University of California, Irvine

Department of Cognitive Sciences
Graduate Student Handbook
(2014-15)

Contents

A. Cognitive Sciences at UC Irvine

Cognitive science is a new multidisciplinary field, built around modern computational and neuroscience capabilities. UC Irvine provides the perfect modern environment for research training, as the youngest member of 61 premier research institutions in the Association of American Universities, and the best U.S. university under fifty years old according to the Times Higher Education rankings (2014).

The Department of Cognitive Sciences at UC Irvine has a tradition of excellence in quantitative approaches to understanding the brain, perception, cognition and behavior. The department maintains its historic strengths in mathematical psychology, and has seen them expand to include computational approaches to studying cognition. The department has also grown a strong and broad research program and graduate concentration in cognitive neuroscience, with expertise ranging from language and memory to brain-computer interfaces. The department continues to specialize in vision and auditory research, and has newer research areas in the language sciences, cognitive development, and cognitive robotics.

The Department has a strong focus on **research**, with most of our 25 faculty holding one or more large extramural grants. Our faculty includes 5 members of the National Academy of Sciences, 9 fellows and 2 William James fellows of the American Psychological Society, 8 American Psychological Association fellows, and 5 fellows of the Society for Experimental Psychology, and 2 recipients of the National Academy of Sciences Troland Award given to young scientists.

The Department has affiliations with other departments, institutes and centers on campus. These are in areas such as the biological sciences, machine learning and statistics, and include the Institute for Mathematical Behavioral Sciences, the Center for Cognitive Neuroscience, the Center for the Neurobiology of Learning and Memory, the Institute for Memory Impairments and Neurological Disorders, and the Center for Hearing Research.

Graduate-level training is offered in the following areas: (i) Cognition and Information Processing, (ii) Mathematical Behavioral Science, (iii) Perception and Action, (iv) Language, and (v) Cognitive Neuroscience.

A choice of two **undergraduate** majors is offered:

- The curriculum for the B.A. in Psychology is designed to provide students with a strong foundation in general psychology, and a suitable background for postgraduate training and careers in all branches of psychology.
- The B.S. in Cognitive Sciences is structured to prepare students for graduate study in Cognitive Sciences or related disciplines by providing them with a challenging introduction to the field that is strongly grounded in theory and empirical approaches emphasizing experimental/computational methods.

B. PhD Program Requirements

Students can pursue a Ph.D. in one of two tracks: Psychology or Psychology with a concentration in Cognitive Neuroscience. The two training tracks have identical research requirements and largely overlapping (but slightly different) course requirements.

Research Expectations

All students are expected to carry out theoretical/empirical research throughout their graduate training starting in the first year of the program. Students should work closely with a faculty advisor to build their individual research plan, formulated within a timeline commensurate with program requirements. Students should initiate a research project of a scope and nature that is potentially publishable in a professional journal in the **first year** with the aim of completing this project by the end of the end of the **second year**. By the time students reach the dissertation defense, they are expected to have completed 2-3 projects that are published, or in some stage of submission, and have participated in international conferences within their discipline.

NSF GRFP Fellowship

Students who are eligible for the NSF GRFP fellowship (http://www.nsfgrfp.org) are expected to submit an application in the fall of their first year. This is an opportunity for you to formalize your research plan and gain some experience writing a grant proposal. The lucky few who obtain this prestigious fellowship get funding for three years which allows them to opt out of TA requirements and focus on research.

Remember to emphasize the "Broader Impacts" component of the proposal and demonstrate clear "ownership" of the research plan. The School of Social Sciences provides writing workshops in the fall, and faculty mentoring is provided in both the Proseminar (Psych 202A) and Professional Skills Development (Psych 204A-B-C) courses.

Coursework

Students must complete a total of twelve courses, distributed across specific disciplines as specified by the training track (Cognitive Science or Cognitive Neuroscience). The bulk of coursework should be completed within the first two years of the program. Details on the required course distribution are shown in the tables below.

2nd Year Evaluation

All students are required to complete a written + oral evaluation of their research activities during the fall quarter of their second year. Under consultation with your faculty advisor, you must put together an advisory committee consisting of 3 faculty members – your advisor plus 2 additional members of whom at least one should be a Cognitive Sciences faculty member.

You should schedule a meeting date during the spring quarter of your **first year** for your committee to discuss expectations for this evaluation including 1) identifying a reasonable scope for a topic within your area(s) of research interest and 2) identifying key resources within the published literature with which you must be familiar. You then must write a critical review of this literature, in this identified area of specialization, during the **summer before your second year**.

At the beginning of the **fall quarter of your second year**, your committee and you must meet in order for you to be critically evaluated on your literature review. The goal of this evaluation is to identify your strengths and weakness which will then be used to formulate a research and coursework plan catered to your progress in the program. Anticipate being "examined" so these limits can be identified. Student who do not pass the 2nd year exam have the opportunity to repeat the exam in the winter quarter. A subsequent failure results in exiting the program.

Pre-Advancement Talk

By the start of the third year, you should have **completed** a research project of a scope and nature that is potentially publishable in a professional journal. You will be expected to give a talk describing this work to the department prior to advancement, usually in the **third yea**r. The talk format is 20 minutes and will be scheduled as part of the Cognitive Sciences Colloquium Series (Psych 201A-B-C). The talk should be constructed for the targeted audience of cognitive science faculty and graduate students. This talk is **required** prior to your advancement to candidacy.

Advancement Examination

The advancement examination consists of a written + oral presentation to your advancement committee. The goal of the advancement is 1) to demonstrate an understanding of the literature and issues in your area of research interest and 2) to show sufficient preparation and creativity to undertake planning for a complete dissertation project (*e.g.*, by describing a possible experimental design or outline a possible theoretical development).

The written document should be constructed as an NIH NRSA Predoctoral Fellowship application, using the Individual Fellowship Application Guide SF424 (R&R) - **Forms Version C** as a guideline. See: http://grants.nih.gov/grants/funding/424/index.htm. This includes a one-page Specific Aims and a six-page Research Strategy with subsections for significance, innovation & approach.

Your advancement committee must consist of **five** members – your advisor plus 4 additional faculty members, one of whom must have no affiliation with the department (per university guidelines: http://www.grad.uci.edu/academics/advancement-to-candidacy/index.html). Your committee must indicate whether you have passed the advancement by completing the "Ph.D. Form I - Advancement to Candidacy Ph.D. Degree" form available at: http://www.grad.uci.edu/forms/index.html.

Students are encouraged to advance by the end of their third year. This timeline ensures normative progression through the program, and also allows time for the written document to be submitted to NIH for an NIH NRSA predoctoral fellowship (if the student and advisor choose to do so). In some situations, the dissertation proposal presentation – proposal for new research that, when completed, will comprise the final dissertation – may take place as part of the examination for Advancement to Candidacy. In these cases, the five-member committee will evaluate the merits of the dissertation proposal as part of the advancement.

Dissertation

The final examination for the PhD is the Dissertation Defense. For a successful defense, you must submit a written document describing a program of original, publishable research for evaluation to a committee of **three**, and publicly present and defend this research program.

It is recommended, but not required, that you schedule a meeting with your committee of three to formally propose and have approved the dissertation content **prior** to the final dissertation defense. This may happen when the Advancement to Candidacy exam takes place or in a separate meeting. This meeting should take place no later than three months before the final defense, so that there is enough time to incorporate suggestions and changes required by the committee.

When you schedule your defense, remember that you are required to defend the dissertation publicly in a forum that has been advertised at least one week prior to the scheduled date. The department office will send out an announcement about your defense after receiving your defense title, abstract and date/time/location of the defense. The form to obtain your Ph.D. degree is the "Ph.D. Form II - Signature Page / Report on Final Examination for the Ph.D. Degree" form available at: http://www.grad.uci.edu/forms/index.html.

You must have fulfilled all requirements for the Ph.D. degree within three years after advancement to candidacy.

C. Timetable of Graduate Studies

Below is a timetable of the program requirements and expectations. *The normal time for advancement to candidacy is three years. The normal time for completion of the Ph.D. is five years, and the maximum time permitted is six years.*

It is strongly recommended that you complete all of your degree requirements within the normative timeframe as outlined below. Completing degree requirements within the normative timeframe keeps you on track for completing your doctoral degree within 5 years, opens up additional funding opportunities, keeps you in good department standing, and gives you the opportunity to make informed research and coursework decisions based on committee feedback.

Year 1	Fall	**Find an advisor** **Submit an NSF Graduate Research Fellowship application (Nov. deadline)*** - Research component should be prepared in consultation with advisor - Requires additional personal statement - Requires 3 letters of recommendation - All students must prepare the research component **Note: Only those who hold United States citizenship, national, or permanent resident status by the application deadline are eligible to apply.*
	Winter	**Be <u>engaged</u>** in an independent theoretical/empirical research project, expected to be completed sometime during your second year
	Spring	**Form a 3 person advisory committee** - Your advisor + 2 committee members (one must be a Cog Sci faculty member) **Prepare a reading list for 2nd year examination**
	Summer	**Complete the written component of the 2nd year examination** - A critical review of work in you research area formatted as a review journal article
Year 2	Fall	**2nd year examination** - Committee meeting with oral examination

		Be **engaged** in an independent theoretical/empirical research project, expected to be completed sometime during your second year
Year 3		Be **engaged** in an independent theoretical/empirical research project **Pre-advancement talk** - 20 min talk given as part of the colloquium series **Advancement examination** - Written research proposal (NIH NRSA format), provided to your committee 2 weeks in advance of meeting - Oral examination with committee (your advisor + 4 additional members, one of whom is <u>not</u> affiliated with our department)
Year 4		Be **engaged** in an independent theoretical/empirical research project
Year 5		**Dissertation** - Requires a committee of three (your advisor + 2 other faculty) - Prepare a written dissertation describing original publishable research, provided to your committee 2 weeks in advance of defense - Give a public presentation and defense. *(Send defense information to the department administrative office at least one week prior to scheduled date for dissemination.)*

Required Coursework

You must pass (with a grade of B or above) 9 required courses **plus** 3 electives courses for a total of 12 total required courses. Required coursework is detailed below with specific course requirements for the two training tracks indicated in [brackets].

Only the grades A+, A, A-, B+, B, and S represent satisfactory scholarship and may be applied towards advanced degree requirements. A UCI course in which a grade of B- is earned may be accepted, via a formal petition process, in partial satisfaction of the degree requirements if the student has a grade point average of at least 3.0 in all courses applicable to the degree. Graduate students may not apply courses graded Pass/Not Pass toward any degree or satisfactory progress requirements. A grade point average below the B level (3.0 on a 4.0 scale) is not satisfactory, and a student whose grade point average is below that level is subject to academic disqualification.

Cognitive & Brain Sciences Core[1] [Required for both]	Psych 210A: Intro to Cognitive & Brain Sciences I: Perception Psych 210B: Intro to Cognitive & Brain Sciences II: Cognition
Quantitative[2] - Cog Sci: 3 required - Cog Neuro: 2 required	[Required for both] Psych 203A: Discrete Math & Probability Psych 203B: Intro to Mathematical Statistics Psych 203C: Algorithmic Statistics Psych 203D: Applied Mathematics for Cognitive Sciences Research

Computational[3] - Cog Sci: 2 required - Cog Neuro: 1 required	[Cog Sci required] Psych 205A: Computational & Research Methods w/ Matlab Psych 205B: Running Experiments Using Matlab Psych 205C: Computational Statistics
Cog Sci only Cognitive core [2 required]: Psych 211-219	**Cog Neuro only** Neuroscience core [2 required]: Psych 261 – 269 Neuroscience methods [2 required] - Psych 236: Multivariate time series analysis - Psych 265: Intro to fMRI - Psych 268A: Computational neuroscience

Coursework Notes:

[1] Psych 210A and 210B: The cognitive and brain sciences core courses discuss models of cognition and evidence linking cognition and the brain. Psych 210A focuses on visual, auditory, and somatic perception and bottom-up mechanisms of attention; whereas, Psych 210B focuses on emotion, top-down attention, goal-directed behavior, categorization, judgment, and decision-making.

[2] Psych 203A, B, C & D: Quantitative research methodology courses that cover the areas of probability, statistics, and experimental design. *Completion of the quantitative research methods sequence may be extended over two years if warranted by the background or needs of the student. This is approved in consultation with your primary advisor and the Graduate Director.*

[3] Psych 205A, B & C: Computational research methods courses that teach programming for experiments and data analysis. *Suitable substitutes may be made with written approval of Graduate Directors Iverson or Grossman, depending on which program you are in, and the Professor responsible for the substituted course. In order to advance to candidacy, students must fulfill the Ph.D. program's computer-programming language by completing satisfactorily this computational research requirement, or by demonstrating proficiency in use of a programming language for cognitive sciences research as assessed by two faculty members and approved by the Graduate Director.*

Year 1 Recommended Coursework

A maximum of 2-3 formal courses are recommended per quarter to allow time to progress in your research activities. Students are strongly encouraged to complete all requirement coursework by the end of their second year in the program. To maintain full student status and to have focus on your graduate research in your second and subsequent years of study, you should enroll in Psych 290 (Dissertation Research) or Psych 299 (Individual Study) under your graduate advisor.

Fall	**Winter**	**Spring**
Psych 203A: Stats Psych 205A: Matlab Psych 201A: Colloquium[4] Psych 204A: Professional Dev[5] Psych 202A: Proseminar[6]	Psych 203 B or D: Stats Psych 205 B: Matlab Psych 210A: Core I (Perception) Psych 201B: Colloquium[4] Psych 204B: Professional Dev[5]	Psych 203C: Stats Psych 205 C: Comp stats Psych 210B: Core II (Cognition) Psych 201C: Colloquium[4] Psych 204C: Professional Dev[5]

Coursework Notes:

[4] Psych 201A, B & C (4 units total): The Cognitive Sciences Research Seminar. You are expected to enroll in this series during all quarters in residence ***prior*** to passage of the advancement-to-candidacy (for the PhD) examination. This research seminar is known as "Cog Sci Colloquium" and is held on Wednesdays at 12:00 pm in SBSG 1517.

[5] Psych 204 A, B, & C: Professional Development (1 unit per course): This series focuses on the development of professional skills. 204A covers grant writing and the submission process, responsible conduct of research, and ethics training. 204B covers scientific presentations and preparation. 204C covers career opportunities, interests and information in addition to community outreach.

[6] Psych 202A (1 unit): Proseminar. This course will expose you to the work of the department faculty members and help your preparations to submit an NSF GRFP proposal.

Additional Notes:

- The department offers a year-long (2 hours per week) scientific writing course taught by Prof. Sarnecka. This course (Psych 229, Writing Workshop) is strongly recommended for students as they reach completion of their first research project, typically in the second or third year.
- Be certain to enroll in your graduate courses via WebReg **before** the end of the second week of class. There is a financial penalty if you fail to register on time. See: http://www.reg.uci.edu/registrar/soc/webreg.html.
- A number of first-year students – you may be one of them - are supported by a teaching assistantship. Be careful not to overload yourself in your first year with too much difficult coursework <u>and</u> teaching assistant duties.

D. Course Information

The UCI Catalogue provides the official description of the Cognitive Sciences graduate program at: http://catalogue.uci.edu/schoolofsocialsciences/departmentofcognitivesciences/#graduatetext.

The Department website also provides information about the program at: http://www.cogsci.uci.edu/cs_graduates. The requirements for you as a graduate student matriculating in 2014-15 are stated in the 2014-15 Catalogue and not in catalogues for any other year. The reason is that requirements can change from year to year.

E. Optional Master's Degree

Although the Department does not have a terminal Master's program, you may earn one as part of the Ph.D. program. To be eligible for this optional degree, you must have completed all the required coursework (as outlined above), fulfilled your computer-programming language requirement, and have successfully passed your 2nd year evaluation.

In order to be granted the Master's Degree, you need to complete the Advancement to Candidacy/Final Degree Report – Master's Degree Comp Exam" form available on the Office of Graduate Studies website at: http://www.grad.uci.edu/forms/.

Why should you do it? If you want to gain teaching experience at UCI during the summer and want to teach an upper-division course, a Master's degree is required in addition to advancing to candidacy for the Ph.D. Coordinate with Graduate Directors Iverson or Grossman, depending on your program, and with Graduate Office Manager John Sommerhauser to get your Master's degree application underway when the time comes. Make sure to submit a copy of the signed and completed form to the department administrative office for our records.

F. Financing Your Graduate Education

One of the highest priorities for the School and campus administration is funding for graduate students. Ph.D. students in our program are supported by a combination of fellowships, teaching assistantships, graduate research assistantships, and faculty training grants.

Campus-Level

The Graduate Division offers an array of financial support resources, such as fellowship competitions open to incoming and current UCI students, and funding workshops and writing tutors available through the Graduate Resource Center. For information about fellowship competitions available at UCI, see: http://www.grad.uci.edu/funding/fellowships-awards/index.html.

School-Level

The School of Social Sciences provides a range of financial support packages designed to enhance your graduate education experiences, and to make the cost of obtaining an advanced degree affordable.

- Extramural Funding Opportunities - step by step instructions for applying for extramural; additional link to Funding Sources, a comprehensive listing by subject area of outside agencies offering financial assistance for graduate research.
- Intramural Funding Opportunities - resources for fellowship opportunities, teaching assistantships, graduate student researcher positions, and more. All applicants for Ph.D. admission are automatically considered for intramural financial support.
- School and Departmental Opportunities
- Need-Based Financial Aid - apply for need-based financial aid (grant and loans) through the UC Irvine Office of Financial Aid and Scholarships; application process begins with the FAFSA
- National Science Foundation Graduate Research Fellowship Program - The NSF offers prestigious and generous 3-year fellowships to exceptional graduate students. Students are eligible in their first year of study until the first term of the second year, subject to other eligibility requirements. Please follow the link for more information.
- Travel Support for Conference Attendance/Presentations: The School of Social Sciences provides some financial support when you present your work at a conference. A maximum of $400 per year (July 1 through June 30) per student, will be provided for travel to conferences when the student is presenting a paper. The exact amount is based on 80% of allowable expenses (i.e., conference registration, airfare and ground transportation, and lodging, but not meals or food purchases). Funding is not available for attendance only, when the student is chairing a session or discussing someone else's paper, or for presenting research results with no associated paper. A poster session or PowerPoint presentation with an associated paper qualifies for funding, but not without. Students will be eligible to receive a maximum of $800 each during their total tenure in the Social Sciences graduate program.

Department-Level

Financial support is offered for the first five years, or fifteen quarters, of enrollment in the graduate program, contingent on satisfactory academic standing and progress. Satisfactory progress in the department is evaluated based on acceptable completion of course work, timely completion of program examination requirements, and acceptable progress in research as determined by your faculty advisor.

Your support each quarter will take the form of a teaching assistantship, a research assistantship, or a fellowship. Currently, teaching assistantships carry a one-quarter salary of $5,885 before withholding and School fellowships carry a stipend of $6,000 per quarter. The salary associated with research assistantship positions is set by your faculty advisor and is contingent upon your previous education, experience and progress in the graduate program.

In addition, the department holds two fellowship award competitions to support research activity over the summer. These awards, named for emeriti faculty in the department, include the Jean-Claude Falmagne Research award, which is open to cognitive sciences graduate students who have advanced to candidacy for the Ph.D., and the John I. Yellott Scholar Award, which is open to cognitive science graduate students who have not yet advanced for the Ph.D. Each award is in the amount of $3,000 to support research activities during the summer. Awardees must present their research findings by spring quarter of the following year as part of the department's colloquium series.

Some extramural funding opportunities (e.g., NIH NRSA Predoctoral Fellowships) require submission through UCI's Office of Research (OR) in order to be officially submitted to a granting agency. The funding agency's application guidelines will state whether institutional approval is required prior to submission. However, sometimes, it can be a bit unclear. If you're not sure, please contact the department administrative office for assistance.

If institutional approval is required, your application must be routed through the department's administrative office to the Office of Research (OR). You must give the department administrative staff a minimum of four weeks' notice prior to a funding deadline in order to ensure that all items are ready for OR to review. Note that OR requires a minimum of 5-10 working days (depending on the funding source) to review a proposal submission.

Lastly, the Department also provides some funding for conference attendance if you are presenting a poster or talk. Partial funding will be provided to cover expenses such as airfare, lodging, registration, and transportation, but does not cover meals or incidentals. Please contact the department administrative office if and when you seeking funding support for conference travel.

G. More Useful Information

People Resources
1. Your advisor: You're going to be spending a lot of time working with this person. You might want to take some time to talk to him/her.
2. Graduate Program Directors:
   - Professor Geoff Iverson, SBSG 2322, (949) 824-4053, giverson@uci.edu; and
   - Associate Professor Emily Grossman, SBSG 2558, (949) 824-1530, grossman@uci.edu
   Professor Iverson is the director of graduate studies for the department. Professor Grossman is the graduate director for the Concentration in Cognitive Neuroscience. Beyond your advisor, they are, perhaps, the most valuable faculty members to graduate students. If any question comes up that your advisor cannot handle, contact either of them.
3. Graduate Office: Graduate Office Manager John Sommerhauser. The School of Social Sciences – of which the Department of Cognitive Sciences is a member department – houses a number of departments and research centers. The school's graduate office (http://www.socsci.uci.edu/gradoffice/) manages many important administrative functions concerning graduate study in this department. Please contact the

graduate office with your questions, and please respond to all emails sent by the graduate office (if applicable).

University-wide Policies: UC Irvine has a number of policies concerning graduate studies. These can be found in the UC Irvine 2014-15 General Catalogue (http://catalogue.uci.edu/graduatedivision/) and on the Graduate Division's website at: http://www.grad.uci.edu/academics/academic-policies/index.html.

Keys: Keys to SBSG, SSPA, SSPB, SSL, SST and your office and lab space can be obtained from Mario Nunez, Facilities Assistant, in SSPA 1185. There is a $10 deposit for each key which will be refunded when you return your keys.

Computers: Most faculty advisors provide some computing resources in their labs for research use. A computer lab for Social Sciences Graduate Students is also available on the 6th floor of SST (Room 604). These computers have SPSS statistics software which will be necessary for some first year coursework.

OIT (http://www.oit.uci.edu) maintains the campus computer network. On their website, you will find a number of resources including software, email information, and policies. UCI has wireless internet access covering most of the campus called UCINet Mobile Access. To use this network, you must first register your computer's MAC address. Do this on the OIT website. Computers in the School of Social Sciences are maintained by Social Sciences Computing Services (http://www.socsci.uci.edu/sscs/) located in SSPB 1288.

Mailboxes: Each graduate student has a mailbox located in SSPA room 3151 – the room next to the copy machines. Graduate mailboxes – like the faculty and staff mailboxes – are listed by last name. Please speak with Craig Stone (cestone@uci.edu, 949-824-7179) or Jascha Wilson (jswilson@uci.edu; 949-824-1973) if you cannot locate your mailbox.

Libraries: UCI has two main libraries, Langston Library and the Science Library. Your UCI student ID card serves as your library card but must be activated by visiting one of these two libraries. You can access online journal subscriptions and databases through the library website. You must use a computer with a campus IP address to access these resources. When you are off campus, you can access subscription journals by using Virtual Private Network (VPN) software attainable via the OIT website.

Scantron Machines: Craig Stone, Instructional Support Center Manager, maintains the School of Social Sciences scantron machines, located next to SSPA 3167, which is often used for TA duties.

Teaching Assistantships: Teaching assistant assignments, in general, are coordinated by the school's Graduate Office. An e-mail announcement is sent out, and applications are submitted online. TAships are assigned school-wide thus you may be assigned to a course outside of the department. When you apply, you will specify which courses you are interested in TAing.

Please note that faculty members can also request specific TAs, so if you are interested in a certain course, it is wise to contact the instructor ahead of time. Bear in mind that not all requests will be accommodated.

Payroll and Financial Issues: Stipend checks are issued on the first of the month and delivered to the Social Sciences Graduate Office (located on the 5th floor of SSPA) unless you have direct deposit. If a stipend check is requested for any time other than the first of the month, and you do not have direct deposit, the check must be

picked up in Financial Services, 101 Aldrich Hall. If you have questions, you should contact Graduate Office Analyst, Pat Frazier, at (pcfrazie@uci.edu; 949-824-4224) for assistance.

On Campus Housing: If you are interested in living in on-campus, you can find information on the Graduate Housing website: http://www.housing.uci.edu/graduate/.

Graduate Liaison: Irina Danileiko (idanilei@uci.edu) and Mark Dennison (mdenniso@uci.edu) are the department's graduate liaisons for the 2014-15AY. If you have any issues that you believe should be made known to the department office but feel uncertain about conveying them directly, talk to them. Irina and Mark are also responsible for arranging graduate student lunches with visiting colloquium speakers and for organizing graduate student activities related to the Graduate Recruitment Visit which takes place in late February to March of each year.

Office Locations: Each arriving graduate student is assigned a faculty member as their graduate advisor. Most department faculty offices are located in the Social & Behavioral Sciences Gateway (SBSG) building, but a few are housed in Social Science Plaza A (SSPA). Labs are located in SBSG, SSPA, or the Social Science Lab building (SSL).

Students who do not have office space within their graduate advisor's lab may be assigned office space in Social Science Tower (SST) for holding teaching assistant office hours only – not for other use. First year graduate students are assigned office space in the large 679 room. The assignments are made prior to the start of the quarter by the Graduate Student Liaisons.

The Administrative Office for the department is located on the 2nd floor of the Social & Behavioral Sciences Gateway Building. A few of your first year courses will take place in the Conference Room, SBSG 2200, just across the hall from this suite.

H. Non-Discrimination Policy

The University is committed to a policy against legally impermissible, arbitrary, or unreasonable discriminatory practices. All groups operating under the authority of The Regents, including administration, faculty, student governments, University-owned residence halls, and programs sponsored by the University or any campus, are governed by this policy of nondiscrimination. The intent of the University's policy on nondiscrimination is to reflect fully the spirit of the law. In carrying out this Policy, the University also shall be sensitive to the existence of past and continuing societal discrimination. (See also Appendix C [Nondiscrimination Policy Statement for University of California Publications Regarding Student-Related Matters]; Section 140.00; Section 150.00; and Section 160.00.)

I. Reminders

Success in the graduate program depends on refining your knowledge of the English language including reading, writing and speaking. Your specific research area often requires the high development of more specific skills like math, statistics, programming, software use and experimental design. You must develop these skills while acquiring expert knowledge of your research domain.

Admission and registration information for 2014-15, including a link to TA appointment criteria, can be found at: http://gradstudies.ss.uci.edu/gs_admissions_docs.

Among those most knowledgeable about the graduate program are other graduate students. Take some time to get to know your fellow graduate students.

If you are thinking of an academic career, bear in mind that "publish or perish" starts now.

Presenting work at a conference will help you gain visibility among potential future employers.

Hard work is expected. You are often expected to work on things without being asked or told: develop independence.

J. Contact Information

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Bruce Berg, Associate Professor
audition, auditory attention, psychophysics of complex sounds, computational hearing

Alyssa A. Brewer, Assistant Professor
neuroimaging of visual perception, visual deficits, and neurological disorders

Charlie Chubb, Professor
visual perception, mathematical modeling, histogram contrast analysis

Mike D'Zmura, Professor
vision, hearing, language, brain-computer interfaces

Barbara Dosher, Distinguished Professor
human information processing, memory retrieval, attention, visual perception

Emily Grossman, Associate Professor
visual perception and neuroimaging

Greg Hickok, Professor
neuroanatomy of language, neural plasticity, neuroimaging, cognitive neuroscience

Don Hoffman, Professor
machine and human vision, visual recognition, artificial intelligence, virtual reality, consciousness and cognition, shape from motion

Geoffrey Iverson, Professor
mathematical psychology, psychophysics, statistics

Jeff Krichmar, Professor
computational neuroscience, robotics

Michael Lee, Professor
mathematical and computational models of stimulus representation, categorization, memory, decision-making and problem solving

Mimi Liljeholm, Assistant Professor
neural and computational bases of cognition, perception and action

Virginia Mann, Professor
reading ability: phoneme awareness, developmental dyslexia, phonological skills, early intervention, precocious readers; speech perception: context effects, cross-linguistic comparisons

Louis Narens, Professor
measurement, logic metacognition

Lisa Pearl, Associate Professor
linguistics, computational linguistics, language development, language change, Bayesian models

Virginia Richards, Professor
auditory perception and cognition, human psychophysics

Kourosh Saberi, Professor
signal detection, psychophysics, cortical neuroscience, sensory genetics

Barbara Sarnecka, Associate Professor
cognitive development, language development, number concepts, conceptual change parallels between individual cognitive development, the historical development of science & mathematics

George Sperling, Distinguished Professor
empirical studies of human information processing: short-term visual memory systems, attention, visual perception, 3d object recognition; mathematical, computational and neural models of visual processes: light adaptation, temporal sensitivity, contrast d

Ramesh Srinivasan, Professor
cognitive neuroscience, brain development, consciousness, perception, EEG, brain dynamics

Mark Steyvers, Professor
semantic influences in recognition and recall, computational models for knowledge extraction, processing dynamic decision making models, causal reasoning, Bayesian networks

Jennifer Trueblood, Assistant Professor
human judgment, decision-making, mathematical modeling

Joachim Vandekerckhove, Assistant Professor
response time modeling, model fitting, computational statistics, psychometrics, Bayesian statistics

Ted Wright, Associate Professor
cognitive psychology, human motor control, Fitts task, aimed movements, handwriting immersive, virtual reality, 1/f noise, quantitative models

L. Emeriti Faculty

Mike Braunstein, Professor Emeritus
visual perception

Jean-Claude Falmagne, Professor Emeritus
mathematical behavioral sciences

Mary Louise Kean, Professor Emerita
cognitive neuropsychology, biological foundation of higher mental processes

David LaBerge, Professor Emeritus
atypical dendrites of pyramidal neurons, attention

William Watt, Professor Emeritus
cognitive semiotics

Jack Yellott, Professor Emeritus
mathematical psychology, visual perception

M. Affiliated Faculty

Larry Cahill, Professor
Neurobiology & Behavior
neural mechanisms of emotionally influenced memory

Nikil Dutt, Chancellor's Professor
Computer Science
embedded and distributed computer systems, electronic design automation, computer architecture, neuromorphic computing

Charless Fowlkes, Associate Professor
Computer Science
computer vision, biological imaging, computational morphodynamics

Susanne Jaeggi, Assistant Professor
Education
Working memory, executive control, plasticity, training, transfer

Beth Loftus, Distinguished Professor
Psychology and Social Behavior & Criminology, Law & Society
human memory, psychology and the law, how facts, ideas, suggestions and other forms of post-event information can modify our memories

Gary Lynch, Professor
Psychiatry & Human Behavior
mechanisms of synaptic plasticity: LTP, glutamate receptors and cell adhesion molecules; Cellular deficits underlying cognitive impairment in animal models of cognitive impairment; Cellular mechanisms of neuronal vulnerability in brain aging;

David Lyon, Associate Professor
Anatomy and Neurobiology
visual cortex, pulvinar nucleus, orientation selectivity, optical imaging, single cell electroporation, neurophysiology, neuroanatomy

James McGaugh, Research Professor
Neurobiology & Behavior
neurobiology of learning and memory

John Middlebrooks, Professor
Otolaryngology
hearing research, neurophysiology, psychophysics, auditory prosthesis, computational neuroscience, auditory cortex

Kim Romney, Research Professor
Anthropology
mathematical behavioral science, consensus analysis, quantitative anthropology

Steven Small, Professor
Neurology
neurobiology of language, neural repair, computational neuroscience

Arnold Starr, Research Professor
Neurobiology & Behavior
neurological disorders affecting cognition, sensation and motor behaviors

Hal Stern, Professor
Statistics
statistics, applications of statistics to biological and social sciences, sports and statistics

Jim Swanson, Professor Emeritus
Pediatrics
ADD, ADHD, child development

Fan-Gang Zeng, Professor
Otolaryngology
cochlear implant, auditory neuropathy, auditory neuroscience, tinnitus, hyperacusis, speech