete a minor due to the coursework required for the major.

When choosing courses to fulfill minor area requirements, please note the following:
1) Minors typically consist of 12-16 units.
2) Courses must be taken on a letter graded basis.
3) Courses applied toward the minor must be passed with a grade of B- or better.
4) One core course may be applied toward a minor area requirement.
5) If a student wishes to take a minor area elective course that is eligible to count toward the student’s major and minor area requirements, then the student must decide whether to apply the course toward the major or the minor. If the student decides to apply one course toward the minor, he/she must:
   a. Select electives that demonstrate breadth of study in psychology
   b. Obtain approval from his/her advisor
   If there is more than one course in this category that the student wishes to apply toward the minor, the student must:
   c. Submit a petition with approval signatures from his/her advisor, the major area chair, and the minor area chair.
   d. Submit the petition to the Graduate Advising Supervisor.
6) A quantitative course which is applied toward a core course requirement may also be applied toward a minor in quantitative psychology.
7) Standard minors can be modified by petition.
8) In general, 300- and 400-level courses cannot be applied toward the minor.
9) Courses may be applied toward major OR minor area requirements but not both.
INDIVIDUALIZED MINORS

Students who wish to have an Individualized Minor must file a petition for approval. An individualized minor must consist of at least three courses totaling 12 units and must define a coherent content area. The petition for an individualized minor should be submitted before the student enrolls in the courses. The petition must be approved by both the student's advisor and the chair of the student's major area. Petitions should then be submitted to the Graduate Advising Supervisor. The petition must include the rationale for the proposed minor and an explanation of the importance of the minor to the student’s program of study. The Vice Chair for Graduate Studies will review and then approve or deny the petition.

The general guidelines for Individualized Minors are as follows:

1) The area of the minor should be distinct from the student's major area.
2) The minor should be clearly distinct from any of the intradepartmental minors and should include no more than one course from within the Psychology Department.
3) The minor should be specific, involving closely related courses. A minor in "Sociology" or "Zoology" is unsatisfactory, but a specialization in a field such as "Organizational Behavior," or "Genetics" is acceptable.
4) The courses should be at an advanced level, roughly equivalent to those required for a minor within our department. Where appropriate, upper division undergraduate courses can be applied.
5) Courses applied to individualized minors should also conform to the following general regulations:
   a. A course taken to fulfill the Core Program requirements may be applied to a minor area requirement, except where specifically noted otherwise.
   b. In no case may a student apply a course toward the major AND the minor.
   c. If a student wishes to take minor area elective courses that are eligible to count toward both his/her major and minor, the student must:
      • select electives that demonstrate breadth of study in psychology;
      • petition his/her academic advisor, the major area chair, and the minor area chair for approval of the courses selected;
      • submit the petition to the Graduate Advising Supervisor.
   d. Courses must be substantive in content and must include at least one form of evaluation. In general, this precludes 300 and 400 level courses.
   e. All courses applied toward a minor must be passed with a grade of B- or better.
**BEHAVIORAL NEUROSCIENCE MINOR REQUIREMENTS**

This minor requires a total of 12 units from the list below. The list contains several categories of courses, and there are some restrictions as to the number of units that can be taken in each. Courses that have been approved for Psychology Core Course credit appear at the top of the list with additional courses approved for the minor placed below. Courses having basic neuroscience, but limited behavioral content, are marked with a single asterisk, while courses that are primarily of technical or methodological interest have two stars. Of your 12 units, at least 4 units must come from taking Core classes and at least 4 (not necessarily a different 4) must be from un-starred courses (i.e. actual behavioral neuroscience, as opposed to neuroscience background, courses). Finally, no more than 4 units of credit toward the minor will be given for double star (methodological) courses.

If you do not already have neuroanatomy background, NS M203 is strongly recommended for all minors.

**BNS Core Courses: Select at least 4 units from this list:**

- Psych 205A Cortical Plasticity and Perceptual Learning (2 units)
- Psych 205B Human Neurophysiology (2 units)
- Psych 205C Neurotransmitters in Human Disorders of Motor & Cognitive Functions (2 units)
- Psych 205D* Clinical Psychopharmacology (2 units)
- Psych 205E Psychobiology of Emotion and Stress (2 units)
- Psych 205F Physiology of Learning (2 units)
- Psych 205G* Behavior Genetics (2 units)
- Psych 205K Vision Neurobiology (2 units)
- Psych 205L Cognitive Neuroscience (2 units)
- Psych 205M Neuropsychology of Perception (2 units)
- NS 205** Systems Neuroscience (4 units)

(Additions and subtractions of Psych 205 courses occur from time to time; Psych 205 courses not on the above list are most likely appropriate – confirm with the BNS Area Chair).

**Additional courses (note category restrictions mentioned above):**

- NS 201 Cell, Molecular and Developmental Neurobiology (6 units)
- NS 202 Cellular Neurophysiology (4 units)
- NS M203 Anatomy of the Central Nervous System (4 units)
- NS M220/Psych M208 Biology of Learning and Memory (4 units)
- Psych 204D*** Fear and Anxiety (4 units)
- Psych 206B Introduction to Biological Signal Processing
- Psych 207ABC Seminars: Physiological Psychology (4 units each)
- Psych 265** Computational Methods for Neuroimaging
- Psyctry M284A Principles of Neuroimaging I (4 units)
- Psyctry M284B Principles of Neuroimaging II (4 units)
Psyctry 292  Functional Neuroanatomy for Neuropsychologists (2 units)  
(NS M203 or equiv. is a pre-requisite)

*Psych 205D and Psych 205G will be offered in an integrated format across a 10-wk period. The 
two courses will alternate from class-to-class and week-to-week. The instructors think that 
students will benefit the most from participating actively in both modules. Students may enroll 
in only one of the modules, but the lectures will build upon one another and content will not be 
repeated, so regular attendance at all lectures will be practically necessary, irrespective of 
enrollment status.

** Prerequisites: Although not listed as prerequisites in the UCLA Catalog, this course assumes 
graduate level neuroanatomy (for example, NS M203). It also assumes some background in 
cellular neurophysiology. Psychology M117/NS101 or NS202 Cellular Neurophysiology have 
been recommended as good ways to obtain cellular neurophysiology background; however 
discuss this with your advisor. Students who select the M117 option will take the Cellular 
Neurophysiology module of M117A and will enroll in 2 units of Psychology 596 under the area 
chair’s name. Enrolling students: Advise the module instructor that you will need a separate 
grade at the end of the module.

*** L&B majors who wish to apply 204D to a BNS minor: Please refer to item #5 under Minor 
Area Course Requirements.

**Cognitive Psychology Minor Requirements**

Select THREE of the following courses, two of which must be among those numbered 259-266:

- Psych 206B  Introduction to Biological Signal Processing
- Psych 259  Quantitative Methods in Cognitive Psychology
- Psych 261  Perception
- Psych 262  Human Learning and Memory
- Psych 263  Psycholinguistics
- Psych 264  Thinking
- Psych 265  Computational Methods for Neuroimaging
- Psych 266  Cognitive Science
- Psych 268B  Human Learning and Memory
- Psych 268C  Judgment and Decision Processes
- Psych 268D  Language and Thought
- Psych 268E  Human Performance
- Psych 269*  Seminar in Cognitive Psychology

*As topics and instructors may vary, please consult with the Cognitive Area Chair to verify 
whether or not a specific 269 course will satisfy this requirement.
**COMPUTATIONAL COGNITION MINOR REQUIREMENTS**

Select TWO of the following courses:

- Psych 259 Quantitative Methods in Cognitive Science (usually offered in Spring every other year)
- Psych 265 Computational Methods for Neuroimaging (offered in Fall yearly)
- Neuro M221/Neurbio M200C Sensory Systems Neurobiology (offering varies)
- Physics CM286 Neurophysics of the Mind-Brain Problem (usually offered in Winter yearly)

Select ONE of the following courses:

- Stats 200A Advanced Probability (offered in Fall yearly)
- Stats M231 Pattern Recognition and Machine Learning (offered in Fall yearly)
- Stats 261 Introduction to Machine Learning (offered in Spring yearly)

**CULTURE, BRAIN, AND DEVELOPMENT MINOR REQUIREMENTS**

Four courses are required for the minor in Culture, Brain, and Development. (See exception below for Developmental Area Majors). The courses that may satisfy the minor are listed below. In addition, CBD minors will be encouraged to attend the biweekly CBD Forum and two quarters of the lecture series on Culture, Brain, and Development.

**Important Notes for Developmental Majors Selecting a CBD Minor:**

1) Developmental Area Majors will apply M247 (Culture, Brain, and Development) toward the CBD minor. They are not permitted to apply M247 toward the major.

2) Developmental major area students will apply the following three (rather than four) courses toward the CBD minor: Psychology M247 and one course each from the CULTURE and BRAIN sections.

**REQUIREMENTS**

All students are required to take Psych M247 (Integrative Seminar on “Culture, Brain, and Development”). The integrative seminar is held once a year, typically during the winter or spring quarter. Please check with Professor Patricia Greenfield (greenfield@psych.ucla.edu) which quarter the course will be offered. Three courses from the lists below are also required.

Select ONE basic course in DEVELOPMENT from the following:

- Psych 240A Language & Cognitive Development
- Psych 240B Social and Emotional Development
- Psych 242A Perceptual Development
- Psych 242B Cognitive Development
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Psych 242C</td>
<td>Socialization</td>
</tr>
<tr>
<td>Psych 242F</td>
<td>Development of Language and Communication</td>
</tr>
<tr>
<td>Psych M242G/Educ M217F</td>
<td>Adolescent Development</td>
</tr>
<tr>
<td>Psych M245/Educ M217C</td>
<td>Personality Development and Education</td>
</tr>
<tr>
<td>Educ 217B</td>
<td>Cognitive Development and Education</td>
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<tr>
<td>Educ 217D</td>
<td>Language Development and Education</td>
</tr>
<tr>
<td>Educ 217A</td>
<td>Social Development and Education Psychology</td>
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**Select ONE basic course in CULTURE from the following:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthro 203ABC</td>
<td>Core Seminar in Sociocultural Anthropology</td>
</tr>
<tr>
<td>Anthro 204</td>
<td>Linguistic Anthropology</td>
</tr>
<tr>
<td>Anthro 230Q</td>
<td>Theories of Culture</td>
</tr>
<tr>
<td>Anthro M242</td>
<td>Ethnography of Communication</td>
</tr>
<tr>
<td>Anthro M234Q</td>
<td>Psychological Anthropology</td>
</tr>
<tr>
<td>Anthro 233P</td>
<td>Symbolic Anthropology</td>
</tr>
<tr>
<td>Anthro 234R</td>
<td>Culture, Cognition, and Being in the World</td>
</tr>
<tr>
<td>Anthro M235</td>
<td>The Individual in Culture</td>
</tr>
<tr>
<td>Anthro M236P</td>
<td>Cross-cultural Studies of Socialization and Children</td>
</tr>
<tr>
<td>Anthro M241</td>
<td>Topics in Linguistic Anthropology</td>
</tr>
<tr>
<td>Anthro M248</td>
<td>Language Socialization</td>
</tr>
<tr>
<td>Anthro 260</td>
<td>Urban Anthropology</td>
</tr>
<tr>
<td>Educ C203</td>
<td>Educational Anthropology</td>
</tr>
<tr>
<td>Soc 266</td>
<td>Selected Problems in Analysis of Conversation</td>
</tr>
</tbody>
</table>

**Select ONE basic course on the BRAIN from the following (see notes below):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>NS 205*</td>
<td>Systems Neuroscience</td>
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<tr>
<td>NS M203</td>
<td>Anatomy of the Central Nervous System</td>
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<td>NS M204</td>
<td>Synapses, Cells, and Circuits</td>
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<td>NS 255</td>
<td>Functional Organization of Behavior</td>
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<tr>
<td>NS M230/Physiol M210</td>
<td>Molecular and Cellular Mechanisms of Neural Integration</td>
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<tr>
<td>Psyctry M285</td>
<td>Functional Neuroimaging: Techniques and Applications</td>
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<tr>
<td>Psych 225**</td>
<td>Social Cognitive Neuroscience</td>
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<tr>
<td>Psych 205B***</td>
<td>Human Neurophysiology</td>
</tr>
<tr>
<td>Psych 205L***</td>
<td>Cognitive Neuroscience</td>
</tr>
<tr>
<td>Psych 240C</td>
<td>Developmental Psychobiology</td>
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*Prerequisites: Graduate level neuroanatomy (for example, NS M203) and some background in cellular neurophysiology. Psychology M117/NS101 or NS202 Cellular Neurophysiology have been recommended as good ways to obtain this background, however discuss this with your advisor. Students who select the M117 option will take the Cellular Neurophysiology module of M117A and will enroll in 2 units of Psychology 596 under the area chair’s name. Enrolling students: Advise the module instructor that you will need a separate grade at the end of the module.
**225 is a variable topic course, and the only 225 that can be applied toward this requirement is the Social Cognitive Neuroscience topic taught by Matt Lieberman.

*** The 205 courses are 2 unit modules. 4 units (2 modules) of 205 are required for full course credit. Please refer to item #5 under Minor Area Course Requirements.

DEVELOPMENTAL PSYCHOLOGY MINOR REQUIREMENTS

Select TWO of the following core courses:

- Psych 240A Language & Cognitive Development
- Psych 240B Social and Emotional Development
- Psych 240C Developmental Psychobiology

Select ONE additional course from Options A, B, or C below:

A. Select one additional course from the list below
   - Educ 217A Social Development and Education
   - Psych 242A Perceptual Development
   - Psych 242B Cognitive Development
   - Psych 242C Socialization
   - Psych M242D Social Development and Education
   - Psych 242F Language Acquisition
   - Psych M242G Adolescent Development
   - Psych 243AB Practical & Societal Issues in Developmental Psychology
   - Psych 244* Critical Problems in Developmental Psychology
   - Psych M245 Personality Development I Education
   - Psych 247 Culture, Brain, and Development
   - Psych 298 Atypical Child Development
   - Psych 299 Methods in Developmental Psychology

*As topics and instructors may vary, please consult with the Developmental Area Chair to verify whether or not a specific 244 course will satisfy this requirement.
DIVERSITY SCIENCE MINOR REQUIREMENTS

IMPORTANT NOTES
1. Courses for this minor cannot be selected from among those that could also satisfy the student’s major requirements. An exception has been made for students majoring in Social Psychology and minoring in Diversity Science. These students may choose to have Psych 295 fulfill their Diversity Science Minor requirements, but not their major area breadth requirements.
2. No more than one elective can be outside the Psychology Department. (Courses that are cross-listed in Psychology and another Department will usually count as departmental courses.)
3. Courses must be substantive in content and include at least one form of evaluation. This typically precludes 300 and 400 level courses.

REQUIREMENTS

Psych 295: Psychology of Diversity (note that this course is NOT a core course and does not fulfill core course requirements)

Two Additional Courses Must Be Approved By The Diversity Science Coordinating Committee:
One of these courses may be chosen from a related field outside of Psychology, such as Anthropology, Education, Management, Political Science, Psychiatry, Public Health, or Sociology. All proposals for elective courses must be emailed directly to the Graduate Advising Supervisor for review by the Diversity Science Committee.

Illustrative Elective Courses for the Diversity Science Minor in Psychology are:

- Psych 222C Psychology of Intergroup Relations (4 units)
- Psych 225 Critical Problems in Social Psychology: Social Stigma (4 units)
- Psych 225 Critical Problems in Social Psychology: Justice in Context: Social Psychological Approaches to Race, Sex, and Crime (4 units)
- Psych M228A Political Psychology (4 units) (Same as Hist M236A and Pol Sci M261A)
- Psych M228B Political Psychology (4 units) (Same as Pol Sci M261D)
- Psych M238 Survey Research Techniques in Psychocultural Studies (4 units) (Same as Psyctry M238)
- Psych M274 Health Status and Health Behaviors of Racial and Ethnic Minority Populations (4 units) (Hlt Pol M274)
- Psych 292B Psychosocial Contributors to Ethnic Disparities in Health (4 units)
- Psych 297 Issues in Social Development of the Minority Child (4 units)
- Psych 216C Psychology of Women’s Health (4 units)
- Psych216D Psychology of Aging and Health (4 units)
HEALTH PSYCHOLOGY MINOR REQUIREMENTS

Psychology 215A: Introduction to Health Psychology (Dunkel Schetter & Tomiyama)
This is a required course for all minors in Health Psychology. This departmental core course acquaints the student with the field and covers such topics as psychosocial factors in disease etiology, health behaviors and behavior change, coping, adjustment to illness, social relationships and health, mind-body interactions and intervention, pain and pain management, and patient-provider interaction.
Note: This course must be taken in conjunction with Psych 219 the same quarter.

Psychology 219: Health Psychology Lecture Series
This course is offered fall and winter quarters each year and two quarters are required of all minors. The winter quarter series includes presentations by the Core faculty members of the program in areas of their expertise every other year.

Two of the Following Elective Courses (or an Approved Substitute) are Also Required:
- Psych 206B Introduction to Biological Signal Processing
- Psych 207 Seminar: Physiological Psychology titled Psychobiology of Drug and Alcohol Abuse
- Psych 215B Human Physiology in Social and Behavioral Science
- Psych 216A Psychology of Chronic Diseases
- Psych 216B Psychoneuroimmunology
- Psych 216C Psychology of Women’s Health
- Psych 216D Psychology of Aging and Health
- Psych 216E Families, Emotions and Health
- Psych 216F Race/Ethnicity, Social Class, and Mental Health
- Psych 216G Biology of Chronic Disease
- Psych 218* Research Methods in Health Psychology
- Psych 225 Critical Topics in Social Psychology: Current Topics in Social Neuroscience
- Psych 225 Critical Topics in Social Psychology: Emotion
- Psych M274 Health Status & Health Behaviors of Racial and Ethnic Minority Populations
- Psych 292 Biobehavioral Mechanisms of Stress and Disease
- Psych 298 Health Behavior and Behavior Change (298 will be changed to 216H)
- Psych 298 Health Related Lifestyle Change

Four units of Psychology 205 may be applied toward the minor, if approved by petition.

NOTE: A variety of other courses including some in Community Health Sciences and Psychiatry are offered less regularly and can be petitioned for credit. Examples include:
- Com Hlt 271 Health-Related Behavior Change
- Com Hlt 272 Social Epidemiology
- Com Hlt 273 Social Epidemiology of Chronic Disease
Com Hlt M411 Issues in Cancer Prevention and Control

*Psychology 218 is for Health Area Major students. If you are not a Health Psychology Major, please contact the instructor for a PTE number.

**HUMAN-COMPUTER INTERACTION MINOR REQUIREMENTS**

Psychology 298: Introduction to User Interface Design

Select Two Additional Courses, One Each from Any Two of the Three Sets of Courses Listed Below:

**Cognitive Area Students:** Note that Psychology 261, 262, and 265 cannot be counted towards the minor in HCI.

**Psychology Course Options:**
- Psych 261 Perception
- Psych 262 Human Learning and Memory
- Psych 265 Computational Methods for Neuroimaging

**Information Studies Course Options:**
- Inf Std 247 User-Centered Design of Info Retrieval Systems
- Inf Std 270 Introduction to Information Technology
- Inf Std 272 Human/Computer Interaction
- Inf Std 277 Information Retrieval Systems: User-Centered Designs
- Inf Std 282 Principles of Information Systems Analysis and Design
- Inf Std 295 Doctoral Seminar: Information Seeking

**Design and Media Arts Course Options:**
- Desma C141 Programming Computer Applications in Architecture and Urban Design
- Desma 157A Design for Interactive Media (three prerequisites)
- Desma 161A Introduction to Creative Use of Internet
- Desma C206 Media Studies
- Desma 258 Current State of Technology
LEARNING AND BEHAVIOR MINOR REQUIREMENTS

Select Two of the Following Courses:

- Psych 200A Pavlovian Processes
- Psych 200B Instrumental Processes
- Psych 200C Representational Processes

Select One Additional Course Selected from the Following: 200A, B, or C (whichever course was not already selected above)

- Psych 204A Basic Motivational Processes
- Psych 204B Evolution and Behavioral Processes
- Psych 204C Evaluative Processes
- Psych 204D* Fear and Anxiety
- Psych M208* Biology of Learning & Memory
- EEB 200C Advanced Animal Behavior

*BNS majors: Courses applied to the major cannot apply to the minor. BNS majors cannot apply M208 toward a minor in L&B. Please refer to item #5 under Minor Area Course Requirements.

NEUROSCIENCE MINOR REQUIREMENTS

Neuro M201 (Cellular and Molecular Developmental Neurobiology)

Select Six Additional Units from the Following List of Neuroscience and Courses*:

- Neuro M202 Cellular Neurophysiology (4 Units)
- Neuro M203 Anatomy of the Central Nervous System (4 Units)
- Neuro M220/Psych M208 Biology of Learning and Memory (4 Units)
- Neuro M255 Functional Organization of Behavior (2 Units)
- Neuro M260 Neuromuscular Factors in Movement Regulation (4 Units)
- Neuro M263 Neuronal Mechanisms Controlling Rhythmical Movements (4 Units)
- Neuro M273 Neural Basis of Memory (4 Units)
- Neuro 274 Computational Neuroscience (4 Units)
- Neuro 275 Advanced Techniques in Neurobiology (2 Units)

*BNS and L&B students: If any of the courses above are also listed as options in your major, please note that courses may be applied toward major or minor area requirements but not both.
**POLITICAL PSYCHOLOGY MINOR REQUIREMENTS**

Select One of the Following Courses:
- Psych M228A  Pro-seminar in Political Psychology
- Psych M228B  Seminar in Political Psychology
- Psych M228C  Critical Problems in Political Psychology

Select Two of the Following Courses:
- Pol Sci 225  American Foreign Policy
- Pol Sci 260A  Survey Course in American Politics
- Pol Sci 261B  Mass Attitudes and Behavior
- Pol Sci 261C  Political Communication
- Pol Sci 269  Political Behavior

**QUANTITATIVE PSYCHOLOGY MINOR REQUIREMENTS**

Select Three of the Following Psychology Courses:
- Psych 250C  Advanced Psychological Statistics
- Psych 252A  Multivariate Analysis
- Psych 252B  Discrete Multivariate Analysis
- Psych 253  Factor Analysis (same as Education M231B Factor Analysis)
- Psych 254A  Computing Methods for Psychology
- Psych 255A  Quantitative Aspects of Assessment
- Psych 255B  Item Response Theory
- Psych 256A  Introduction to Multilevel Modeling
- Psych 256B  Advanced Multilevel Modeling
- Psych M257  Multivariate Analysis with Latent Variables
- Psych 258  Special Problems in Psychological Statistics
- Psych 259  Quantitative Methods in Cognitive Psychology
- Psych 265  Computational Methods for Neuroimaging
- PSY 206  Quantitative Methods for Reviewing Research (UC Merced)

Effective Fall 2017, one quarter of the quantitative brownbag seminar must be completed by quantitative minors declaring starting Fall 2017.

Please note the following:

1. You may petition to count courses from other departments, such as Statistics and Biostatistics.
2. Courses in Education’s 230 series cannot be petitioned to count towards the minor.
3. Courses in Education’s 231 series may be petitioned for credit but will only be approved if a similar course is not offered in the Psych Department and/or there are extenuating circumstances preventing the student from taking an approved course in the Psych Department.
4. You must submit a petition BEFORE you take the course. If you submit the petition late, you risk taking the course and having the petition denied.

5. As topics and instructors may vary, please consult with the Graduate Advising Supervisor to verify whether or not a specific 258 course will satisfy this requirement.

6. Cognitive majors who wish to apply 259A toward the Quantitative minor: Please refer to item #5 in Minor Area Course Requirements.

**SOCIAL PSYCHOLOGY MINOR REQUIREMENTS**

When selecting courses for the social major or minor, note that you may apply 225 twice as long as the two 225 courses are taught by different instructors. If you wish to apply two 225's taught by the same instructor, a petition will be required.

<table>
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<tr>
<th>Psych 220A</th>
<th>Social Psychology</th>
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<tr>
<td>Psych 220B</td>
<td>Research - Social Psychology</td>
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Select One of the Following Courses:

- Psych 221 Seminar in Attitude Formation and Change
- Psych 222A Interpersonal Relations
- Psych 222B Interpersonal Influence, Social Power, and Health
- Psych 223 Seminar in Social Survey Research
- Psych 224 Intergroup Relations
- Psych 225* Critical Problems in Social Psychology
- Psych 229 Social Cognition
- Psych M228A or B Seminar in Political Psychology
- Psych 231 Psychology of Gender
- Psych M239 Personality, Motivation and Attribution
- Psych 295 Psychology of Diversity

*As topics and instructors may vary, please consult with the Social Area Chair to verify whether or not a specific 225 course will satisfy this requirement.*
X. MAJOR AREA REQUIREMENTS

GENERAL POLICIES

A. Courses applied toward the major must be passed with a grade of B- or better. However, a grade of B- in a core course indicates the student’s performance may need to be reviewed, and two grades of B- in core courses indicate that there may be a need to review the student’s status in the program.

B. Courses may be applied toward major OR minor area requirements but not both.

C. If a student wishes to take a minor area elective course that is eligible to count toward both the student’s major and minor area requirements, then the student must decide whether to apply the course toward the major or the minor. If the student decides to apply one course toward the minor, he/she must: (1) select electives that demonstrate breadth of study in psychology and (2) obtain approval from his/her advisor. If there is more than one course in this category that the student wishes to apply toward the minor, the student must submit a petition to the Graduate Advising Supervisor with approval signatures from his/her advisor, the major area chair, and the minor area chair.

BEHAVIORAL NEUROSCIENCE MAJOR REQUIREMENTS

BNS MAJOR AREA COURSE REQUIREMENTS

BNS Core Courses – 8 Units (Select either Option 1 or 2)

Option 1: Eight units (four 2-unit modules) of Psych 205A-N. The titles of the Psych 205 modules are available in the Handbook section titled Core Course Policies and Requirements

Option 2: Four units (two 2-unit modules) of Psych 205 A-N and Neuroscience 205: Systems Neuroscience (4 units).

Note: The recommended prerequisites for NS 205 are:
1. Graduate level neuroanatomy (NS M203).
2. The Cellular Neurophysiology module of Psych M117A/NS101* or NS M202 provide a good background in cellular electrophysiology for students who need more work in this area. Discuss these options with your advisor.

*Students who select the M117A option: enroll in 2 units of Psychology 597 under the BNS area chair’s name. Advise the instructor of this module that an informal grade should be submitted to the area chair at the end of the module.
Neuroscience M203: Anatomy of Central Nervous System

Cellular Neurophysiology: (Select either Option 1 or 2)

Option 1: Neuroscience M202: Cellular Neurophysiology. It is anticipated that students with more molecular interests will select this option.

Option 2: Psychology M117A: Molecules to Mind. Only the Cellular Neurophysiology module of the course is required for this option. Enroll in 2 units of 597 (Individual Studies) under the area chair for course credit and request that the instructor provide a separate grade for this module. Grades should be sent to the area chair.

Psych 212 Current Topics
Current Topics is a weekly course meeting for students and faculty in the College Neuroscience Group and IDP with an interest in behavior. Students are strongly encouraged to attend 212 during the first year and are required to enroll for a total of three quarters during the second and third year combined.

Seminar Requirement (Select Option 1 or 2):

Option 1: Two 207 seminars (Behavior Neuroscience). The two courses selected to fulfill this requirement must generally be taught by different instructors. Students may petition for exceptions when courses taught by the same instructor are in distinctly different areas.

Option 2: 4 units of Psych 207 and one of the following:
- Four additional units of Psych 205 (i.e., modules that are not being applied toward the major)
- Psych 204D: Fear and Anxiety
- Psych 298: Genetic and Neuroscience Approaches to Schizophrenia
- Psych M208: Biology of Learning and Memory

BNS COMPREHENSIVE EXAMINATION (C-EXAM) REQUIREMENTS AND GUIDELINES

The BNS Area requires students to complete both a standardized exam and an individualized exam.

A. STANDARDIZED EXAMINATION is due by end of the second year. The student may choose either of two options. Both Part A and Part B of the chosen option must be completed to fulfill the requirements.

Option 1

Part A: 6-hour written exam
This option includes a six-hour exam (based on various readings) to be completed by the end of the second year. Students not completing the C-Exam by the beginning of Fall quarter of the third year will be subject to termination. The C-Exam is a comprehensive, graduate-level
examination over the breadth of Behavioral Neuroscience. The starting point should be comprehensive mastery at the textbook level. Appropriate sources would be the text used for an upper division course like Psychology 115 (currently Carlson) or the sections on fundamental and behavioral neuroscience from a comprehensive neuroscience text, such as Kandel, Schwartz, and Jessell, perhaps supplemented by materials from a more behaviorally directed source. In addition, the student is expected to have read well beyond this in some areas. The student will be given four essay questions. A basic level of proficiency (i.e. a mastery of textbook level material) must be shown on at least two of the four answers. In addition, the answer to at least one additional question must clearly display an advanced level of knowledge including some familiarity with the primary literature and awareness of currently important research questions and critical problems with research in the area. Answers are graded according to the following descriptors: High Pass, Pass, or No Pass. Students passing three of the four questions according to the written policy are not be required to do any additional work. If a faculty member deems an answer to be inadequate, it is more appropriate to grade that as a “no pass” rather than a “marginal pass.”

Students who pass fewer than three questions will be required to retake the entire C-Exam within two quarters. If a student passes three questions at a basic level of proficiency but fails to demonstrate an advanced level of knowledge on one of the questions, the student may be required to write a paper and/or take an oral exam on a topic associated with one of the C-Exam questions. This additional requirement will be determined by the area chair in consultation with the examining faculty and must be completed within one quarter.

**Part B: Presentation of a “lecture”**

Preparation and presentation of a sample “lecture” appropriate for an upper division course on a topic of the student’s choosing. The sample “lecture” will be given at a meeting of the Brown Bag which should take place no later than the end of fall quarter of the third year. The student is required to inform the area chair when he/she plans to make the presentation, which must be attended by the student’s academic advisor and at least two additional area faculty members. The faculty in attendance will determine whether the student has passed this part of the C-Exam. If the student already has extensive teaching experience, including giving lectures as a TA, the student may submit a petition to the area chair to substitute the sample lecture with a research presentation. The petition would include a list of the student's teaching experience. Upon checking with the instructor in charge of the Brown Bag for a particular quarter, the petition to substitute a research presentation for a sample lecture will be granted if the student has delivered at least two full-length lectures at a suitable level of competence. The student will then give a research presentation at a Brown Bag meeting. This research talk will be on the student’s research progress made. The talk would be similar to a standard 50-minute colloquium talk. The research talk will be voted on by the area faculty in attendance as passing or not.

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Option 2

This option includes preparing a course outline and taking a six-hour comprehensive exam based on the proposed course outline. This option must be completed by the end of the second year. Students not completing the C-Exam by the beginning of fall quarter of the third year will be subject to termination. The student prepares and submits, to a committee of 3 faculty members, a detailed course outline describing what they would teach in an upper division general Behavioral Neuroscience course. The course outline should be comprehensive and detailed, including suggested readings. Certain topics may be eliminated or only briefly covered in this outline in the interest of giving a more in-depth coverage of related topics. This course summary should be presented to and accepted by the faculty committee at least 30 days in advance of the student’s taking the written part of the comprehensive exam. Also required is the presentation of the sample lecture to be completed no later than the end of fall quarter of the third year.

**Part A: Course outline and 6-hour written exam**

The written comprehensive exam is taken after the student follows the procedures above. The questions on the exam will be limited to only those topics covered in the proposed course outline. As in Option 1, the student will be expected to exhibit graduate level knowledge on each topic. The student will be given 4 essay questions on a variety of important topics and must answer all four. Passing marks must be obtained in at least 3 of the 4 answers, based upon exhibiting graduate level knowledge on each topic.

**Part B: Presentation of a “lecture”**

Preparation and presentation of a sample “lecture” appropriate for an upper division course on a topic of the student’s choosing. The sample “lecture” will be given at a meeting of the Brown Bag which should take place no later than the end of fall quarter of the third year. The student is required to inform the area chair when he/she plans to make the presentation, which must be attended by the student’s academic advisor and at least two additional area faculty members. The faculty in attendance will determine whether the student has passed this part of the C-Exam. **If the student already has extensive teaching experience, including giving lectures as a TA, the student may submit a petition to the area chair to substitute the sample lecture with a research presentation.** The petition would include a list of the student’s teaching experience. Upon checking with the instructor in charge of the Brown Bag for a particular quarter, the petition to substitute a research presentation for a sample lecture will be granted if the student has delivered at least two full-length lectures at a suitable level of competence. The student will then give a research presentation at a Brown Bag meeting. This research talk will be on the student’s research progress made. The talk would be similar to a standard 50-minute colloquium talk. The research talk will be voted on by the area faculty in attendance as passing or not.
B. INDIVIDUALIZED EXAMINATION:
In addition to selecting one of the above options, students must also complete a Major C-Paper (also referred to as the Individualized Qualifying Examination). The Major C-Paper must be completed by the end of the Spring quarter of the 4th year. The paper should consist of an in-depth review of the student’s area of interest, such as might be appropriate for the first chapter of a Ph.D. dissertation. Its adequacy will be evaluated by two area faculty selected by the student. Refer to the Comprehensive Examination Guidelines for additional details.

C. ADDITIONAL NOTES ON LECTURE REQUIREMENT:
1) Notification Procedures for Lecture Requirement. The sample lecture must be attended by the student’s academic advisor and at least two additional area faculty members. All faculty in attendance will meet within one week of lecture and must reach a consensus on whether the student has passed or marginally passed the sample lecture portion of his/her C-Exam. A member of the voting faculty, usually the academic advisor, will meet with the student to provide feedback and recommendations for improvement.
   a. After passing this portion of the C-Exam, the student must have his/her advisor sign the Oral Presentation Approval form (https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/approval-forms-for-oral-presentations) and submit to the Graduate Advising Supervisor.
   b. Students who do not pass the sample lecture portion are asked to complete a prescribed set of remedial steps.

2) Remedial Steps for those who do not pass the Lecture Requirement:
   a. Within one week after the lecture presentation, an ad hoc committee consisting of the student’s academic advisor and two faculty who attended the lecture will formulate all remedial steps to be completed within a specified deadline (usually by the following quarter).

   b. Remedial steps may include but are not limited to the following:
      1. The preparation of a written version of the sample lecture
      2. The preparation and presentation of a second sample lecture
      3. The preparation and presentation of a research lecture

   c. One member of the ad hoc Committee will arrange to meet with the student to discuss the remedial steps and recommendations.
d. Because the purpose of the sample lecture is to help students develop pedagogical skills, the faculty may recommend additional training exercises in cases in which a student continues to perform marginally.

D. Additional Notes on C-Exam:
   a. **Remedial steps for students who do not pass the C-Exam**
   
   b. Students not passing the C-Exam will be allowed two quarters to retake the exam.
   
   c. If the student does not pass a second time, he/she will be referred to the Graduate Studies Committee with a recommendation for termination from the BNS Area. The BNS Area may recommend that the student be considered for admission to another area or be terminated from the Department.

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**CLINICAL PSYCHOLOGY MAJOR REQUIREMENTS**

**CLINICAL MAJOR AREA COURSE REQUIREMENTS**

**Year 1:**
- Psych 270AB  Foundations of Clinical Psychology (Overlaps with core course requirements)
- Psych 270C  Foundations of Clinical Psychology
- Psych 271ABC  Clinical Psychology Methods
- Psych 271DEF  Clinical Research Lab
- Psych 289ABC  Current Issues in Clinical Psychology (enroll EACH quarter of your first year)
- Psych 277AB  Assessment (winter & spring)

**Year 2:**
- Psych 273ABC  Professional and Ethical Issues in Clinical Psychology (be sure to enroll in this course EACH quarter of your second year)
Years 2 and 3:
Select at least two of these Advanced Clinical Courses:

- 216A (Psychology of Chronic Disease),
- 216C (Psychology of Women’s Health),
- 217 (Mind Body Interventions and Health),
- 271G (Evidence-Based Intervention for Childhood Problems),
- 272A (Advanced Clinical Psychological Methods: Behavior Modification with Children),
- 272C (Advanced Clinical Psychological Methods: Clinical Interventions for Psychological Problems of Children),
- 272D (Advanced Clinical Psychological Methods: Family Therapy and Research),
- 272E (Advanced Clinical Psychological Methods: Special Problems),
- 272F (Advanced Clinical Psychological Methods: Behavior Modification with Adults),
- 272G (Advanced Clinical Psychological Methods: Marital Therapies),
- M274 (Health Status and Health Behaviors of Racial and Ethnic Minority Populations),
- 275 (Conceptual and Methodological Issues in Community Intervention),
- 276 (Children with Learning and Related Behavioral Problems: School Policy and Practice),
- M280 (Affective Disorders),
- 284 (Seminar: Clinical Psychology and Communication),
- 292 (Biobehavioral Mechanisms of Stress and Disease) (paper topic must be approved by Prof. Cindy Yee-Bradbury),
- or clinical 298 (Special Problems in Psychology) courses
- Psychology 287 (Critical Problems in Clinical Research Methodology) may not be applied toward fulfillment of the advanced clinical course.

Generally, the two courses selected to fulfill this requirement must be taught by different instructors. Students may petition for exceptions when courses taught by the same instructor are in distinctly different areas of clinical psychology.

If you wish to apply a 298 course toward this requirement, check with the Chair of the Academic and Student Progress Committee (Prof. Thomas Bradbury) to see whether the course has been approved for credit. Courses approved for advanced seminar credit must be on a clinical topic, must be taught by a clinical faculty member, and typically have a mental health focus.
Students working with patients in the Psychology Clinic: Enroll in Psych 401 (1-4 units)
- Year 1: Enroll in zero (0) units
- Year 2: Enroll in four (4) units
- Year 3: Enroll in four (4) units
- Year 4 & Beyond:
  - Four (4) if a student has a full-time practicum placement (8-12 hours per week)
  - One (1) for every current unpaid therapy or assessment case through the clinic
  - Four (4) if a student is a paid therapist
  - Two (2) if a student is a paid assessor
  - Eight (8) maximum for each quarter

PRACTICUM AND INTERNSHIP REQUIREMENTS

Psych 401: Approved supervised pre-internship practicum:
While students are enrolled in the PhD program, all clinical training must be approved by the Director of Clinical Training (DCT). Students are discouraged from making independent arrangements for clinical training and are prohibited from providing direct clinical services in clinical settings not expressly approved by the DCT, including private practice psychological assistantships.

A minimum of 500 hours of Psych 401 is required. 150 hours must involve direct clinical service; 75 hours must be formal scheduled supervision. Most hours are usually completed during the second through fourth years. All students working with clients must enroll in Psych 401 (one to four units). Also, all students must take a second-year practicum in the Psychology Clinic as well as a practicum in the third and/or fourth years at approved practicum sites outside of the Department or within the Psychology Clinic.

451: Approved supervised internship:
This requirement is generally satisfied by a full-time one-year internship taken in the fifth or sixth year (and after Advancement to Candidacy for the Ph.D.). Students must enroll In Absentia for the three academic quarters when they are on internship. They must enroll in 8 units of Psych 451 and 4 units of Psych 599 if the dissertation is incomplete or they must enroll in 12 units of Psych 451 if the dissertation has already been completed prior to the internship year.

APA BREADTH COURSE REQUIREMENTS

Please note that clinical students are required to satisfy the APA’s breadth requirements with specific coursework. Breath requirements for APA are monitored by the clinical area. Please review the Clinical Psychology Graduate Handbook (https://www.psych.ucla.edu/graduate/current-students/academics/graduate-student-handbooks) and consult the Clinical Area Chair for more details.
CLINICAL COMPREHENSIVE EXAMINATION (C-EXAM) REQUIREMENTS

2) Written exam at end of first year (take-home; focuses on 270ABC).
3) Oral exam at end of second year (focuses on the integration of clinical science perspective in the context of supervised therapy or assessment case).
4) The Oral Qualifying Examination (Prelims) must be completed by the end of spring quarter in Year 4.

ADDITIONAL NOTES ABOUT THE C-EXAM
A. Students who receive a marginal pass are asked to complete a prescribed set of remedial steps within specified deadlines.

B. Students who do not pass are given the opportunity to retake the exam one time. In some cases, a prescribed set of remedial steps (within specified deadlines) may be required before retaking the exam. If the student fails a second time, a recommendation will be made to the Graduate Studies Committee for terminating the student from the clinical area. The area may recommend that the student be considered for admission to another area or be terminated from the department.

C. Guidelines for Remedial Steps
   1) All remedial steps will be formulated within a week of the exam by an ad hoc committee consisting of the faculty member who chaired the student’s exam, the C-exam coordinator, and a third faculty member (preferably the student’s academic advisor).
   2) All remedial work should ideally be completed by fall quarter and no later than the end of the next academic year.

CLINICAL INTERNSHIP POLICIES PERTAINING TO FILING THE DISSERTATION
Students must complete all internship requirements prior to filing the dissertation unless a petition for exception is filed and approved. Students with compelling reasons for filing the dissertation after completing nine months of internship (rather than twelve) may petition for an exception to this policy. Reasons that might justify such an exception would include the opportunity to begin an employment/post-doc position that requires the Ph.D. A summary of the conditions under which such petitions would be approved is printed below.

In cases in which a graduate student has...

- completed all academic requirements;
- passed the final oral examination;
- received doctoral committee approval to file the dissertation;
- provided evidence of satisfactory completion of at least nine months of a full-time internship that is approved by the faculty and that is at a site which does not have specific requirements that preclude graduation after nine months;
- obtained approval from the clinical area chair through the normal petition process, and;
- given confirmation that all twelve months of the internship will be completed; the student may file the dissertation and be awarded the Ph.D. degree with the clear understanding that the remaining months of internship that are required by the
American Psychological Association will be completed as outlined in the intercept contract. Documentation of subsequent internship completion will be provided by the UCLA Director of Clinical Training (Prof. Cindy Yee-Bradbury).

REGISTRATION POLICIES FOR STUDENTS RETURNING FROM INTERNSHIP
Please note that UCLA requires students to be fully registered and enrolled during the quarter the dissertation is filed or during the quarter previous to filing. Students who were registered during the quarter previous to filing may see the Graduate Advising Supervisor regarding eligibility for payment of a filing fee in lieu of registration during the quarter the dissertation is filed.

COGNITIVE MAJOR AREA COURSE REQUIREMENTS

Two of these courses:
- Psych 261 Perception
- Psych 262 Human Learning & Memory
- Psych 263 Psycholinguistics
- Psych 264 Thinking

Note: These two courses also satisfy the cognitive core course requirement.

260AB (Proseminar: Cognitive Psychology): Enroll during your First Year

Two cognitive courses
In addition to the two required cognitive core courses, students must take two courses from the lists below. At least one of the courses must be from List B.

List A: Cognitive Area Courses:
- Psych 259 Quantitative Methods In Cognitive Psychology
- Psych 261 Perception
- Psych 262 Human Learning and Memory
- Psych 263 Psycholinguistics
- Psych 264 Thinking
- Psych 265 Computational Methods for Neuroimaging
- Psych 266 Cognitive Science

List B: Cognitive Area Seminars*:
- Psych 268A Perception
- Psych 268B Human Learning and Memory
- Psych 268C Judgment and Decision
- Psych 268D Language
- Psych 268E Human Performance
- Psych 268F Human Computer Interaction
* Psych 207 Seminar: Physiological Psychology titled Neuropsychology of Memory (Barbara Knowlton) may satisfy this seminar requirement.
**As topics and instructors may vary, please consult the Cognitive Area Chair to verify whether or not a specific 269 course will satisfy this requirement.

ADVANCED RESEARCH PRESENTATION REQUIREMENT

Sometime during the third or fourth year (and prior to prelims), students are required to present their own research to a forum at which at least two professors in the area are present. The objective is to give students an opportunity to talk about science in front of an audience. Students are strongly encouraged to present in the cognitive forum. If for some reason that proves to be impossible, students may fulfill the requirement in another forum, such as a lab meeting. The Cognitive Oral Presentation Approval form (https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/approval-forms-for-oral-presentations) must be signed and submitted to the Graduate Advising Supervisor upon completion of this requirement.

COGNITIVE COMPREHENSIVE EXAMINATION (C-EXAM) REQUIREMENTS

OVERVIEW
The preparation of a Program of Study and an examination on the Program of Study constitute the C-Examination for Cognitive students. The procedure follows a fixed schedule during the third year of the graduate program. By special arrangement, the examination can be completed earlier than the scheduled times listed below, but not later.

A. **The Program of Study is due on the first of November in the fall quarter of year 3.**
If November 1st falls on a weekend, submit the Program of Study on the following Monday.

Students must submit two copies to the Cognitive Area Chair, one additional copy to each of the two committee members, and one copy to the Graduate Advising Supervisor.

If your area has a relatively new area chair who asks why you are submitting two copies of the Program of Study, you may need to remind the chair that one copy is to be kept on file and the other should be provided to the newly assigned committee member.

B. **Within a few days of the November 1 deadline, the Cognitive Area Chair will let students and committee members know whether the Program of Study has been approved. A final (third) committee member will be added by your Area Chair at this time.**

C. **Essays must be submitted to the Area Chair no later than 5:00 p.m. on Friday of the first week of classes during winter quarter.**
Students who select the written-examination option instead (or those who do not turn in an essay by the end of the first week of classes) must take an eight-hour closed-book examination on a single day during the third week of winter quarter.

D. Meet with your committee. Be sure to bring a Program of Study signature form to the meeting. (Forms are available at https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-examsprogram-of-study-forms). This completes the C-examination!

THE INITIAL IDEA
Formulate the initial idea for your Program of Study during the winter or spring quarters of your second year, based on your interests in cognitive psychology and on your personal goals, inclinations, and past training. The domain normally includes the area where you expect to do your dissertation work, but the Program of Study itself should be broader than the dissertation.

The area may be as broad as one of the sub-areas of cognitive psychology (sensory processes, perception, human factors, verbal learning, thinking and problem solving, and so forth) or may focus on an issue or question that cuts across several of these areas. Ideally, your Program of Study should be motivated by some unique question or integration of the material.

Many successful programs of study have combined a broader look at a field with a deeper and more exhaustive examination of an important sub-area of the field.

You can pick an area that falls between cognitive psychology and other areas within or without the department, such as a topic that draws extensively on developmental, physiological, or linguistic content, provided that the Program of Study has substantial cognitive content and is pedagogically defensible in breadth and depth. Of course, a topic with its major content falling within another area of the department would be completed within that area.

At this stage, you should have a good idea of the domain in which you intend to work, although the details are still to come. The final content of the Program of Study is worked out in the next stages.

SELECT A COMMITTEE
A Program of Study committee consists of three faculty members, two of whom must be from the cognitive area and are selected by the student. The remaining committee member will be assigned by the area chair at the time the final Program of Study is submitted.

Based on the topics that you plan to pursue, you should approach two faculty members to ask them to be on your committee. Describe your planned Program of Study to them and find out if they are able and willing to serve on the committee. You should ask one of them to chair the committee. Often your advisor will be a committee member (and often the chairperson), but this is not necessary.

CREATE YOUR PROGRAM OF STUDY
The next step is to come up with a first draft of your Program of Study. This draft is important
and its construction is a major component of the entire C-exam effort. It is up to you, not to the members of the committee, to select material and organize it. It is well worth the effort, time, reading, and work required to come up with an organization that you find compelling at this stage. Remember that the Program of Study should include both breadth and depth components. If you focus the Program of Study around a central question, you should include the material that forms the context of that question, historical and otherwise. It is very helpful to look over completed programs of study of previous students, copies of which are kept on file in the Graduate Advising Office.

Once you have a first draft of the Program of Study, you should go over it with your committee members. They will probably want to add or delete references and may also suggest changes in the organization. You should incorporate these changes into the final version of your Program of Study.

To facilitate review of your Program of Study and to make the Program of Study maximally useful to others, we would like it to have a standard form. The final version of the program should contain the following parts:

1) A title page

2) An abstract or preamble of one to three pages. This preamble states the rationale and goals that motivate the Program of Study. It should describe your organizing construct.

3) A complete list of the graduate course you have taken.

4) An outline of the Program of Study, including citations of particular articles. Some of these references may be to chapters of books.

5) A complete reference list. There is no requirement for a particular number of references (obviously, it depends on their size and complexity). Typical programs of study have contained 50-100 references.

Give copies of the final Program of Study to your committee members no later than November 1st of the third year. (If November 1 falls on a weekend, submit the Program of Study the following Monday). Two copies should also be given to the Cognitive Area Chair. Within a few days, the Area Chair will let you and your committee members know whether the Program of Study is approved from the area’s standpoint. The final (third) member will be added at this time.

HOLE UP AND STUDY OR WRITE
After your Program of Study has been approved, submit appropriate paperwork from https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-examsprogram-of-study-forms to the Graduate Advising Supervisor. The next step is to systematically complete your reading. As you do this, you may discover minor changes that you wish to make in the Program of Study. For example, an article or book may come out that you think should be added, you may discover a new body of material that you think should be
incorporated, or you may find that a reference (or group of references) that you had originally included is actually irrelevant or inappropriate to your concerns. You should clear any such changes with the Chair of your committee. If you make any such changes, you should give two copies of the addendum to the Cognitive Area Chair to be appended to the file copies of the Program of Study.

**TURN IN YOUR ESSAY OR TAKE AN EXAMINATION**

Two options are available for the examination itself – an essay option and a written examination option. The options have a fixed and very inflexible timetable. The intent of this structure is to ensure that the exams are completed expeditiously, so that you can get on to other parts of your graduate career.

**Essay option**: If you choose the essay option, you must turn in a completed essay covering your Program of Study to your area chair no later than 5:00 p.m. on Friday at the end of the first week of classes during winter quarter of your third year. You must also give copies to each of your committee members and to the Graduate Advising Supervisor. No extensions or exceptions to this deadline will be considered. If your paper is unavailable or incomplete at the time, then you will be required to take the written examination option. The essay could be a type of theoretical position paper or it could integrate the content of an area in some unique way. The essay should reflect the scope of the area of study and should not be a routine so-and-so did such-and-such literature review.

**Written-exam option**: If you choose the written-examination option (or if you do not turn in an essay by the end of the first week), then you need to take an eight-hour closed-book examination on a single day during the third week of winter quarter. Consult your committee chair to schedule the room, time, and day for the exam. Your committee chair will prepare the exam by soliciting questions from the other committee members. You may suggest questions that you would like to write on, but the chair is not bound to use them. The examination may often (but not necessarily) include some choice of questions. For example, your examination might include one or two questions that you must answer and eight others from which you must choose six. Consult your committee chair to get additional information about the format and nature of the examination.

**MEET WITH YOUR COMMITTEE AND BRING THE SIGNATURE FORM WITH YOU**

As soon as you have submitted your essay (or have taken the written examination), schedule a meeting with your committee. This meeting has three functions. First, it gives you a chance to build on your essay or examination answers. Usually students have second thoughts about what they have written (particularly after an examination of fixed duration), and this is your chance to mention them. Second, the committee may have questions for you about your essay or answers; in particular, they may want to ask you about portions of the Program of Study that were not covered in the essay or questions. They may also want to ask you about your goals for your dissertation work. Finally, the committee will give you feedback on your performance. By the time of the meeting all committee members will have read your essay or answers.

Be sure to bring a Program of Study signature form to the meeting. (Forms are available at [https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-](https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-).
examsprogram-of-study-forms). Give the form to your chair at the beginning of the meeting, so all committee members can sign it at the conclusion of the meeting. You will need to provide the Graduate Advising Supervisor with a copy of the form once you have all the signatures along with a copy of your essay. At the end of the meeting, your committee will ask you to leave for a moment, consult among themselves, and then tell you how you did.

THE PROGRAM-OF-STUDY PROCESS IS COMPLETE.

ADDITIONAL NOTES
In the unlikely event that the committee deems your performance unsatisfactory, you will have one quarter to rewrite your essay or to prepare for a second examination. Deadlines for the repeated essay or examination will occur in the same weeks of the spring quarter and will be followed by another meeting with your committee. Under no circumstances can the C-examination procedure extend beyond the third year of the program.

If the committee decision is not unanimous, suggestions are given to the student for further work or revisions. The suggestions are compiled jointly by the three committee members. Another iteration of the C-exam follows with another evaluation and discussion by the full committee. This process continues until a unanimous decision is rendered by the committee within the time constraints outlined above.

COGNITIVE NEUROSCIENCE MAJOR REQUIREMENTS
The Cognitive Neuroscience Ph.D. Program is intended for students who wish to study cognitive processes based on their underlying neural systems. It provides a strong background in both systems-level neuroscience and cognitive psychology and allows students to develop integrative research interests that cross domains. Students admitted to either the Behavioral Neuroscience or Cognitive Areas may take this program. They will remain in their area of admission for administrative purposes.

COGNITIVE COURSE REQUIREMENTS FOR THE CNS MAJOR

CNS Core Course Requirement – 205 & Neuroscience
a. 4 Units Total: (two 2-unit modules) of Psych 205 A-M and Neuroscience 205: Systems Neuroscience (4-units)
   OR
b. 8 Units Total: (four 2-unit modules) of Psych 205A-M

The recommended prerequisites for NS 205 are:
a. Neuroscience M203 (Anatomy of the Central Nervous System)
b. The Cellular Neurophysiology module of Psychology M117/NS 101* or Neuroscience M202 provide a good background in cellular electrophysiology for
students who need more work in this area. Discuss these options with your advisor.

*M117 Enrollment Instructions:* Enroll in 2 units of Psychology 596 under the BNS area chair’s name. Advise the instructor of this module that an informal grade should be submitted to the area chair at the end of the module.

Additional CNS Core Course Requirement – Cognitive Area

Select one of the following courses:

- Psych 261  Perception
- Psych 262  Human Learning and Memory
- Psych 263  Psycholinguistics
- Psych 264  Thinking

One Additional Core Course in an Area outside BNS or Cognitive (refer to List of Course in Core Requirements Chapter)

Psych 260AB (Proseminar: Cognitive Psychology): Enroll during First Year

Select one cognitive seminar (Psych 268 or 269)*: Students may also petition to apply Psychology 247 (Culture, Brain & Development) toward this requirement. Approval will depend on the topic during any given quarter. *Note that Psych 207 Seminar: Physiological Psychology titled Neuropsychology of Memory (Barbara Knowlton) may satisfy this seminar requirement.*

Select two of the following courses *(in addition to any Cognitive/BNS Core Courses and/or Seminars Applied toward Other Requirements)*:

- Psych 259  Quantitative Methods in Cognitive Psychology
- Psych 261-266  Perception, Human Learning & Memory, Psycholinguistics, Thinking, Computational Methods-Neuroimaging & Cognitive Science
- Psych 268A-E  Seminars in Human Information Processing
- Psych 269*  Cognitive Psychology
- Psych 207  Seminar: Physiological Psychology titled Neuropsychology of Memory
- Psyctry M284A **  Principles of Neuroimaging I (Letter grade only)
- Psyctry M284B **  Principles of Neuroimaging II (Letter grade only)
- Psyctry M285  Functional Neuroimaging: Techniques and Applications (Letter grade only)

Note: Students who substituted the M285 course for the BNS 205N core course may not apply M285 toward the cognitive seminar requirement.

*As topics and instructors may vary, please consult with the Cognitive Area Chair to verify whether or not a specific 269 course will satisfy this requirement.*

** Only one of these courses may be applied to the major. Letter grade only.
ADDITIONAL NEUROSCIENCE AND BNS REQUIREMENTS FOR THE CNS MAJOR

Neuroscience M203 (Anatomy of the Central Nervous System): Required

Psychology 212: Enrollment in at least 3 quarters of 212 in the second and third years is required. In addition, students are strongly encouraged to take 212 each quarter of the first year and to continue taking 212 as often as possible throughout the program in order to keep up with the literature.

Select one of the following courses that has not already been applied toward a CNS requirement:

- Psych 204D Fear and Anxiety
- Psych 207A, B, or C* Seminars: Physiological Psychology
- Psych M208 Neurobiology of Learning
- Psych 247** Culture, Brain, and Development. Note: 247 is a variable topic course and approval (by petition) will depend on the topic.
- Psych 298 Genetic & Neuroscience Approaches to Schizophrenia
- Psysctry M285, M284A, or M284B can substitute if not applied to cognitive course requirement. Letter grade only. Only one of these or M284B courses may be applied to the major.

If 207A, B, or C or 247 are applied toward the cognitive requirement options outlined under Cognitive Course Requirements for the CNS Major on the previous page, then this course or courses cannot be counted toward the Neuroscience/BNS requirement.

**247 is a variable topic course and approval (by petition) will depend on the topic.

Select one of the following courses:

1. Four units of Psych 205. When 205 modules/courses are applied toward this requirement they must be 205s that do not overlap with the 8 units of 205 applied toward core course requirements.

2. Neuroscience M202: Cellular Neurophysiology

3. Neuroscience 205: Systems Neuroscience (if not applied as a CNS Core Course):
   - The recommended prerequisites for NS 205 are NS M203 (Anatomy of the Central Nervous System) AND the Cellular Neurophysiology module of Psych M117/NS101* or Neuroscience M202. Discuss these options with your advisor.
   - Psych M117 Enrollment Instructions: Enroll in 2 units of Psychology 596 under the BNS area chair’s name. Advise the instructor of this module that an informal grade should be submitted to the area chair at the end of the module.

ADVANCED RESEARCH PRESENTATION REQUIREMENT

A presentation must be given at the cognitive forum, the BNS journal club, or the CNS journal club prior to prelims and no later than the end of the fourth year of the program. The objective
is to give students an opportunity to talk about science in front of an audience. The research may be your own research (related or unrelated to your program of study) or it may be a review of other research. The CNS Oral Presentation Approval form (https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/approval-forms-for-oral-presentations) must be signed and submitted to the Graduate Advising Supervisor upon completion of this requirement.

### CNS COMPREHENSIVE EXAMINATION (C-EXAM) REQUIREMENTS

#### OVERVIEW

The preparation of a Program of Study and an examination on the Program of Study constitute the C-Examination for Cognitive Neuroscience students. The procedure follows a fixed schedule during the third year of the graduate program. By special arrangement, the examination can be completed earlier than the scheduled times listed below, but not later.

A. **The Program of Study is due on the November 1st in the fall quarter of year 3.**
   
   If November 1st falls on a weekend, submit the Program of Study on the following Monday.

   Students must submit two copies to the cognitive area chair, one additional copy to each of the two committee members, and one copy to the Graduate Advising Supervisor.

   **Cognitive Neuroscience Students originally admitted to the BNS area:** Submit two copies to the BNS chair, one copy to Barbara Knowlton, one copy to each of your committee members, and one copy to the Graduate Advising Supervisor.

   If your area has a relatively new area chair who asks why you are submitting two copies of the Program of Study, you may need to remind the chair one copy is to be kept on file and that the other should be provided to the newly assigned committee member.

B. **Within a few days of the November 1 deadline, the BNS and Cognitive area chairs will let students and committee members know whether the Program of Study meets their approval. A final (third) committee member will be added by your area chair at this time.**

C. **Essays must be submitted to the area chair no later than 5:00 p.m. on Friday of the first week of classes during winter quarter.**

   **Students who select the written-examination option instead (or those who do not turn in an essay by the end of the first week of classes) must take an eight-hour closed-book examination on a single day during the third week of winter quarter.**

D. **Meet with your committee. Be sure to bring a Program of Study signature form to**
the meeting. (Forms are available at https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-examsprogram-of-study-forms). This completes the C-examination!

THE INITIAL IDEA
Formulate the initial idea for your Program of Study during the winter or spring quarters of your second year, based on your interests in cognitive neuroscience and on your personal goals, inclinations, and past training. The domain normally includes the area where you expect to do your dissertation work, but the Program of Study itself should be broader than the dissertation.

The topic must have significant cognitive and behavioral neuroscience components. Many successful Programs of Study have combined a broader look at a field with a deeper and more exhaustive examination of an important sub-area of the field.

You can pick an area that falls between cognitive psychology and other areas within or without the department, such as a topic that draws extensively on developmental, physiological, or linguistic content, provided that the Program of Study has substantial cognitive content and is pedagogically defensible in breadth and depth. Of course, a topic with its major content falling within another area of the department would be completed within that area.

At this stage you should have a good idea of the domain in which you intend to work, although the details are still to come. The final content of the Program of Study is worked out in the next stages.

SELECT A COMMITTEE
A Program of Study committee consists of three faculty members – one from Cognitive and one from BNS. The remaining committee member will be assigned by the area chair (of the area to which you were originally admitted) at the time the final Program of Study is submitted. The third member of the committee can be in any area of the department.

Based on the topics that you plan to pursue, you should approach two faculty members to ask them to be on your committee. Describe your planned Program of Study to them and find out if they are able and willing to serve on the committee. You should ask one of them to chair the committee. Often your advisor will be a committee member (and often the chair), but this is not necessary. The area chair will assign a third member to your committee at the time the final Program of Study is submitted.

Many successful Programs of Study have combined a broader look at a field with a deeper and more exhaustive examination of an important sub-area of the field.

You can pick an area that falls between cognitive psychology and other areas within or without the department, such as a topic that draws extensively on developmental, physiological, or linguistic content, provided that the Program of Study has substantial cognitive content and is pedagogically defensible in breadth and depth. Of course, a topic with its major content falling...
within another area of the department would be completed within that area.

CREATE YOUR PROGRAM OF STUDY
The next step is to come up with a first draft of your Program of Study. This draft is important and its construction is a major component of the entire C-exam effort. It is up to you, not to the members of the committee, to select material and organize it. It is well worth the effort, time, reading, and work required to come up with an organization that you find compelling at this stage. Remember that the Program of Study should include both breadth and depth components. If you focus the Program of Study around a central question, you should include the material that forms the context of that question, historical, and otherwise. It is very helpful to look over completed Programs of Study of previous students, copies of which are kept on file in the Graduate Advising Office.

Once you have a first draft of the Program of Study, you should go over it with your committee members. They will probably want to add or delete references and may also suggest changes in the organization. You should incorporate these changes into the final version of your Program of Study.

To facilitate review of your Program of Study and to make the Program of Study maximally useful to others, we would like it to have a standard form. The final version of the program should contain the following parts:

1) A title page

2) An abstract or preamble of one to three pages. This preamble states the rationale and goals that motivate the Program of Study. It should describe your organizing construct.

3) A complete list of the graduate course you have taken.

4) An outline of the Program of Study, including citations of particular articles. Some of these references may be to chapters of books.

5) A complete reference list. There is no requirement for a particular number of references (obviously, it depends on their size and complexity). Typical Programs of Study have contained 50-100 references.

Give copies of the final Program of Study to your committee members no later than November 1st of the third year. (If November 1 falls on a weekend, submit the Program of Study the following Monday). Two copies should also be given to the area chair (of the area to which you were originally admitted). Please ask committee members and area chair if they prefer paper or electronic versions of this document. Within a few days, the area chair will let you and your committee members know whether the Program of Study is approved from the area's standpoint. The final (third) member will be added at this time.

HOLE UP AND STUDY OR WRITE
After your Program of Study has been approved, submit appropriate paperwork from https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-examsprogram-of-study-forms to the Graduate Advising Supervisor. The next step is to systematically complete your reading. As you do this, you may discover minor changes that you wish to make in the Program of Study. For example, an article or book may come out that you feel should be added, you may discover a new body of material that you feel should be incorporated, or you may find that a reference (or group of references) that you had originally included is actually irrelevant or inappropriate to your concerns. You should clear any such changes with the chair of your committee. If you make any such changes, you should give two copies of the addendum to the area chair (of the area to which you were originally admitted) to be appended to the file copies of the Program of Study.

**TURN IN YOUR ESSAY OR TAKE AN EXAMINATION**

Two options are available for the examination itself – an essay option and a written examination option. The options have a fixed and very inflexible timetable. The intent of this structure is to ensure that the exams are completed expeditiously, so that you can get on to other parts of your graduate career.

**Essay option:** If you choose the essay option, you must turn in a completed essay covering your Program of Study to your area chair (of the area to which you were originally admitted) no later than 5:00 p.m. on Friday at the end of the first week of classes during winter quarter of your third year. **You must also give copies to each of your committee members and to the Graduate Advising Supervisor.** No extensions or exceptions to this deadline will be considered. If your paper is unavailable or incomplete at the time, then you will be required to take the written examination option. For example, it could be a type of theoretical position paper or it could integrate the content of an area in some unique way. The essay should reflect the scope of the area of study and should not be routine so-and-so did such-and-such literature review.

**Written-exam option:** If you choose the written-examination option (or if you do not turn an essay by the end of the first week), then you need to take an eight hour closed-book examination on a single day during the third week of winter quarter. Consult your committee chair to schedule the room, time, and day for the exam. Your committee chair will prepare the exam by soliciting questions from the other committee members. You may suggest questions that you would like to write on, but the chair is not bound to use them. The examination may often (but not necessarily) include some choice of questions. For example, your examination might include one or two questions that you must answer and eight others from which you must choose six. Consult your committee chair to get additional information about the format and nature of the examination.

**MEET WITH YOUR COMMITTEE & BRING THE SIGNATURE FORM WITH YOU**

As soon as you have submitted your essay (or have taken the written examination), schedule a meeting with your committee. This meeting has three functions. First, it gives you a chance to build on your essay or examination answers. Usually students have second thoughts about what they have written (particularly after an examination of fixed duration), and this is your chance to mention them. Second, the committee may have questions for you about your essay or answers; in particular, they may want to ask you about portions of the Program of Study that
were not covered in the essay or questions. They may also want to ask you about your goals for your dissertation work. Finally, the committee will give you feedback on your performance. By the time of the meeting, all committee members will have read your essay or answers.

Be sure to bring a Program of Study signature form to the meeting. Forms are available at https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-examsprogram-of-study-forms. Give the form to your chair at the beginning of the meeting, so all committee members can sign it at the conclusion of the meeting. You will need to provide the Graduate Advising Supervisor with a copy of the form once you have all the signatures along with a copy of your essay. At the end of the meeting, your committee will ask you to leave for a moment, consult among themselves, and then tell you how you did. This completes the Program of Study C-Examination.

THE C-EXAMINATION/PROGRAM-OF-STUDY PROCESS IS COMPLETE.

ADDITIONAL NOTES
In the unlikely event that the committee deems your performance unsatisfactory, you will have one quarter to rewrite your essay or to prepare for a second examination. Deadlines for the repeated essay or examination will occur in the same weeks of the spring quarter and will be followed by another meeting with your committee. Under no circumstances can the C-exam procedure extend beyond the third year of the program.

If the committee decision is not unanimous, suggestions are given to the student for further work or revisions. The suggestions are compiled jointly by the three committee members. Another iteration of the C-exam follows with another evaluation and discussion by the full committee. This process continues until a unanimous decision is rendered by the committee within the time constraints outlined above.

COMPUTATIONAL COGNITION MAJOR REQUIREMENTS

The Computational Cognition (CC) specialization is intended for cognitive area students who wish to study computational principles underlying cognition and its neural substrate. It provides a strong background in both computational foundations and cognitive psychology, and allows students to develop integrative research interests that cross domains. Students admitted into the Cognitive Area may take this program.

COMPUTATIONAL COGNITION COURSE REQUIREMENTS

Two of the following cognitive area core courses:

Psych 261 Perception
Psych 262 Human Learning and Memory
Psych 263 Psycholinguistics
Psych 264 Thinking

Psych 260AB (Proseminar: Cognitive Psychology) (Enroll during the first year)
Stats 200A: \textit{Applied Probability} (Offered in Fall)

Three of these key courses:

- Psych 259: Quantitative Methods in Cognitive Science (usually offered in Spring every other year)
- Psych 265: Computational Methods for Neuroimaging (offered in Fall yearly) Neurosc M221/Neurobio M200C Sensory Systems Neurobiology (offering varies)
- Neurobio M200C: Sensory Systems Neurobiology
- Stats 239: Probabilistic Models of Cognition
- Stats M231: Pattern Recognition and Machine Learning (offered in Fall yearly)
- Stats 261: Introduction to Machine Learning (offered in Spring yearly)
- Physics CM 286: Neurophysics of the Mind-Brain Problem (usually offered in Winter yearly)

Select One Cognitive Seminar (268 or 269): Students may also petition to apply Psychology 247 (Culture, Brain & Development) toward this requirement. Approval will depend on the topic during any given quarter. NOTE: Psych 207 Seminar: Physiological Psychology titled Neuropsychology of Memory (Barbara Knowlton) may satisfy this seminar requirement.

ADVANCED RESEARCH PRESENTATION REQUIREMENT

Sometime during the third or fourth year (and prior to prelims) students are required to present their own research to a forum at which at least two professors in the area are present. The objective is to give students an opportunity to talk about science in front of an audience. Students are strongly encouraged to present in the cognitive forum. If for some reason that proves to be impossible, students may fulfill the requirement in another forum, such as a lab meeting. The Cognitive Cognition Oral Presentation Approval form (https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/approval-forms-for-oral-presentations) must be signed and submitted to the Graduate Advising Supervisor upon completion of this requirement.

COMPUTATIONAL COGNITION COMPREHENSIVE EXAMINATION (C-EXAM) REQUIREMENTS

OVERVIEW

The preparation of a Program of Study and an examination on the Program of Study constitutes the C-Examination for Computational Cognition students. The procedure follows a fixed schedule during the third year of the graduate program. By special arrangement, the examination can be completed earlier than the scheduled times listed below but not later.

A. The Program of Study is due on November 1st in the fall quarter of year 3.
   If November 1st falls on a weekend, submit the Program of Study on the following Monday.

   Students must submit two copies to the cognitive area chair, one additional copy to
each of the two committee members, and one copy to the Graduate Advising Supervisor.

If your area has a relatively new area chair who asks why you are submitting two copies of the Program of Study, you may need to remind the chair one copy is to be kept on file and that the other should be provided to the newly assigned committee member.

B. Within a few days of the November 1 deadline, the cognitive area chair will let students and committee members know whether the Program of Study has been approved. A final (third) committee member will be added by your area chair at this time.

C. **Essays must be submitted to the area chair no later than 5:00 p.m. on Friday of the first week of classes during winter quarter.**

Students who select the written-examination option instead (or those who do not turn in an essay by the end of the first week of classes): These students must take an eight-hour closed-book examination on a single day during the third week of winter quarter.

D. **Meet with your committee. Be sure to bring a Program of Study signature form to the meeting.** (Forms are available at https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-examsprogram-of-study-forms). This completes the C-examination!

THE INITIAL IDEA

Formulate the initial idea for your Program of Study during the winter or spring quarters of your second year based on your interests in Computational Cognition and on your personal goals, inclinations, and past training. The domain normally includes the area where you expect to do your dissertation work, but the Program of Study itself should be broader than the dissertation.

The topic must have significant cognitive and computational modeling components. Many successful programs of study have combined a broader look at a field with a deeper and more exhaustive examination of an important sub-area of the field.

You can pick an area that falls between cognitive psychology and other areas within or without the department, such as a topic that draws extensively on developmental, physiological, or linguistic content, provided that the Program of Study has substantial cognitive content and is pedagogically defensible in breadth and depth. Of course, a topic with its major content falling within another area of the department would be completed within that area.

At this stage you should have a good idea of the domain in which you intend to work, although the details are still to come. The final content of the Program of Study is worked out in the next stages.
SELECT A COMMITTEE
A Program of Study committee consists of three faculty members – two of whom must be from the cognitive area. The remaining committee member will be assigned by the area chair at the time the final Program of Study is submitted.

Based on the topics that you plan to pursue, you should approach two faculty members to ask them to be on your committee. Describe your planned Program of Study to them and find out if they are able and willing to serve on the committee. You should ask one of them to chair the committee. Often your advisor will be a committee member (and often the chair), but this is not necessary. The area chair will assign a third member to your committee at the time the final Program of Study is submitted.

Many successful Programs of Study have combined a broader look at a field with a deeper and more exhaustive examination of an important sub-area of the field.

You can pick an area that falls between cognitive psychology and other areas within or without the department, such as a topic that draws extensively on developmental, physiological, or linguistic content, provided that the Program of Study has substantial cognitive content and is pedagogically defensible in breadth and depth. Of course, a topic with its major content falling within another area of the department would be completed within that area.

CREATE YOUR PROGRAM OF STUDY
The next step is to come up with a first draft of your Program of Study. This draft is important and its construction is a major component of the entire C-exam effort. It is up to you, not to the members of the committee, to select material and organize it. It is well worth the effort, time, reading, and work required to come up with an organization that you find compelling at this stage. Remember that the Program of Study should include both breadth and depth components. If you focus the Program of Study around a central question, you should include the material that forms the context of that question, historical, and otherwise. It is very helpful to look over completed Programs of Study of previous students, copies of which are kept on file in the Graduate Advising Office.

Once you have a first draft of the Program of Study, you should go over it with your committee members. They will probably want to add or delete references and may also suggest changes in the organization. You should incorporate these changes into the final version of your Program of Study.

To facilitate review of your Program of Study and to make the Program of Study maximally useful to others, we would like it to have a standard form. The final version of the program should contain the following parts:

1) A title page

2) An abstract or preamble of one to three pages. This preamble states the rationale and goals that motivate the Program of Study. It should describe your organizing construct.
3) A complete list of the graduate course you have taken.

4) An outline of the Program of Study, including citations of particular articles. Some of these references may be to chapters of books.

5) A complete reference list. There is no requirement for a particular number of references (obviously, it depends on their size and complexity). Typical programs of study have contained 50-100 references.

Give copies of the final Program of Study to your committee members no later than November 1st of the third year. (If November 1 falls on a weekend, submit the Program of Study the following Monday). Two copies should also be given to the Cognitive Area Chair. Within a few days, the area chair will let you and your committee members know whether the Program of Study is approved from the area's standpoint. The final (third) member will be added at this time.

HOLE UP AND STUDY OR WRITE
After your Program of Study has been approved, submit appropriate paperwork from https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-examsprogram-of-study-forms to the Graduate Advising Supervisor. The next step is to systematically complete your reading. As you do this, you may discover minor changes that you wish to make in the Program of Study. For example, an article or book may come out that you feel should be added, you may discover a new body of material that you feel should be incorporated, or you may find that a reference (or group of references) that you had originally included is actually irrelevant or inappropriate to your concerns. You should clear any such changes with the chair of your committee. If you make any such changes, you should give two copies of the addendum to the cognitive area chair to be appended to the file copies of the Program of Study.

TURN IN YOUR ESSAY OR TAKE AN EXAMINATION
Two options are available for the examination itself – an essay option and a written examination option. The options have a fixed and very inflexible timetable. The intent of this structure is to ensure that the exams are completed expeditiously, so that you can get on to other parts of your graduate career.

Essay option: If you choose the essay option, you must turn in a completed essay covering your Program of Study to your area chair no later than 5:00 p.m. on Friday at the end of the first week of classes during winter quarter of your third year. You must also give copies to each of your committee members and to the Graduate Advising Supervisor. No extensions or exceptions to this deadline will be considered. If your paper is unavailable or incomplete at the time, then you will be required to take the written examination option. For example, it could be a type of theoretical position paper or it could integrate the content of an area in some unique way. The essay should reflect the scope of the area of study and should not be routine so-and-so did such-and-such literature review.
**Written-exam option:** If you choose the written-examination option (or if you do not turn an essay by the end of the first week), then you need to take an eight hour closed-book examination on a single day during the third week of winter quarter. Consult your committee chair to schedule the room, time, and day for the exam. Your committee chair will prepare the exam by soliciting questions from the other committee members. You may suggest questions that you would like to write on, but the chair is not bound to use them. The examination may often (but not necessarily) include some choice of questions. For example, your examination might include one or two questions that you must answer and eight others from which you must choose six. Consult your committee chair to get additional information about the format and nature of the examination.

**MEET WITH YOUR COMMITTEE AND BRING SIGNATURE FORM WITH YOU**
As soon as you have submitted your essay (or have taken the written examination), schedule a meeting with your committee. This meeting has three functions. First, it gives you a chance to build on your essay or examination answers. Usually students have second thoughts about what they have written (particularly after an examination of fixed duration), and this is your chance to mention them. Second, the committee may have questions for you about your essay or answers; in particular, they may want to ask you about portions of the Program of Study that were not covered in the essay or questions. They may also want to ask you about your goals for your dissertation work. Finally, the committee will give you feedback on your performance. By the time of the meeting, all committee members will have read your essay or answers.

Be sure to bring a Program of Study signature form to the meeting. Forms are available at [https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-examsprogram-of-study-forms](https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-examsprogram-of-study-forms). Give the form to your chair at the beginning of the meeting, so all committee members can sign it at the conclusion of the meeting. **You will need to provide the Graduate Advising Supervisor with a copy of the form once you have all the signatures along with a copy of your essay.** At the end of the meeting, your committee will ask you to leave for a moment, consult among themselves, and then tell you how you did. This completes the Program of Study C-Examination.

**THE C-EXAMINATION/PROGRAM-OF-STUDY PROCESS IS COMPLETE.**

**ADDITIONAL NOTES**
In the unlikely event that the committee deems your performance unsatisfactory, you will have one quarter to rewrite your essay or to prepare for a second examination. Deadlines for the repeated essay or examination will occur in the same weeks of the spring quarter and will be followed by another meeting with your committee. Under no circumstances can the C-exam procedure extend beyond the third year of the program.

If the committee decision is not unanimous, suggestions are given to the student for further work or revisions. The suggestions are compiled jointly by the three committee members. Another iteration of the C-exam follows with another evaluation and discussion by the full committee. This process continues until a unanimous decision is rendered by the committee within the time constraints outlined above.
**DEVELOPMENTAL PSYCHOLOGY MAJOR REQUIREMENTS**

**DEVELOPMENTAL MAJOR AREA COURSE REQUIREMENTS**

Enroll in the Developmental Forum – Psychology 241
Psych 241 is typically offered in the fall and spring of each year. Students are required to enroll in 241 every quarter it is available, starting with fall quarter of year 1 (effective Fall 2016). Thus, students who graduate in 5 years should register for 10 quarters Psych 241, and students who graduate in 6 years should register for 12 quarters Psych 241.

Select two of these developmental area core courses:

- Psych 240A Language and Cognitive Development
- Psych 240B Social and Emotional Development
- Psych 240C Developmental Psychobiology

Select two courses from the list below

- Psych 240AB C The 240 course not applied toward core course requirements may be applied toward this elective requirement.
- Psych 242A Perceptual Development
- Psych 242B Cognitive Development
- Psych 242C Socialization
- Psych M242D Social Development and Education
- Psych 242F Development of Language & Communication
- Psych M242G Adolescent Development
- Psych 243AB Practical & Societal Issues
- Psych 244* Critical Problems in Developmental Psychology
- Psych M245 Personality Development in Education
- Psych 247 Culture, Brain, and Development. (*Developmental area majors who select a CBD minor can only apply 247 toward the major if they do so by petition. If the 247 course taken for the major is the same as that being proposed for the minor, provide the titles of both 247 courses.*)

- Educ 217A Social Development and Education
- Educ 217B Cognitive Development and Education

Note: Students may petition to take a 200-level education course taught by faculty in Human Development and Psychology. A list of Education’s Human Development and Psychology faculty is available at [http://gseis.ucla.edu/education/academic-programs/human-development-psychology](http://gseis.ucla.edu/education/academic-programs/human-development-psychology).

*As topics and instructors may vary, please consult with the Developmental Area Chair to verify whether or not a specific 244 course will satisfy this requirement.
Establish an Advisory Committee
Establish your committee no later than winter quarter of year 2.

Presentation Requirements
A. 251 plan (proposal) is presented by the end of the first year at the Developmental Forum.
B. 251 findings are presented during the winter of year 2.
C. In addition to 251 presentations and dissertations, during other years, students are encouraged to take part in special poster sessions organized by the area to prepare for conferences.

Advanced Research Presentation Requirement
Typically during the fifth or sixth year, students are required to present their own research at developmental forum. The objective is to give students additional practice in preparing and presenting a scientific talk and to provide a space for students to receive feedback on their program of research. Students are encouraged to use this requirement to present a practice job talk.

DEVELOPMENTAL COMPREHENSIVE EXAMINATION (C-EXAM) REQUIREMENTS
One paper (~20-25 pages double-spaced in length) due on December 1st of year 3. The comprehensive examination must be completed prior to winter quarter of year 3.

CONTENT AND FORMAT OF THE PAPER
The C-paper is a comprehensive review in which the student should (a) provide an integration of an existing body of literature that offers novel hypotheses, ideas, and/or theoretical perspectives as well as (b) identify major gaps in the literature and discuss how those gaps might be filled. The papers should not contain a simple review of the literature; they must provide a synthesis or integration of theory and research and be issue- or idea-focused. The student’s goal should be to become an expert in the chosen research question(s) and demonstrate his or her expertise by providing an integrative review of the literature that moves the area forward. The papers should be original and not derivative of existing (published or unpublished) papers.

FORMATION OF A C-EXAM GUIDANCE COMMITTEE
At the beginning of spring quarter, second-year students should discuss formation of the committee and possible topics with the primary advisor. A chair (primary reader) will be selected from among the Developmental Faculty. Two additional (maximum of three) readers will serve on the committee. Each committee member should be consulted regarding bibliography and structuring of the topic.

TIMETABLE:
The paper and or exam questions will be based on the individualized Program of Study.

1. End of spring quarter of year 2: A preliminary categorized bibliography will be submitted for approval to the student’s readers. The readers will give the student immediate feedback concerning additions (or deletions) to the bibliography, so that the student can complete the reading over the summer.
• Students must complete and submit to the Graduate Advising Supervisor the Developmental Area Bibliography Approval Form with approval signatures. (https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-examsprogram-of-study-forms)

2. **August 1 of year 2**: The student will submit an outline of the paper to primary reader.

3. October 1 of year 3: The student will submit a complete draft to primary reader, who will provide feedback.

4. December 1 of year 3: The final draft is due to the advisor and additional readers.

• Students must complete and submit to the Graduate Advising Supervisor the Developmental Area C-Paper Approval Form with approval signatures. (https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions/c-examsprogram-of-study-forms)

**EVALUATION CRITERIA**

*C-paper: The paper will be evaluated on the following criteria:*

• It synthesizes an existing body of literature
• It offers novel hypotheses, ideas, and/or theoretical perspectives
• It identifies areas of novel inquiry to be addressed by the student

**ADDITIONAL NOTE**

If the student does not pass the examination or if the paper is judged to be unsatisfactory by the committee, the student will have the opportunity to write a substitute paper or be administered another examination within one month of failing the original work. During this month, the student is encouraged to seek specific feedback and constructive criticism from the committee. Decisions about passing and failing will be made by majority vote of the three faculty readers. If the student does not satisfactorily pass on the second try, dismissal will be recommended.

**HEALTH PSYCHOLOGY MAJOR REQUIREMENTS**

**HEALTH PSYCHOLOGY MAJOR AREA COURSE REQUIREMENTS**

All of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 215A</td>
<td>Health Psychology (must be taken simultaneously with Psych 219)</td>
</tr>
<tr>
<td>Psych 215B</td>
<td>Human Physiology in Social and Behavioral Science</td>
</tr>
<tr>
<td>Psych 218</td>
<td>Research Methods in Health Psychology</td>
</tr>
<tr>
<td>Psych 219</td>
<td>Health Psychology Lecture Series (6 total quarters of 219 is required fall and winter of years 1, 2, and 3. One quarter of 219 must be taken simultaneously with Psych 215A.)</td>
</tr>
</tbody>
</table>

Two additional electives from the following regularly offered courses:
HEALTH PSYCHOLOGY COMPREHENSIVE EXAMINATION (C-EXAM) REQUIREMENTS

1. By the end of summer of Year 2, pass the Written Comprehensive Exam with a grade of Pass or better based on Psychology 215A course content and the larger knowledge base in health psychology. The goals of the Written C-Exam are to demonstrate mastery, integration, and critical analysis of theory, research, and evidence-based application in health psychology. The exam is completed independently by each student over five weekdays on an honor system. A minimum of two health psychology faculty evaluate responses to each of three exam questions as High Pass, Pass, Minimal Pass, or Fail, with disagreements resolved by a third faculty reader and discussion. If the Written C-Exam is not passed, the faculty will confer within one month to recommend corrective action to be completed within a specific time frame, usually 3-6 months but no longer than one year. Faculty will choose among the following options to assure demonstration of mastery of core content of the field of health psychology and student progress to degree: retake written exam, take an oral exam, write a paper, or retake 215A.

2. By the end of Year 3 (typically fall quarter), present findings of the 251 research or any of the student’s UCLA research findings in Psychology 219 (Health Psychology Lecture Series).

3. Complete a C-Paper. The goal of the C-Paper is to complete an in-depth and integrative literature review in student’s area of interest. Similar to a Psychological Bulletin or Psychology Review article, the paper should be 25 pages or more in length. The paper is often integrated as part of the dissertation proposal. Submission deadlines follow, although the student is encouraged to complete the requirements in advance of the deadlines:
   a. By the end of Week 2, fall quarter of Year 4, submit the C-Paper Topic Approval Form (https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions) stating the topic, scope, and timeline for the C-Paper to two faculty readers: the primary mentor and another UCLA faculty member in health psychology or a relevant field. The readers will review within one month to ensure sufficient merit and breadth of scope.
   b. Prior to submission of the C-Paper, whether the draft is reviewed by the primary mentor once or multiple times will vary as determined by the primary mentor’s evaluation of the student’s progress.
   c. By the end of Week 1, spring quarter of Year 4, submit the completed C-Paper to the two readers, who will review within one month. If the C-Paper is not of passing quality, the two readers will recommend revisions needed and set a deadline for resubmission. The C-Paper must be
approved at least four weeks prior to Preliminary Orals. Once the C-Paper is approved, the study will submit the signed C-Paper Approval Form (https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions).

HEALTH PSYCHOLOGY PRELIMINARY ORAL EXAM (Prelims)

By the last day of finals week, spring quarter of Year 4, the Preliminary Oral Qualifying Exam (Prelims), based primarily on the dissertation proposal, must be completed. This is a Graduate Division deadline. For a description, see the section on Guidelines for Doctoral Committee and Dissertation Preparation in the Graduate Program in Psychology Handbook.

LEARNING AND BEHAVIOR MAJOR REQUIREMENTS

LEARNING AND BEHAVIOR MAJOR AREA COURSE REQUIREMENTS

Select TWO of the following L&B Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 200A</td>
<td>Pavlovian Processes</td>
</tr>
<tr>
<td>Psych 200B</td>
<td>Instrumental Processes</td>
</tr>
<tr>
<td>Psych 200C</td>
<td>Representational Processes</td>
</tr>
</tbody>
</table>

In addition, select TWO of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 200ABC</td>
<td>You may select the 200A, 200B, or 200C course that was not applied toward core course requirements.</td>
</tr>
<tr>
<td>Psych 204A</td>
<td>Basic Motivational Processes</td>
</tr>
<tr>
<td>Psych 204B</td>
<td>Theories of Learning</td>
</tr>
<tr>
<td>Psych 204C</td>
<td>Evaluative Processes</td>
</tr>
<tr>
<td>Psych 204D</td>
<td>Fear and Anxiety</td>
</tr>
<tr>
<td>Psych M208</td>
<td>Biology of Learning &amp; Memory</td>
</tr>
<tr>
<td>EEB 200C</td>
<td>Advanced Animal Behavior</td>
</tr>
</tbody>
</table>

201ABC (Current Issues in Learning and Behavior)
Attendance each year at all sections of the 201 seminar series is required.

Neuroscience M203 (Anatomy of the Central Nervous System)
The area strongly recommends that students take NS M203 in their first or second year, although the course is not required for the major. Note that NS M203 can be applied toward minors in BNS or Neuroscience.

L&B COMPREHENSIVE EXAMINATION (C-EXAM) REQUIREMENTS

This requirement is fulfilled by completing a satisfactory C-paper. The C-paper should be submitted by the end of a student’s 3rd year in the program. Papers will not be accepted after fall quarter of the 4th year.

There are two parts to the C-paper for students in the Learning & Behavior major:

1) Each student initially is required to submit a prospectus to a committee of three faculty, two of whom are chosen by the student and one of whom is chosen by the area chair.
The prospectus consists of an outline and an annotated reading list for the paper.

2) Once the prospectus is approved, the student spends time reading and eventually generates a *Psychological Bulletin* or *Psychological Review* type paper. The paper is submitted to the members of the committee, who have 30 days to read the manuscript, meet, and provide feedback to the student.

If the committee is tardy in meeting the 30-day deadline, the student may ask the area chair to take corrective action. Students may not schedule the Oral Qualifying Examination for the dissertation until the C-Exam is completed.

**Additional Notes:**
In those rare cases where the committee cannot come to a consensus or in cases when a student has consistently performed below expectations (i.e., a majority of the committee views the student's performance as inadequate), the committee chair or any member of the committee has the option of calling for an oral examination. The oral examination would focus on the general topic of the C-paper. If remedial steps are needed, the student will have 10 weeks to complete the corrective measure(s). Students will not be allowed to continue into their 4th year of the program without completing the C-exam.

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**QUANTITATIVE PSYCHOLOGY MAJOR REQUIREMENTS**

**QUANTITATIVE MAJOR AREA COURSE REQUIREMENTS**

**Psych 255A (Quantitative Aspects of Assessment):** Overlaps with core course requirements  
**Psych 250C (Advanced Regression Analysis):** Overlaps with core course requirements

Two additional quantitative area courses selected from the following:

- Psych 252A Multivariate Analysis
- Psych 252B Discrete Multivariate Analysis
- Psych M253 Factor Analysis (same as Education M231B: Factor Analysis)
- Psych 254A Computing Methods for Psychology
- Psych 255B Item Response Theory
- Psych M257 Multivariate Analysis with Latent Variables
- Psych 258* Special Problems in Psychological Statistics
- Psych 259 Quantitative Methods in Cognitive Psychology

*As topics and instructors may vary, please consult with the Quantitative Area Chair to verify whether or not a specific 258 course will satisfy this requirement.

5-6 additional quantitative courses in Psychology, Education, Biostatistics or Statistics  
The selection of courses must be approved by your advisor and should be approved prior to enrolling in these courses.

Effective Fall 2017, six quarters of the quantitative brownbag seminar must be completed by
new majors.

**QUANTITATIVE COMPREHENSIVE EXAMINATION (C-EXAM) REQUIREMENTS**

1) A three-hour written exam based on coursework. The expected time for completion of the standardized area C-Exam is the end of year 3. The maximum time for completion is fall quarter of year 4.

2) A three-hour written exam on a topic of the student’s choice (approved by the faculty) OR students may petition for exemption on the basis of a record of substantial published or in-press research. The option selected must be completed by the end of year 4.

3) Qualifying Examination (Prelims) must be completed no later than the end of spring quarter of year 4.

**Additional Notes:**
Students who do not pass must take another exam with different questions.

**SOCIAL PSYCHOLOGY MAJOR REQUIREMENTS**

**SOCIAL MAJOR AREA COURSE REQUIREMENTS**

Psych 220A (Introduction to Social Psychology): Must be completed in year 1
Psych 220B (Research Methods in Social Psychology): Must be completed in year 1
Psych 226ABC (Current Literature in Social Psychology): Enroll in 2 quarters during year 1; enroll in 3 additional quarters in years 2 and 3.

Two electives in social psychology: Must be completed by the end of year 3, according to the following guidelines:

**Social Area Breadth Requirement Guidelines (Updated October 2018)**

To meet the social area breadth requirement, students must complete **two elective courses** that meet the following guidelines:

- At least one of the two courses are taught by full-time faculty in social (as distinct from faculty affiliated with the social area but have their primary appointment outside of the psychology department or psychology faculty in an area outside of social)
- Courses are offered by different faculty
- Courses do not overlap significantly in content*

**Elective Courses**

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68
TAUGHT BY CORE SOCIAL FACULTY (choose 1 or 2)
- Intervention Science (Brannon)
- Cultural Psychology (Brannon)
- The Social Brain (Parkinson)
- Intimate Relationships (Karney)
- Social Stigma (Shapiro)
- Emotion (Eisenberger)
- Evolutionary Psychology (Haselton)
- Diversity Science (Huo)
- Social Vision (Johnson)
- Political Psychology (Sears)
- Emotion Across the Lifespan (Silvers)
- Social Cognitive Neuroscience (Lieberman)

TAUGHT BY OTHER FACULTY (choose no more than 1)
- Management (Young)
- Social Influence MGMT 298D (Goldstein)
- Race & Mass Media (Dixon)
- Neuroethics (Rissman)
- Indiv and Interpers Dynamics in Orgs (Shih)

SOCIAL AREA COMPREHENSIVE EXAMINATION (C-EXAM) REQUIREMENTS

In general, the C-paper should be modeled on papers published in *Psychological Bulletin*, *Psychological Review*, and/or the *Review of Personality and Social Psychology*. The C-paper is typically the literature review for a student’s dissertation. Its length will depend on the nature of the topic but in general will exceed 30 double-spaced pages.

The C-paper is evaluated by two faculty readers (typically individuals who will serve on the student’s dissertation committee). At least one reviewer must be a member of the social psychology area. Readers outside the area must be approved by the area chair. The student initially writes a short proposal describing the topic and scope of the C-paper. This is reviewed and approved by the two faculty readers.

The C-paper must be written and approved at least four weeks prior to Preliminary Orals. This timeframe gives sufficient time for required paperwork to be sent by the Graduate Advising Supervisor to Graduate Division, which must approve the dissertation committee.
A. DOCTORAL DISSERTATIONS

It is a strong tradition in the Department that the doctoral dissertation concern itself with original investigation of an empirical character. The specific form and content of the dissertation proposal and of the final dissertation filed with the university should be worked out in consultation with your dissertation committee advisor and your doctoral committee.

Like any scholarly work, the format of the dissertation can take many different forms. Some dissertations have consisted of a series of chapters specifically written for the dissertation. Other dissertations have consisted of an introduction, a series of discrete articles (such as those that might be submitted to a journal), and a conclusion. Still other dissertations have combined these formats.

Students are encouraged to look at dissertations that were completed under the guidance of their advisors and particularly those in their area to see the range of possibilities. Dissertations of psychology alumni are on file in 3435 Franz.

B. REGULATIONS FOR THE NOMINATION OF DOCTORAL COMMITTEES

The university regulations regarding doctoral committees are available in the Graduate Division’s *Standards and Procedures for Graduate Studies at UCLA*: https://grad.ucla.edu/academics/graduate-study/standards-and-procedures-for-graduate-study/. The regulations as they pertain to graduate students in psychology are summarized below, but it is imperative that you also read the *Standards and Procedures* manual.

1) **Official Doctoral Committee Nominations, Doctoral Committee Approvals and Committee Reconstitution**: The student must formally nominate the doctoral committee members at least four weeks before the Preliminary Oral Exam (Prelims): https://grad.ucla.edu/gasaa/library/docnomin.pdf. Students should submit the completed Nomination Form to the Graduate Advising Supervisor, who will obtain the appropriate signature and submit it to the Graduate Division. Students must receive formal written approval of the doctoral committee from the Graduate Division. The examination cannot be held without this approval.

Once a doctoral committee has been approved, recommendation for reconstitution of the doctoral committee must be made jointly by the Vice Chair for Graduate Studies (and in some cases the chair) of the department and the doctoral committee chair, after consultation with the student and the members of the committee who are in residence. Approval signatures from faculty being added or removed from the committee are required, although faculty who are not in residence are usually exempted from this requirement. Finally, reconstitutions must be approved by the Graduate Division. Students should consult with the Graduate Advising Supervisor for more information.
2) **Who Must Be Present at Your Examination:** All committee members must be physically present at the Prelims and Final Oral Exam. Under special circumstances, however, students may petition to the committee chair in advance of the examination for one member (not the chair or co-chairs) of a *previously* appointed doctoral committee to participate in the Prelims or, in *limited* circumstances, a Final Oral Exam, via video conferencing. The committee chair must provide written approval to the student and a copy to the Graduate Advising Supervisor ahead of the examination. The technology required for remote participation must allow for the participant to see/be seen by and hear/be heard by all committee members and have access to visual materials simultaneously. Additional details regarding this procedure are in the Graduate Division’s *Standards and Procedures* manual. A student who would like to submit a petition must obtain petition instructions from the Graduate Advising Supervisor at least twelve weeks prior to the Prelims or Final Oral Exam, in case the petition does not get approved and you are asked to appoint another committee member. **If the committee chair approves the video conferencing petition, the student is responsible for all the arrangements for the video conferencing in advance of the Prelims and/or Final Oral Exam.**

3) **Doctoral Committee Requirements that apply to all doctoral students in Psychology**

   a. All doctoral committees require a minimum of four members among who hold current UCLA Academic Senate faculty appointments limited to Professor (any rank), Professor or Associate Professor Emeritus, Professor in Residence (any rank), or Acting Professor or Acting Associate Professor. Two of the three members from UCLA must hold the rank of professor or associate professor (regular or in residence series).

   b. At least two members of the doctoral committee must be from the Department of Psychology; at least one of these members must have a primary (50% or more) appointment in Psychology.

   c. At least one of the Psychology faculty committee members must have a primary (50%) appointment in the student’s Area.

   d. All committee members read, approve, and certify the dissertation. Committee members must certify that the fairness, equity, and academic integrity of the oral qualifying examination (Prelims) and the final oral examination (dissertation defense) have been preserved by the doctoral committee.

4) **Additional Area-specific requirements for doctoral committees:**

   Behavioral Neuroscience
   No area-specific requirements.

   Clinical
   A. At least two committee members who have a primary (50% or more) appointment in Psychology must have a primary or secondary affiliation with the Clinical Area.
B. The Chair or Co-Chair must have a primary (50% or more) appointment in Psychology and must have a primary or secondary affiliation with the Clinical Area.

C. At least one of the faculty committee members must have a primary appointment from outside of the Clinical Area (i.e., in another Area of the Department of Psychology or outside of the Department of Psychology).

Cognitive
No area-specific requirements.

Cognitive Neuroscience Program (jointly administered by BNS and Cognitive)
For students in Cognitive Neuroscience, dissertation committees must have both a BNS and a Cognitive Area member. These need not be primary members of the Areas.

Developmental
A. The Developmental Area requires either a member of another major Area of our department or an outside member. Both are not required. A student may have both.

B. The Chair or Co-Chair must have a primary (50% or more) appointment in the Developmental Area.

Health
A. The Health Area requires either a member of another major Area of our department or an outside department member. Both are not required. A student may have both.

B. The Chair or Co-Chair must have a primary (50% or more) appointment in the Health Area.

C. If a member of another major Area of our department is not on the committee, then an outside department member is required.

Learning and Behavior
No area-specific requirements.

Quantitative
A. Two committee members must be from the Quantitative Area.

B. The Chair or Co-Chair must have a primary (50% or more) appointment in the Quantitative Area.

Social
No area-specific requirements.
Since many Psychology faculty members are affiliated with more than one area within the Department, students may petition by completing the “Doctoral Committee Membership Petition” (https://www.psych.ucla.edu/graduate/current-students/academics/forms-petitions) for a faculty member who has a primary affiliation in the student’s area to serve as the sole “outside the major” representative based on his or her secondary area of affiliation. Petitions will be reviewed by each student’s advisor and Area Chair, the Chair in Area of Secondary Affiliation, and the Vice Chair for Graduate Studies. Please see the Graduate Advising Supervisor for details as some areas may not allow this petition.

If the student can demonstrate that the committee member’s role on the committee will be in the domain of his or her secondary area, and if there is a reason that a faculty member with a primary affiliation in an area outside the major cannot be appointed to the committee, the petition is likely to be approved. However, if the role of the faculty member is principally in the candidate’s primary area, the petition will not be approved. In such cases, we will recommend that the faculty member being petitioned for an appointment on the doctoral committee be added as an additional member. Once added, he/she will have the same responsibilities as all other members on the committee.

5) **Doctoral Committee Chairs**
The chair of the doctoral committee must hold an appointment in Psychology as professor (any rank, regular or in-residence series) or professor/associate professor emeritus. If a committee has two co-chairs instead of one chair, at least one must be from the student’s major department. Ladder faculty from departments outside Psychology can co-chair a doctoral committee, as can those who hold appointments at the rank of Professor or Associate Professor in the Adjunct Professor series, the Visiting Professor series, or the Clinical series.

6) **Additional Doctoral Committee Members**
Additional committee members (above the minimum number of four) may be nominated and, if appointed, have the same voting rights and responsibilities as the other committee members.

Ladder faculty as well as adjunct professor or adjunct associate professor, professor of clinical X, and visiting professor or visiting associate professor may serve as additional members (above the minimum of four).

7) **Exceptions to University Policy**
   a. Adjunct Faculty typically cannot serve as one of the four main members of a doctoral committee. However, one of the three UCLA members may be an Adjunct Professor (any rank) or Professor of Clinical X (any rank) who is certified and approved by the Committee on Degree Programs (CDP). To check if an adjunct or Clinical X professor is approved by CDP, please ask Graduate Advising Supervisor.
   b. Only one committee member may hold an Academic Senate faculty appointment or its equivalent at another accredited university or college (UC
or non-UC) without need of an exception from the Graduate Division. For faculty at other UC Campuses and faculty at Non-UC Universities, please review the regulations in the Standards and Procedures manual (https://grad.ucla.edu/academics/graduate-study/standards-and-procedures-for-graduate-study/).

8) Final Oral Exams and Doctoral Committee Reconstitution
   It is imperative that each doctoral committee member's academic title and department affiliation be reviewed at least two months prior to the Final Oral Examination to be sure the status and affiliation of each committee member is still in compliance with standard doctoral committee regulations. (See regulations in the Standards and Procedures manual.
   
   Some examples of doctoral committee changes that may require formal committee reconstitution are:
   a. when a committee member needs to be added or removed from a committee
   b. when a faculty member separates from the university
   c. when there are changes in committee chair or co-chair positions
   d. when a faculty member who served as an outside member receives any appointment in Psychology (even a clinical appointment)

   Signatures will be needed from anyone being added or removed from a committee as well as from the doctoral committee chair and the Vice Chair for Graduate Studies (the Graduate Advising Supervisor will obtain the latter signature). If a doctoral committee member is on sabbatical, a signature may not be required.

C. THE DISSERTATION PROSPECTUS
   After completion of all course requirements, you must submit a description of your proposed dissertation research -- the dissertation prospectus/proposal. The prospectus will have a statement of the problem presented in the context of current relevant research. The core of the prospectus is the methods section, which should follow standard journal format and be as thorough as you can make it. You want to make certain that your committee reviews and understands every detail of what is to be done. A results section should discuss the kinds of measures you will have, the types of statistical treatment that will be appropriate, and the alternatives to be followed if the results do not come out as expected. Additional materials (e.g. measures, informed consent forms) may be added in an appendix. The number of pages in a prospectus varies according to topic. Please consult with your committee chair regarding specific suggestions for your prospectus. The prospectus must be circulated to your doctoral committee approximately two weeks before the Prelims. Please consult with committee members about when you plan to send them your prospectus and whether they want electronic or printed copies or both.

D. THE ORAL QUALIFYING EXAMINATION (PRELIMS)
   The doctoral committee examines the candidate intensively, evaluating the candidate's general knowledge of the field but specifically focusing on the dissertation prospectus. The examination generally concludes with approval of the student's preparation and agreement by the committee of the feasibility and appropriateness of the dissertation prospectus.
1) The student must be registered during the quarter in which the Preliminary Oral Exam is taken (if taken during the summer, student must have been registered in the immediately preceding spring quarter).

2) The major paper required in several areas (e.g., BNS and Social) must also be approved before taking the Prelims. Quantitative area students must complete a second examination or submit an approved set of publications. In several areas, the Prelims can only be scheduled after the paper has been read and the approval forms have been signed and submitted to the Graduate Advising Supervisor. Check your area C-Exam guidelines for details.

3) Consult with your doctoral committee chair regarding the scheduling of the Prelims, which must be scheduled for a two-hour block.

4) The Prelims must be completed no later than spring quarter of the fourth year. Major, minor, and departmental coursework requirements must be completed before taking the Prelims. This includes the removal of Incompletes in courses that are applied toward degree requirements. For Clinical students, APA breadth requirements do NOT have to be completed before scheduling Prelims.

5) Prelims should be scheduled during the academic year as faculty members are not obligated to serve on committees during the summer and most prefer not to do so.

6) Students are responsible for leaving enough time at each step of the program so that pressure will not be exerted on committee members to quickly read and approve such things as C-exams, literature reviews, or dissertation chapters. Prelims announcements may not be posted until approval forms for all C-exam/Program of Study requirements have been signed and submitted to the Graduate Advising Supervisor.

7) The student must arrange the date for the Prelims and must notify the Graduate Advising Supervisor four weeks prior to the examination.

8) A departmental announcement of the Prelims will be posted and distributed to the area.

E. ADVANCEMENT TO CANDIDACY
Your official Advancement to Candidacy (ATC) date will be the date that the Graduate Division receives your “Report on the Oral Qualifying Examination & Request for ATC form” from the Psychology Graduate Advising Supervisor.

Students who are advanced to Candidacy may be eligible for the following:

1) Increased salary for TA/GSR positions: provided the student has met the MA degree and work experience requirements and that advancement has taken place two weeks prior to the first day of classes. If you plan to work as a TA or GSR during any quarter following Prelims, please inform Cheryl Polfus (for TA appointments) or the Payroll Office (for GSR appointments) of your plans to ATC. Please notify them four weeks before the beginning of the quarter in which you plan to be promoted.

2) Some fellowships, such as the Dissertation Year Fellowship, sponsored by the Graduate Division.

3) The Candidate in Philosophy Degree recognizes that a student has completed all requirements except the dissertation. The degree can be particularly valuable for those who teach in community colleges, since it is a more advanced degree than the Master's
and may qualify its holder for an increase in salary. The C. Phil. degree is not a terminal degree and must be conferred before the Ph.D.

F. FINAL ORAL EXAMINATION
The candidate should be in frequent communication with the members of the dissertation committee so that they will be well aware of the dissertation developments before the Final Oral Exam. When the student and dissertation committee chair(s) agree that the dissertation is ready to be presented to the full committee, the Final Oral Exam is scheduled. Copies of the dissertation should be made available approximately ten days to two weeks in advance of the exam. The student should ask committee members if they prefer to have a printed or electronic copy of the dissertation (or both). The Final Oral must be scheduled for a two-hour block. All committee members must be present at the Final Oral Exam (unless a petition to video conference one member is approved). All committee member ranks and titles must conform to university regulations. During the Final Oral Exam, the candidate’s defense of the dissertation is evaluated by the doctoral committee.

G. THE FINAL MANUSCRIPT
In addition to filing the dissertation electronically, please submit an additional printed copy of the dissertation to the Graduate Advising Supervisor. Dissertations are kept on file within the Department.

H. FILING THE DISSERTATION:
The dissertation must be filed within three years of passing the Prelims and within six years of admission to the graduate program. Individuals who do not meet the three-year rule may be required to take the Prelims over again before being permitted to proceed to the Final Oral Exam. Students who will not meet the sixth year requirement must have an extension approved by the Department and, in some cases, by the Graduate Division.

I. REGISTRATION AND FILING FEE STATUS IN THE FINAL QUARTER FOR THE AWARD OF THE DEGREE: If a student is completing courses, using faculty time, library facilities, laboratories, or other University resources, or receiving University funds, the student is required to register in the final term in which the student expects to receive the degree.

The Filing Fee Status: If a student has completed, while registered, all requirements for a degree except the filing of the dissertation and/or the Final Oral Exam, the student may be eligible to pay a Filing Fee (in lieu of registration) during the quarter in which the degree is to be awarded. Student must have been registered full-time in the previous quarter and meet the requirements enforced by the Graduate Division to qualify. The application must be signed by the Doctoral Committee Chair and must be submitted to the Graduate Advising Supervisor to obtain the Vice Chair’s signature. The Filing Fee Status form is due to the Graduate Division by the last day of the quarter prior to and the usage period is from the day after the previous quarter end date through the end of the second week of instruction.

Special Policies for Clinical Students: Clinical students who complete the dissertation before completing the clinical internship may not file the dissertation until the internship is complete, unless a petition for exception is filed and approved. Clinical students who wish
to petition for an exception to file the dissertation after completing nine months of the internship may contact the Graduate Advising Supervisor regarding petition procedures.

XII. **GENERAL REGULATIONS REGARDING LEAVE OF ABSENCE (LOA)**

Unless eligible for the Filing Fee in the quarter in which the degree is to be awarded (review Standards and Procedures manual), a graduate student must either be registered or on official Leave of Absence (LOA)/In Absentia each regular academic quarter until a degree is awarded. Failure to be registered or on LOA/In Absentia will result in a lapse of student status, which may require a student to be readmitted to the university to complete current degree requirements.

A. **Students must discuss plans for an LOA with their advisors.** Advisors must certify that students on leave will not use university facilities or faculty time during 12 or more hours per quarter during the leave time requested.

B. **Approval Signatures:** Students must obtain signatures from their advisor/doctoral committee chair on the LOA Form. International students must also obtain approval from the Dashew Center. The Graduate Advising Supervisor will then route the signed LOA form to the Vice Chair and the Graduate Division.

C. **Avoiding Registration Fee Assessments:** File LOA Paperwork **PRIOR** to the beginning of the quarter in which your leave begins to avoid the assessment of full registration fees.

D. **If you will be living out-of-state while on leave but plan to return to UCLA to register for one or more additional quarters, you may be reclassified as a non-resident upon your return.** It is therefore important that you complete your LOA request form (and later your Residence Reclassification form) very carefully. **Keep in mind that being a California resident is not the same as being a California resident for tuition purposes.** In cases where resident status is denied, students will be required to pay non-resident fees when returning from leave, which makes this a very important issue. Information on residency requirements for tuition purposes is available on the UCLA Registrar’s Residency website: [http://registrar.ucla.edu/Fees-Residence/Residence-Requirements](http://registrar.ucla.edu/Fees-Residence/Residence-Requirements).

E. **Students who have advanced to candidacy and reside out of state may register In Absentia and obtain a reduction in fees.** Contact the Graduate Advising Supervisor for more information.

LOAs are available only to continuing graduate students in good standing (minimum 3.0 GPA).

Please note that an LOA is a privilege and students should consult with the Department to determine acceptable reasons for a leave to be granted. The Dean of the Graduate Division makes the final decision to approve or deny an LOA.

The deadline for LOAs and Extensions of LOAs is Friday of the second week of the quarter in which the original leave or extension of leave is to begin.

Each LOA or extension of leave may be granted for one to three quarters. A student may not be on official LOA for more than 3 quarters during their graduate study at UCLA. A student on official LOA is not to use university facilities or faculty time under the provisions detailed below:
1) A student on LOA may purchase a library card. See the library card window at the University Research Library for details and restrictions.

2) If it is anticipated that a student will use 12 or more hours per quarter of university facilities (excluding the library) and faculty time during the period of the LOA, the student is not eligible for a LOA or extension of an LOA.

3) If a student has accumulated 12 or more hours of use of University facilities (excluding the library) and faculty time since last being registered, the student is not eligible for an extension of the LOA.

In order to return to the University before the LOA expires, students must notify the Registrar's Office (1113 Murphy Hall) in writing at least four weeks before the quarter begins. Less than four-week notification may result in payment of the late registration fee.

**FACTORS TO CONSIDER AND THINGS TO DO PRIOR TO TAKING AN LOA**

**Fellowships and Awards:** Students cannot apply for (or receive) Graduate Division Fellowships, travel grants, or research awards while on LOA.

**C-Exams and Preliminary Oral Exams:** A student on LOA may not take these exams.

**TA, GSR, or Reader positions:** A student on LOA cannot hold academic apprentice positions. In some cases, however, they may hold Staff Research Associate (SRA) positions.

**Parking:** Restricted unless employed in a staff position at 49% time.

**Married Student Housing:** A student on LOA cannot live in these facilities for more than one quarter unless his/her spouse is a registered student. Exceptions are sometimes made for students on clinical internships or for students working independently on dissertation research.

**Library Cards:** Students on LOA may purchase library cards for a modest fee.

**Computer Facilities:** Check individual computer facilities regarding restrictions.

**Subject Pool:** A student on LOA will not be able to use the Subject Pool.

**Student Health Services and Student Medical Insurance:** A student on LOA will not be eligible for Student Health Services or the Student Medical Insurance Plan. See the Graduate Advising Supervisor for information on purchasing these plans out of pocket.

**Student Loans:** Students are advised to find out whether their loan repayment schedule will begin earlier as a result of taking an LOA.

**Recreational Facilities:** A student on LOA will not be able to use the gym and other recreational facilities on campus and will not be able to purchase student tickets for campus cultural events.

**Career Planning Center:** A student on LOA is ineligible for these services.
Registration Policies for Filing the Dissertation: Students must either be registered during the quarter in which the dissertation is filed or, if registered during the previous quarter, establish eligibility to pay a Filing Fee in lieu of registration fees.

Students returning from an LOA to file the dissertation: Students will need to register and pay registration fees in order to file. In some cases, residency status will be reviewed.

XIII. **TIME LIMITS FOR COMPLETING DOCTORAL PROGRAM REQUIREMENTS**

A. Psychology 250ABC (Psychological Statistics), 251AB (First-Year Research Project), and two core courses must be completed by the end of the first year.

B. Psychology 251C must be completed by the end of Fall quarter of the second year.

C. Students must complete two of the four required core courses during the first year. Students must complete all four core courses by the end of the second year. Exceptions will be granted to students (1) who have had scheduling difficulties and (2) who are in good standing (no grades of B- or lower) to complete the **fourth and last** core course during year three.

D. C-exam/Program of Study requirements must be completed by the deadline established by each student’s major area.

E. All coursework, C-Exams/Papers (including Program of Study exams and papers), and Prelims must be passed by the end of the spring quarter in the fourth year.

F. All requirements for the Ph.D. must be completed by the end of the sixth year following admission.

G. The dissertation must be filed within three years following the completion of the Prelims.

A student who has not completed area and/or departmental requirements by these deadlines is subject to termination. A student who does not meet the three-year rule for completion of the dissertation may be required to retake the Prelims before proceeding to the Final Oral Exam.

The Graduate Studies Committee has the responsibility and authority to monitor each student and determine whether the student is to continue in the program. The Graduate Studies Committee will review a petition for a one-time exception to complete requirements beyond the 4th and 6th Year Rule under conditions where there is a clear and compelling good cause for not meeting these deadlines. A student who petitions for an exception must demonstrate (1) regular and significant progress toward the degree and (2) currency in the field of Psychology. The general rule is that students must make substantial progress each year to remain in the program. In many cases, the review of these exception petitions is delegated to the Vice Chair for Graduate Studies and/or the Chair of the Graduate Studies
Committee.

Termination: A student who has been terminated under these rules may apply for readmission through the regular admissions process. If readmission is granted, the student may be required to repeat part or all of the requirements for the degree.

XIV. **ACADEMIC DISQUALIFICATION AND APPEAL OF DISQUALIFICATION**

**UNIVERSITY POLICY**
A student who fails to meet departmental program requirements may be recommended for termination of graduate study. A graduate student may be disqualified from continuing in the graduate program for a variety of reasons. The most common is failure to maintain the minimum cumulative grade point average (3.0) required by the Academic Senate to remain in good standing (some programs require a higher grade point average). Other examples include failure of examinations, lack of timely progress toward the degree, and poor performance in core courses. Probationary students (those with cumulative grade point averages below 3.0) are subject to immediate dismissal upon the recommendation of their Department. University guidelines governing termination of graduate students, including the appeal procedure, are outlined in the *Standards and Procedures* manual.

**DEPARTMENTAL POLICY**
In addition to the standard reasons noted above, students who receive two grades of B- or lower OR one grade lower than B- in the core program and students who do not meet the deadlines for core program completion are subject to termination. Such cases are considered by the Graduate Studies Committee. If deemed appropriate, and subject to the approval of the Department Chair, a recommendation for termination of graduate status is forwarded to the Dean of the Graduate Division by the Vice Chair for Graduate Studies.

Area committees may also recommend that a student be terminated. Grounds for a recommendation for termination include a pattern of unsatisfactory performance in other coursework; failure of a qualifying examination; substantial violations of professional or ethical standards as those standards are defined by law or by the Ethical Principles of Psychologists of the American Psychological Association (adopted January 24, 1981; American Psychologist, 1981, 36, 633-638); or, for clinical students, inadequate professional skills.

Termination may also be initiated by the Graduate Studies Committee for insufficient progress toward the Ph.D. degree as evidenced by a failure to obtain the degree within six calendar years following admission to the program or three years following advancement to candidacy. If deemed appropriate and approved by the Department Chair, a recommendation for termination of graduate status is forwarded to the Dean of the Graduate Division by the Vice Chair for Graduate Studies.

Students are informed by the Vice Chair for Graduate Studies when actions concerning them are under consideration by the Graduate Studies Committee and also when a recommendation is to be made to the Dean of the Graduate Division. Students may provide a written statement to the Graduate Studies Committee prior to these deliberations, explaining any extenuating
circumstances regarding the matters that are under review. A recommendation for termination may be appealed to the Department Chair. If the recommendation is upheld, an appeal may be made to the Dean of the Graduate Division.

XV. GRIEVANCE POLICIES AND PROCEDURES

The following policies and procedures are provided in an effort to resolve distressing situations and conflicts between students and between students and faculty:

A. The first step in addressing conflicts is often for students to consult with faculty advisors.

B. If speaking to one’s advisor is inappropriate for a particular problem or if additional input is needed, the conflict may be brought to the attention of the Graduate Advising Supervisor, student’s area chair, the Vice Chair for Graduate Studies, or the Department Chair.

C. If issues are not resolved within the Department, students can consult the Office of Ombuds Services (http://www.ombuds.ucla.edu). If necessary, the Graduate Division will refer students to the appropriate Dean as the final resource for resolution of grievances. Please bear in mind that it is expected that conflicts will first be addressed within the Department before resolution outside of the Department is sought.

D. Reporting options are available for students who experience discrimination, sexual assault, dating or domestic violence, or stalking. These options include: Administrative (Dean of Students: http://www.deanofstudents.ucla.edu/ and Title IX Office: http://www.sexualharassment.ucla.edu, Criminal (UCPD: https://www.ucpd.ucla.edu), and Civil Reporting Options (CARE: http://www.careprogram.ucla.edu/, Student Legal Services: https://www.studentlegal.ucla.edu) and the Discrimination Prevention Office (https://equity.ucla.edu/report-an-incident). UCLA encourages anyone to report such an offense as soon as possible after its occurrence, in order for appropriate and timely action to be taken.

XVI. PROGRAM ACCOMMODATIONS FOR DOCTORAL STUDENTS WHO ARE PARENTS

Doctoral students who are undergoing childbirth or coping with other serious parenting demands must be allowed additional time to meet established deadlines for passing Preliminary and/or Qualifying Examinations and completing their dissertations. A woman anticipating childbirth is entitled to receive an extension of up to one extra year for passing exams and an extension of up to one extra year toward Normative Time to Degree while in candidacy. A woman or man confronted with extraordinary parenting demands, such as a child’s serious illness, is entitled to receive an extension of up to six extra months for passing Preliminary Examinations and Qualifying Examinations and an extension of up to six extra months toward Normative Time to Degree while in candidacy. The total additional time granted by this policy cannot exceed two years, no matter how many children are involved.

Eligibility: A doctoral student seeking parental accommodation must have substantial parenting
responsibilities. These include childbirth, care of a newborn or newly adopted young child, the serious illness of a child, and other exceptional circumstances relating to a child. The child may be the student’s child or that of a spouse or domestic partner.

Note: Withdrawals, leaves, and delayed progress toward completion of degree may have implications for the visa status of international students. International students are urged to consult with the Dashew Center for International Students and Scholars before modifying their degree progress.

For more information, review the *Standards and Procedures* manual or consult with the Graduate Advising Supervisor.

**XVII. DEPARTMENT FUNDING COMMITMENT**

The Department provides 5 years of guaranteed financial support to all entering graduate students. In Year 1, students are guaranteed 9-month minimum salary/stipend of $21,000 (Fall, Winter, Spring). In Years 2-5, students are guaranteed a minimum 12-month salary/stipend of $27,000 (Summer, Fall, Winter, Spring). Each student’s support source(s) are crafted on an individual basis. The salary/stipend for a student may vary across quarters, depending on the source of funding, but the commitment of $21,000 (year 1) or $27,000 (years 2-5) is firm. Funding levels that vary quarter to quarter do require students to pay extra attention to cash flow.

A large part of the funding to meet the Department’s commitment to students will come in the form of TA offers. Each year, our Department distributes TA applications for the following academic year. Students are free to choose not to apply and/or to decline the TA positions offered but should understand that we will consider the Department’s funding commitment met for the year. Additionally, external fellowships, graduate student researcher (GSR) stipends, UCLA funding awards, etc. all count toward meeting the Department’s minimum funding commitment.

**TA Application and Assignment Timeline:**

<table>
<thead>
<tr>
<th>Feb/March</th>
<th>Students discuss next academic year funding with Faculty Advisors, including any potential GSR opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>TA Applications due</td>
</tr>
<tr>
<td>May</td>
<td>Tentative TA Assignments are made for next academic year.</td>
</tr>
<tr>
<td>June 30th</td>
<td>Deadline for TAs to accept TA position(s)</td>
</tr>
</tbody>
</table>

Although students can receive information from Lisa Lee about their individualized funding package, we encourage students to discuss any concerns with their faculty advisors.
Please consult the Payroll Office and Personnel Office in 1283A Franz for information, requirements, and procedures for being hired and paid appropriately.

A. APPOINTMENT LEVELS
   
   Appointment Levels for Teaching Assistants (TA)

   TAs without prior teaching are appointed at the beginning Teaching Assistant level. The next level is Teaching Associate, which requires one full year of approved teaching experience as well as a Master's degree or 36 units of graduate work. The highest level is Teaching Fellow, which requires two years of approved teaching experience and formal advancement to candidacy for the Ph.D.

   Appointment Levels for Graduate Student Researchers (GSR)

   Please contact the Payroll Office for current information on appointment levels.

   TA and GSR Appointments for Students with Previous GSR or TA Experience at another university

   Students who have had comparable GSR or TA experience in another graduate program prior to admission to our program may be eligible for an appointment in a higher employment classification. In addition, students who have had graduate research experiences that were not part of paid positions but which demonstrated scholarly research may also petition for classification at another level. Petitions must include a CV and written justification supported with a letter from the Department Chair.

B. WORKING OVER 50% TIME
   
   General Regulations

   Employment of registered graduate students for more than 50% time in any single university position or combination of university titles during an academic quarter is contrary to university policy. However, students may petition for exceptions to this rule. The university’s primary concern is the student’s academic status and progress toward degree objectives. Both the department and the university are also concerned about spreading the limited funds available for graduate student support among as many qualified students as possible. Please refer to the following link for additional information: https://www.psych.ucla.edu/graduate/current-students/funding/employment-exception-forms.

   Working Over 50% Time during Quarter Breaks and the Summer

   Students can work 100% time during quarter breaks as well as during the Summer Session. The Payroll/Personnel Office may be contacted for beginning and ending dates during which 100% employment is permitted.

   International Students with V-1 and F-1 Visas

   Federal INS regulations prohibit holders of V-1 and F-1 visas from being employed more than 50% time. Students may petition for exceptions to this policy by contacting the Dashew Center. Note that permission to work over 50% time must also be approved by INS. Be sure to get the approval signature of the Dashew Center and attach a copy of the INS approval to the request.
for working more than 50% time BEFORE submitting any paperwork to the Graduate Advising Supervisor.

TA Positions: International students must pass the Test of Oral Proficiency (TOP) examination in order to be appointed as a TA: http://www.oid.ucla.edu/training/top.

GSR Positions: PIs (Primary Investigators) are obligated to pay the Non-Resident Tuition for international students who are hired at 45% time or more.

Supplementing Fellowships with TA and GSR Positions
Students with full fellowships, such as Chancellor, University, Cota Robles, Pauley, NSF, Ford, and Javits, may supplement their stipends with 25% time employment (ten hours per week). Additional information is at https://www.psych.ucla.edu/graduate/current-students/funding/employment-exception-forms.

C. APPOINTMENT TIME LIMITS
Students are restricted to a total of 12 quarters of TA positions and to 18 quarters of combined TA and GSR positions. Only students making good progress in the program and who are advanced to candidacy may petition for exceptions to these limits.

D. WORKING OVER 50% TIME
TAs may request non-interest advance loans, which are repaid by automatic deductions from the second and third paychecks. They are normally available approximately six weeks prior to the beginning of each quarter through the second week of the quarter. Applications may be obtained from the Graduate Advising Supervisor.

E. CHILDBEARING LEAVE
According to the TAs' union contract, TAs are eligible for paid leave for childbirth or related medical conditions. The UAW TA contract can be found here: http://www.uaw2865.org/resources/current-uaw-contract/.

Request for Leave and Coverage
In order to ensure proper coverage for leaves other than long-term leaves, TAs are expected to contact the supervisor to request leave as soon as the need for the leave becomes known but not less than one (1) working day in advance of the commencement of the leave unless the leave is unanticipated personal or family illness or bereavement. Requests for leave shall be made in writing with information about the nature of the leave and probable duration. Upon request, the TA's request will include appropriate documentation. While it is the University's responsibility to make arrangements for coverage, the TA will assist as reasonably possible.

XIX. ACADEMIC POLICIES AND REQUIREMENTS FOR TAs AND GSRs

A. TEACHING ASSISTANTS (TA)
TAs must be enrolled in 12 units by the second week of classes (and must remain enrolled in 12 units throughout the quarter in order to receive fee remissions), have a GPA of 3.0 to be eligible
for employment, enroll in 2-4 units of Psychology 375 to receive credit for their teaching assignments each quarter, and enroll in Psychology 495 (Presentation of Psychological Materials) during the Spring Quarter of the first year. This course is a supervised practicum in undergraduate teaching.

B. **GRADUATE STUDENT RESEARCHERS (GSR)**
GSRs must be enrolled in 12 units by the second week of classes (and must remain enrolled in 12 units through the end of the quarter in order to receive fee remissions), have a GPA of 3.0 to be eligible for employment, work at least 25% time throughout the quarter, and enroll in Psychology 596 (Individual Study) to receive credit for academic work completed in the GSR position. Students may enroll in 2-12 units of 596 per quarter.

**XIX. GUIDELINES FOR STUDENT-FACULTY RELATIONSHIPS**

**INTRODUCTION**
This document has its roots in a department-wide student survey administered by the Psychology Graduate Student Association (PGSA). Students’ responses focused the Department’s attention on ways to improve student-faculty relationships and resulted in the guidelines printed below. The document is continually evolving, and we encourage students and faculty to submit comments and suggestions to PGSA or to the Graduate Advising Supervisor. Your feedback will then be incorporated into future versions of these guidelines. We hope this will contribute to the development of successful mentoring relationships and the preparation of future exceptional psychologists.

In addition to these guidelines, the Department also highly recommends *A Guide for Graduate Students at a Diverse University*, published by the University of Michigan, and available at [http://www.rackham.umich.edu/downloads/publications/mentoring.pdf](http://www.rackham.umich.edu/downloads/publications/mentoring.pdf). This guide provides in-depth information on student-faculty relationships and is an excellent supplement to our Departmental guidelines.

If you have questions or concerns about your relationship with your advisor or other faculty members, do not hesitate to consult the Graduate Advising Supervisor or the Vice Chair for Graduate Studies. The Graduate Advising Supervisor and the Vice Chair may offer counsel on strategies to address concerns with the advisor. Consultations with the Graduate Advising Supervisor and the Vice Chair will be kept confidential, with the exception of matters that must be reported by law (i.e., sexual harassment or assault; danger to self or others). Students may also request that the Vice Chair facilitate a discussion together with the faculty advisor.

**PURPOSE**
Everyone has a different view of the ideal advising relationship and good advising relationships take many different forms. There is widespread agreement, however, that certain responsibilities and rewards are an inherent part of any mentoring relationship between student and faculty member. The purpose of this document is to describe the basic expectations that should hold for advising relationships. It will recommend ways of insuring that these expectations are met and that relationships are maximally beneficial to both parties.
Our goal is to increase awareness of the factors that produce a valuable partnership in the pursuit of scientific knowledge.

The advising relationship will ideally foster students’ confidence, skills, and grounding in theory. It should be their doorway to participation in the academic profession. In most cases, students and faculty will both feel that the relationship is productive and rewarding. However, if a student is not making good progress toward a degree or is not engaging in a developing program of research, this may indicate a problem in the advising relationship. Students who feel the necessary support is missing from their advising relationship are encouraged to communicate their needs, discuss possible remedies, or perhaps find a new advisor. It is important that students feel empowered to recognize problems in the advising relationship early on and actively seek guidance in addressing them.

Although doctoral students are admitted with an assignment to a faculty advisor and lab, they are foremost admitted into the Department and Program. The Department and Program have a collective responsibility to support students and ensure that degree progress can be made within an advising relationship.

Good mentoring relationships are the norm at UCLA. Many cite the quality of these relationships as the basis of our Department’s excellent reputation for turning out top-notch researchers. We hope these guidelines will promote the development of productive and mutually enjoyable partnerships between students and professors.

**WHAT TO EXPECT FROM YOUR ADVISING RELATIONSHIP**

A. **Basic Expectations**
   
   At a minimum, students can expect advising relationships to provide:
   
   1) Guidance with ongoing research
   2) Guidance in planning professional progress and achieving necessary milestones
   3) Opportunities for and assistance with professional publications and conference presentations
   4) Letters of reference required for professional opportunities

   In addition, some advising relationships also provide students with:
   
   1) Financial support (often in the form of Graduate Student Researcher (GSR) positions)
   2) Facilitation of exchange of ideas among students and faculty with similar research interests (often in the form of lab meetings)

   At a minimum, faculty members can expect advising relationships to provide:
   
   1) Opportunities to exchange ideas with intelligent and motivated students
   2) Opportunities to collaborate on research projects and publications
   3) Fulfillment of their professional responsibility to advise and mentor students
   4) Gratification that they are training a new generation of scholars

   In addition, some advising relationships also provide faculty with:
   
   1) Research assistants
   2) Exposure to new areas of research and new statistical techniques as a result of their students’ interests and expertise
3) Letters of evaluation required for professional advancement

Note: These letters of evaluation are the primary method through which advising is given weight in the promotion of faculty members. If you have had a good or bad experience with a professor or if you have any thoughts as to whether a professor will serve students' interests in the future, you can make these known in a letter of evaluation.

B. Variable Expectations
Below are six aspects of the mentoring relationship that tend to vary across advising relationships. Expectations regarding these aspects should be mutually understood throughout the advising relationship. Negotiation of these expectations is often informal, and mutual understanding may well be reached with little discussion. The activities of the advisor and advisee will evolve naturally to meet the changing needs of the student and changing demands of research projects. The important thing is that both parties are aware of what to expect and feel that they can safely raise the issue if expectations are frequently unfulfilled.

1) Frequency and method for scheduling advising meetings: There appears to be a common belief among some faculty members that advising meetings should occur roughly one to eight times a month, depending on the current needs of the student and the research project(s) in progress. Within these guidelines, however, there are several different ways to schedule meetings.

Here are some ways advising meetings might be arranged:
   a. Advisor and advisee set up a regular meeting time and/or advisor holds a lab meeting attended by all of his/her students. The expectation is that they will always meet at that set time to ensure continuity and frequent communication.
   b. Advisor and advisee set aside a weekly meeting time during which the student can count on the advisor to be available. However, the student may cancel the meeting (in advance) if he or she has nothing new to discuss.
   c. Advisor is available to advisee on an "as needed" basis, usually by appointment, and occasionally, by stopping by the advisor’s office. If this is the arrangement, advisors are expected to be on campus and available for meetings on a regular basis. Students should keep in mind that faculty members may not want to be interrupted at certain times (e.g., while preparing for a class). The important thing is not that faculty are always available, but that they are available for meetings on a regular basis (e.g., at least once a week) and do not communicate to the student that a meeting would be an imposition.

2) How the advisee should prepare for advising meetings: Here are two possibilities:
   a. Advisee should come prepared with ideas, questions, or results to discuss.
   b. Advisee should submit a written draft a few days to a week before the meeting time to give time for advisor to read it and prepare feedback.

3) How quickly the advisor will return a written draft with comments and how quickly the student will incorporate the advisor’s comments and bring in a new draft: Of course, this
depends on the size of the document and the proximity of deadlines, however a week for each task is often appropriate. The important thing is to make this turnaround time explicit to both parties and then to honor this commitment. As in a game of badminton, both parties are expected to keep the birdie in the air, so to speak.

4) As early as possible, it is important to develop a shared understanding of the timeline for the advisee's progress through the doctoral program.

5) As research projects become formalized, it is important to have mutual agreement about the advisor's participation in the planning and write-up of the advisee's research. It is also important to establish as early as possible how this participation will figure into order of authorship for collaborative papers.

6) It is important to clarify expectations about the amount of work that the student will accomplish on the professor's project in a given time period. This applies primarily to paid GSRs and possibly to research practicum experiences for clinical students.

GETTING WHAT YOU EXPECT: COMMUNICATION

A. Share your expectations as early as possible. Attempt to clarify your agreements about essential aspects of the relationship. It might be helpful for students to prepare a list of questions and concerns prior to meeting with your advisor.

B. Communicate concerns or questions to your advisor or advisee as soon as they arise. If you avoid addressing difficulties, they are likely to get worse. Students can take heart in one professor's comment: "we are often as relieved as the students are when tensions are acknowledged and dealt with." Usually, difficulties can be worked out; if it appears there is an inherent incompatibility, advisors can be changed.

XX. Equity, Diversity, and Inclusion

The Department is committed to fostering a positive climate for diversity for graduate students in Psychology. Students with concerns about equity, diversity, or inclusion are encouraged to seek out support or guidance from their mentors, advisors, and anyone in Department leadership. Among others, students are welcome to contact the following individuals:

- Paul Barber, Equity Advisor for the Division of Life Sciences
- Yuen Huo, Chair of the Department Diversity Issues Committee
- Anna Lau, Vice Chair for Graduate Studies
- Lisa Lee, Graduate Advising Supervisor

Students may share their concerns informally and anonymously with the individuals listed above or with other trusted advisors, or they may decide to make a complaint of discrimination formally with the campus Discrimination Prevention team of the Office of Equity, Diversity and Inclusion (WeListen@equity.ucla.edu 310-794-1232).