

**Ph.D. in Education
Transforming Education
in a Diverse Society**

**Student Handbook
2017-2018**





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Welcome!

As Director of Graduate Studies, I would like to welcome you to Education Studies (EDS) at UCSD, and wish you well on your quest for a Ph.D. degree in Education. As part of the inaugural cohort of the Education Ph.D. program at UC San Diego we are proud to both support your learning and to learn alongside you as we blaze a new path in doctoral training in the field of education.

As members of the inaugural cohort you have been carefully selected as strong doctoral students who we expect will thrive as a robust. Together you will develop into rigorous researchers committed to collaborating with community partners to effect change both within the literature base as well as at the practice or policy level. I have no doubt that you will succeed in both your academic endeavors and serve as a leader in the field.

The Ph.D. program is intense. We expect a great deal from our students, and you, in turn, can expect that the EDS staff and faculty will work to make your studies at UCSD not only intellectually exciting but also bureaucratically smooth. As always, please feel free to talk to me or the other faculty and staff about any questions, concerns and suggestions you have about the course of study here. Good luck to you all!

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WELCOME

The Ph.D. in Education is designed for students with some professional experience in teaching and learning settings as well as in research. Our mission is to teach students to wield the tools of research to change disparities in educational experiences and student outcomes.

As part of the evolution of education research, the field of education will require Ph.D. graduates who are prepared to collaborate with policymakers, educators, families, and communities to transform current education policy and practice. The UC San Diego Department of Education Studies Ph.D. will provide a fresh approach to training such new researchers. Rather than train traditional faculty members to solely generate knowledge documenting outcomes and processes in education, we will cultivate future faculty and researchers to serve and partner with communities through their research in order to enable educational change in regional, national, and international settings.

With a focus on equity, equality, and justice, the program will train students to engage in research that can address problematic educational settings, practices, and policies. The program will explicitly articulate the links between university faculty, students, education practitioners, community members, policymakers, and educational stakeholders. In addition to gaining a core foundational knowledge in theory, methods, and research in education, students in the Ph.D. program will have the opportunity to engage in interdisciplinary experiences working across UC San Diego divisions, departments, and research units.

PURPOSE OF THIS HANDBOOK

This handbook will introduce you to the Ph.D. program, resources, and faculty, as well as important graduate student policies and procedures of UC San Diego and the Department of Education Studies (EDS).

Beginning a Ph.D. program that will include course work, individual and collaborative research, teaching opportunities, and other ongoing professional activities in the field of education will stretch you to the maximum and will require careful planning, time management, commitment, and perhaps even putting on hold previous activities or commitments. This handbook is designed to help you know the requirements you must fulfill, and perhaps more importantly, individuals available to help you on your educational journey. Our cohort model creates a community of scholars. We encourage you to be an active member of this community by contributing your knowledge, expertise, new learning, support, and wisdom to colleagues, and seeking help of other colleagues and faculty when needed.

In this Ph.D. program, you will receive emails from UC San Diego regarding fees, registration info, deadlines, etc. The Ph.D. Graduate Administrative Coordinator, Giselle VanLuit, will work with you to oversee your funding package and possible Graduate Student Employment. However, it will be your responsibility to enroll in classes and to make sure your account balance has been paid using [TritonLink](http://tritonlink.ucsd.edu) <http://tritonlink.ucsd.edu>.

It is your responsibility to use this handbook, web pages, and your UC San Diego email account to stay informed about the program, its requirements, due dates, updates and changes, as well as degree policies and procedures of the [Graduate Division](http://eds.ucsd.edu/graduate/phd/index.html). The policies and procedures operative on the day of your initial enrollment govern your program for the duration. This Handbook and other pertinent information are available on the EDS website at:
<http://eds.ucsd.edu/graduate/phd/index.html>

COMMUNITY PRINCIPLES

As we strive to learn as a group, we will use the following foundational principles by which we relate to each other as a community, individuals, co-workers, fellow students, and instructors.

Each of us speaks from our own experiences.
Each of us is open to listening and hearing others.
Each of us creates a space where all voices are heard.
Each of us commits to having our thinking challenged.
Each of us respects everyone's confidentiality.
Each of us may share our lessons, but not necessarily who or where it was said.
Each of us participates using a "value added" approach by expanding upon ideas, providing examples, and/or expressing a different perspective.
Each of us commits to not critique actions, scripts, or policies, not people

PROGRAM OVERVIEW

The Department of Education Studies' Ph.D. in Education aims to transform education in diverse contexts. The Ph.D. program prepares students to investigate issues of equity in all aspects of the educational process, including equity related to students of color from linguistically and economically diverse communities, as well as other traditionally underserved communities such as those with exceptional physical, emotional, and cognitive development. As we are committed to transforming education in diverse settings, we also need to take an inclusive approach to our definition of diversity. The Ph.D. in Education prepares students to be researchers who work with diverse populations, policy-makers, and stakeholders to transform and create more equitable educational opportunities for systematically marginalized students.

PH.D. STUDENT LEARNING OUTCOMES

Students with a Ph.D. in Education will have the following skills and knowledge:

- The ability to understand complex educational problems specifically related to equity in educational experiences through interdisciplinary study and collaborative inquiry
- A strong working knowledge of research methods that can be employed to interrogate, support, and enhance education policy and practice in education, and work towards more equitable opportunities for systematically marginalized students

- A deep understanding of theoretical frameworks investigating equity, diversity, and culture in the context of education.
- The knowledge and skills to support equitable schooling for marginalized students and families and work proactively with schools, communities, and institutions
- The ability to effectively teach and mentor a diverse student body at the university level
- The ability to use technology as a tool for teaching, learning, research, collaborative scholarship, the dissemination of information, and coalition building among disparate communities.

GRADING STANDARDS FOR PH.D. STUDENTS

This document is intended to give you guidance in understanding what is expected of you and to help you interpret the grades you receive in the upper-division and graduate level courses you take as a graduate student while in the doctoral program.

Additionally, you should understand that the Graduate Division monitors the GPA's of all graduate students. A graduate student whose overall GPA drops below 3.0 is placed on academic probation. Students on academic probation risk dismissal if their GPA remains below 3.0 in future quarters.

In addition to graded courses that are part of the core curriculum, you will also enroll in S/U non-graded courses as you are engaging in individual or collaborative research. According to UC San Diego policy, in a course that is offered as S/U the minimum standard of performance required for a grade of S (satisfactory) shall be the same as the minimum performance for a grade of B. Any grade below B performance results in a grade of U (unsatisfactory) in an S/U course.

Implications for a Ph.D. student's grade in a course

- ☐ A: Excellent work, expected performance.
- ☐ A -: Good work, improved performance encouraged.
- ☐ B +: Acceptable work, improved performance expected.
- ☐ B: Minimally acceptable work, greatly improved performance expected.
- ☐ B - : Marginal work, very poor performance (letter from the Department Chair or Director of Graduate Studies with copy placed in student's file).
- ☐ C + (or lower): Unacceptable performance at the graduate level (may be subject to dismissal; letter from the Department Chair or Director of Graduate Studies with copy placed in student's file).

Students who receive grades indicating that improvement in future courses is expected and who need guidance in how to improve are encouraged to confer with the Director of Graduate Studies, the course instructor and their assigned faculty mentor and/or advisor

General Evaluation/Feedback Rubric

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none"> • Includes some of the required elements as delineated in the syllabus • Some components of the assignment are included • Provides a few concrete details of the information required for the assignment • Includes primarily personal viewpoints and limited supporting evidence from prior research • Organization hard to follow • Many mechanical errors, including APA format • Hard to read • Little sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment • Includes personal viewpoints that are somewhat documented and supported with logical arguments • Good organization • Has few, if any, mechanical errors including APA format • Holds interest – is interesting to read • Some sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities • Insightful commentary using personal viewpoints supported by current learning and research • Presents clear and logical organization of thoughts • Has few, if any, mechanical errors including APA format • Holds interest – is engaging and thought-provoking to the audience • Uses a sophisticated scholar researcher vocabulary and sentence structure

If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date. We recognize that you are may be serving in many critical research and leadership capacities in the field of education that on occasion interfere and compete with your graduate studies. It is your responsibility to let your faculty know and to do your best not to let your cohort down since many classes involve collaborative work and learning.

PROGRAM OF STUDY

Our signature pedagogy is problem immersion: we ask students to read research and learn methodologies in the service of understanding real-world education settings and contexts in underserved communities. In the spirit of design research, graduate students will be embedded in contexts in which they are working closely with individuals who are working toward success with diverse student populations.

The program has been designed to give doctoral students ample opportunities to conduct research that advances educational change and greater equity for students from racially, economically and socially marginalized communities. Students will work closely with their faculty advisor and other program faculty members to learn how to cultivate relationships with research participants and to understand the complexities of research in underserved communities, which function under particular histories of access to education and social, economic, and political contexts. Given the histories of different contexts, the communities are defined by cultural, social, political, geographic, and virtual and economic ties.

During the first two years of the program, students will take required courses in foundational areas and in rigorous research methods, as well as elective courses. Students will also participate in ongoing Research Apprenticeship Courses (RAC) in which students are immersed in faculty research and faculty support students' development as researchers. The apprenticeship course, led by EDS faculty conducting research and/or engaging in practice in the field of education, ground students in problem-based research from the beginning of their doctoral program.

With faculty guidance, students will choose their particular area of focus and select elective courses in education and in other departments accordingly. Ideally, students will defend their dissertation proposal at the end of the third year. During the fourth and fifth years, as appropriate, students will work with their dissertation advisor and other faculty committee members to move through all phases of the dissertation. At this stage the RAC will serve to support students' dissertation writing and cultivate their abilities to communicate with various political and social populations who are considered stakeholders in education.

MENTORSHIP AND ADVISEMENT

Throughout the PhD program students will benefit from targeted mentorship and advisement from course instructors, assigned Faculty Mentors, Research Advisors, Faculty Graduate Advisor, and the PhD Administrative Coordinator.

Faculty Mentors and Faculty Research Advisors are carefully matched to the needs and research interests of the student. Over the course of the PhD program students will have three different types of Faculty Mentor/Advisor to guide the program of research: Faculty Mentor, Faculty Research Advisor, Dissertation Chair. At any point in the program, students should feel free to contact the Director of Graduate Studies with questions or requests for assistance with Faculty Mentors or Research Advisors.

In addition, students will benefit from the academic advisement provided by the Faculty Graduate Advisor, Dr. Alison Wishard Guerra and administrative support from the Ph.D. Graduate Administrative Coordinator, Giselle Van Luit.

A brief description of the role of each mentor or advisor is provided below:

Faculty Mentor

Faculty Mentors will guide students during their first year of the PhD program. Mentors will help to socialize students to understanding educational research and the details of this particular program. Students will enroll in EDS 296 RAC with their Faculty Mentor during Winter and Spring quarters of Year 1. If students have questions about engaging with different community research settings, developing initial ideas about research projects, thinking through topics presented in courses, or how to develop the first year portfolio, these are issues students would discuss with your faculty mentor. Students will also meet quarterly with the Director of Graduate Studies to review their course and program progress. At the end of Year 1, students will present their First Year Portfolio to their cohort and a group of EDS doctoral faculty, including their Faculty Mentor and the Director of Graduate Studies.

Faculty Research Advisor

At the end of the first year after students have become familiar with the EDS doctoral faculty, students will present their First Year Portfolio. As part of their research reflection paper students will identify possible faculty members to serve as their ongoing research advisor. Clear, justifiable reasons should be formed for why a student would like to work with a particular faculty member. Perhaps the student and a particular faculty member share similar research interests; perhaps a faculty member engages in methodological approaches that the student would like to learn about and use in his/her dissertation; or perhaps a specific faculty member has supported the student to challenge his/her ideas about a particular area of research. After review of the First Year Portfolio students will be matched to a faculty member who will likely serve as the research advisor for the remaining time in the program (changes are allowable to assure best fit for student and faculty member).

Dissertation Chair:

In most cases, the student's Faculty Research Advisor will serve as the Dissertation Chair. The Dissertation Chair at this point becomes a critical advisor to the student as he/she continues to finalize the proposal for presentation, conduct the research and defend it at the end of the third year. Committee members should also be seen as important resources and advisors for informing the student's dissertation study.

Ph.D. Faculty Graduate Advisor:

Alison Wishard Guerra serves as the Faculty Graduate Advisor for the Ph.D. program. Students will meet with Dr. Wishard Guerra at the end of each year to review their course of study and progress in the program. If at any point a student has a question or concern about progress in a

course or through the required Ph.D. milestones they should come and speak with Alison.
awishard@ucsd.edu

Ph.D. Graduate Administrative Coordinator

Giselle Van Luit is the Ph.D. Graduate Administrative Coordinator. She will assist students in all administrative procedures including course enrollments, distributions of stipends, and filing requirements with the Graduate Division. gvanluit@ucsd.edu

FIRST YEAR PROGRAM

The first year of the Ph.D. program students will enroll in 32 - 40 quarter units, depending on the student's individual course of study. The first year is designed to give students a foundational base in educational theories and research around transforming education in diverse societies as well as research methods to support their development as an educational researcher.

Coursework

Foundational Core Courses

Students will take three department foundational core courses covering designated areas of focus: Transforming Learning Environments, Transforming Inequities in Student Outcomes, and Transforming Educational Systems and Policy. All core courses combine theory and empirical research with a design based focus on investigating equity and diversity in educational contexts. Foundational courses are designed to provide students with a common scholarly orientation, building on the strengths of the Ph.D. faculty and assisting students in determining their own area of focus within the framework of transforming education in a diverse society.

EDS 251 Transforming Learning Environments (4)

EDS 252 Transforming Inequities in Student Outcomes (4)

EDS 253 Transforming Educational Systems and Policy (4)

Introductory Research Design and Methods Courses

Students will take research courses in a range of quantitative and qualitative methodologies. During the first year students will have a foundation in qualitative, quantitative, and mixed methods and then beginning in year two and beyond, students will choose a specialization in quantitative, qualitative, or mixed methodologies. Design-based approaches are woven throughout all methods courses.

Foundational Research Design and Methods

EDS 264 Introduction to Qualitative Analysis (4)

EDS 254 Introduction to Research Design and Quantitative Data Analysis (4)

Research Methods Specialization

EDS 256 Introduction to Mixed Methods Research Design and Analysis (4)

Research Apprenticeship Course -- Year 1

The Research Apprenticeship Course (RAC) will be led by individual Education Studies faculty members and designed around the current academic needs of his/her research team and student advisees introducing them to transformational research and practice in education at the local and/or national level. The Research Apprenticeship Course (RAC) is a variable unit course, taken for pass/fail credit, and repeated each quarter the student is enrolled and actively engaged with a faculty mentor on campus. The RAC provides a formal process for faculty/student mentoring and includes engagement in team research. Each RAC may conceptualize and conduct research that may result in presentations at educational conferences and meetings and published papers. The RAC also provides support for dissertation writing.

During the first quarter of the first year, students will enroll in 4 units of RAC, designed to introduce them to transformational research and practice in education. During Winter and Spring quarters students will enroll in 2 units of EDS 296 under the supervision of their faculty mentor. Over these two quarters, students will *visit at least four other RAC meetings and four different research settings* to become acquainted with the variety of research settings, approaches, and topics representing EDS faculty research. This first year will provide students an opportunity to begin to form a relationship with a community educational research setting to collaborate with in their dissertation project.

Fall: EDS 296 Research Apprenticeship Course (4)

Winter: EDS 296 Research Apprenticeship Course (2)

Spring: EDS 296 Research Apprenticeship Course (2)

Electives: Area of Focus and Cognates

During year 1 most students will begin to work on the five content elective course requirement for the Ph.D. program. Most students will enroll in two EDS electives during the Winter and Spring quarters of year 1. We recommend that students begin their elective courses with EDS courses.

Area of Focus Electives (2 courses – 8 units)

Together with their faculty advisor, students will identify an Area of Focus based on the Foundational Course topics to develop depth as transformative researchers in a specific area. Students will take two courses in their area of focus within EDS

Cognate Electives (2 COURSES – 8 UNITS)

As part of the EDS commitment to cultivating new researchers, the cognate serves as a means to encourage doctoral students to design interdisciplinary research models that reflect the multiple dynamics of communities and social contexts to inform a social justice framework in education studies. The students, in conjunction with their faculty advisor, will choose at least two courses from other UC San Diego departments. Students will then seek permission to take the course from the instructor and the host department. Cognate courses may satisfy Area of Focus course requirements or may serve as an Open Elective. Examples of cognate areas include, but are not limited to the following departments: ethnic studies, sociology, communication, cognitive science, psychology, and anthropology. The student will be required to have a faculty member from his/her cognate area serve on his/her dissertation committee.

To enroll in Cognate courses in other departments each student must contact the professor to determine appropriate fit and contact the department's administrative staff for permission to obtain a preauthorization to then enroll in the course. Students may request administrative assistance from EDS if needed, however course authorization would occur within the department offering the course.

Additional elective (1 course – 4 unit)

One additional elective will be selected with guidance from the student's advisor within EDS or outside of EDS.

Year 1 Program of Study

Fall (12 units)	Winter (14 units)	Spring (14 units)
EDS 264 Intro Qualitative Data Analysis (4) (Amanda Datnow)	EDS 254 Intro Quantitative Data Analysis (4) (Alison Wishard Guerra)	EDS 256 Intro to Mixed Methods (4) (Sherice Clarke)
EDS 251 Transforming Learning Environments (4) (Alison Wishard Guerra)	EDS 252 Transforming Inequities in Student Outcomes (4) (Thandeka Chapman)	EDS 253 Transforming Educational Systems and Policy (4) (Frances Contreras)
EDS 296 Research Apprenticeship Course (4) (Shana Cohen)	<i>Recommended EDS Elective</i> EDS 297 Elective (4) Learning Sciences (Sherice Clarke)	<i>Recommended EDS Elective</i> EDS 297 Elective (4) Technology & Learning (Beth Simon) OR Language Policy (Megan Hopkins)
	EDS 296 Research Apprenticeship Course (2) Individual Faculty Mentor	EDS 296 Research Apprenticeship Course (2)* Individual Faculty Mentor

First Year Faculty Mentors

Incoming Ph.D. students are assigned to a First Year Faculty Mentor. Faculty Mentors will serve as your instructor of record for EDS 296 Research Apprenticeship Course (RAC) in Winter 2018 and Spring 2018 as well as your guide to getting to know different faculty and their research. For the Winter and Spring RAC EDS 296 (2 units) course students will be expected to meet with their assigned Faculty Mentor regularly to discuss research and course experiences. During the off weeks when not meeting with the Faculty Mentor, students are expected to be meeting with other faculty RAC groups as a means to get to be introduced with different projects and areas of research. Individual RAC meeting schedules will be arranged between Faculty Mentors and students.

First Year Portfolio

During the Spring quarter of Year 1, students will work with their Year 1 Faculty mentors to complete a First Year Portfolio that includes a representation of assignments completed in the first year and a beginning path towards developing a comprehensive program of research. Portfolios will include a select paper, assignment, or other artifact from each course completed during Year 1. Students will also write a Self Reflection about their initial experiences becoming an educational researcher. This paper should focus on their research interests, academic goals for the summer and Year 2, and ideas about faculty whom the student would like to continue to receive mentorship from.

As part of their First Year Portfolios, students will write a preliminary Overview of Research interests and goals and indicate possible faculty they would be interested in receiving ongoing mentorship and/or research advising from in the future. At the end of the Spring quarter of Year 1 (2018), first year Ph.D. students will present their First Year Portfolio at a Spring Research Apprenticeship Course Symposium. The Spring RAC Symposium is intended to provide a forum to reflection on student learning and achievements during the first year of the PhD program as well as research goals for years two and beyond. This Symposium will be moderated by the Fall Quarter RAC instructor, Shana Cohen, and will provide an opportunity for PhD faculty to learn about the students' progress in the program.

Faculty Research Advisors

Following the Spring RAC Symposium the Director of Graduate Studies, Alison Wishard Guerra, will match each student to a Faculty Research Advisor who will serve as the RAC instructor beginning in year 2 and beyond. In many cases the Faculty Research Advisor will continue on as the Dissertation Advisor and Chair. However, we anticipate that some students may continue to use year 2 of the PhD program to further develop their research goals and thus may later be matched with a different Faculty Research Advisor and/or Dissertation Chair. Students are matched with Research Advisors on an individual basis, keeping in mind the best fit in interests and expertise of the student and faculty member.

SECOND YEAR PROGRAM

The second year of the program is designed to substantially extend research skills and knowledge that will help students develop as an educational researcher and prepare you to submit a publishable quality Research Review as part of your Doctoral Qualifying Exam by the end of your second year. Students will continue to take courses in Foundational Research Design and Methods, Electives in their Area of Focus and/or Cognates, and continue to build relationships with local community research partners to help them build breadth and depth in their expertise within the field of education.

In addition to coursework, students in the second year of the Ph.D. program will continue to develop their areas of interest and research expertise. This will occur through the Dissertation Qualifying Exam Research Review Paper as well as transitioning from having a Faculty Research Mentor to having a formal Faculty Research Advisor.

Course work

During the second year most students will complete the majority of their required coursework including Foundations courses, Research Methods courses, and Electives. Many students will continue to enroll in both electives and methods courses in their third year and beyond as they find the need and interest in additional areas of study and methodological approaches relevant to their dissertation research.

Research Design and Methods Courses

During the second year students will begin their advanced methods training in qualitative and quantitative methods as well as have the opportunity to complete the second required Research Methods Specialization course.

Foundational Research Design and Methods Courses

EDS 255 Advanced Quantitative Data Analysis (4 units)

EDS 288B Advanced Research and Evaluation Methods (4 units)

Research Methods Specialization.

Through the four required qualitative and quantitative methods courses, students will develop a breadth of understanding of research methods and design. Through the research methods specialization courses, students will develop more depth in qualitative or quantitative methods (or both) via two additional courses. Courses from other departments may also be substituted with advisor approval. The first Research Methods Specialization course was completed during year 1, EDS 256 Introduction to Mixed Methods

Electives: Area of Focus and Cognates

During year 2, most students will complete the five required elective courses (Area of Focus, Cognates, and Open Elective) for the Ph.D. program.

Research Apprenticeship Course -- Year 2

2nd Year RAC (3 courses - 2 units each quarter). During the second year, the doctoral student will identify a specific group or formal organization (e.g. community organization, school/district, non-profit educational organization, service organization, geographically distributed virtual community) to collaborate with on a design-based research project to help the organization nurture greater educational equity and access. The goals and outcomes for the research project will be a collaborative effort between the student, the faculty mentor, and the organization. This field experience will provide a hands-on opportunity for students to develop research skills and dispositions for conducting quality research.

Communicating Research

An important departure from traditional graduate programs is the 2-credit course to instruct students on how to communicate their scholarship to audiences beyond the Academy. In the age of Open Access debates, Universities are exploring new ways to demonstrate the relevance of research directly to non-academic audiences. However, merely giving non-academic audiences the opportunity to access academic scholarship does not resolve the challenges of understanding the literature. As part of the EDS commitment to education reform and change, the students will learn different avenues and tools for communicating their scholarship to education stakeholders, actively participate in discussion of education equity and access, and co-construct meaningful partnerships with educational stakeholders. This course will be repeated for credit during year four or year five.

EDS 259 Communicating Research (2 units)

Year 2 Planned Program of Study

Fall (12 units)	Winter (12 units)	Spring (14 units)
EDS 255 Advanced Quantitative Methods Carolyn Hofstetter	EDS 288B Advanced Research & Evaluation Methods (Doing Qualitative Methods) Mica Pollock	Research Methods Specialization (4)
Elective (4)	Elective (4)	Elective (4)
Elective (4)	EDS 259 Communicating Research (2)	Elective (4)

EDS 296 Research Apprenticeship Course (2)	EDS 296 Research Apprenticeship Course (2)	EDS 296 Research Apprenticeship Course (2)*
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**Submit Research Review Paper end of Spring Quarter Year 2*

Faculty Advisor

At the end of the first year after students have become familiar with the EDS doctoral faculty, students will present their First Year Portfolio. As part of their research reflection paper students will identify possible faculty members to serve as their ongoing research advisor. Clear, justifiable reasons should be formed for why a student would like to work with a particular faculty member. Perhaps the student and a particular faculty member share similar research interests; perhaps a faculty member engages in methodological approaches that the student would like to learn about and use in his/her dissertation; or perhaps a specific faculty member has supported the student to challenge his/her ideas about a particular area of research. After review of the First Year Portfolio students will be matched to a faculty member who will likely serve as the research advisor for the remaining time in the program (changes are allowable to assure best fit for student and faculty member).

Research Review: Qualifying Examination

During Year 2, students will work on their Research Review paper which will satisfy the requirement of the Qualifying Examination. The topic of the Research Review will be chosen together with their Faculty Advisor/Mentor and you will receive guidance on completing your Research Review during Year 2 RAC courses. The Research Review will be submitted by the end of the second year and will be reviewed by potential dissertation committee members. See below for more details on the Research Review Paper.

THIRD THROUGH FIFTH YEARS OF PROGRAM

The third year and beyond of study is designed to develop the student's independent scholarship through conducting dissertation research as outlined in the dissertation proposal. During Year 3 of the Ph.D. program, students will be focusing almost exclusively on their Dissertation Research Projects.

The candidate's work will reflect the standards governing dissertations within the UC San Diego Graduate Division. Students must meet regularly with their Faculty Research Advisor (and later Dissertation Chair) for guidance and review of work. It is primarily the student's responsibility to maintain contact and set up appointments.

Dissertations may cover a wide range of topics and utilize various research methodologies. Students are encouraged to approach these topics through the program's vision of conducting problem based research aimed at transforming education in a diverse society to achieve social

justice. It is anticipated that students will conduct their dissertation study during years three and/or four and complete the dissertation by the end of the fourth or fifth year.

Courses

Research Apprenticeship Course (RAC) (2-4 units)

During the third year and beyond, the RAC will focus on dissertation development and research within the context of the design-based project. The RAC will continue to support the development of students in their overall dissertation research.

Directed Dissertation Research Units

Directed research on dissertation topic for students who have been admitted to candidacy for the Ph.D. degree. May be repeated for credit.

EDS 299: Dissertation Research (1-12 units).

Communicating Research

A repeat from Year 2 to refresh and re-address current issues in communicating research.

EDS 259 Communicating Research (2 units).

Dissertation Research Advisor

By Year 3, students will be matched with a Dissertation Research Advisor. Once students begin work on the Dissertation Proposal, a Dissertation Committee will be formed to provide guidance and review of the dissertation research project. Students will receive mentorship and guidance from their Faculty Research Advisor through the quarterly RAC course. Students will continue to meet with the Director of Graduate Studies for ongoing progress in the program.

Year 3 Planned Program of Study

Fall (12 units)	Winter (12 units)	Spring (12 units)
EDS 296 Research Apprenticeship Course (2 units)	EDS 296 Research Apprenticeship Course (2 units)	EDS 296 Research Apprenticeship Course (2 units)
EDS 299 Dissertation Research (10)	EDS 299 Dissertation Research (10)	EDS 299 Dissertation Research (10)

**Present Dissertation Proposal during Third Year*

Years 4 and 5 Planned Program of Study

Fall (12)	Winter (12)	Spring (12)
EDS 296 Research Apprenticeship Course (2)	EDS 296 Research Apprenticeship Course (2)	EDS 296 Research Apprenticeship Course (2)
EDS 299 Dissertation Research (10)	EDS 299 Dissertation Research (8)	EDS 299 Dissertation Research (10)
	EDS 259 Communicating Research (2)	

**Defend Final Dissertation end of Fourth, Fifth, or Sixth Year*

PROGRESS REPORTS & MILESTONES

At the regular Ph.D. faculty meetings, the Ph.D. faculty will review student progress and share the progress of the cohort as a whole and needs of any particular student. Our goal is to ensure each student's success in the program.

STUDENT PROGRESS

Doctoral students are expected to make steady progress toward completion of the requirements for the degree. Students must maintain a 3.0 grade average to remain in the program. Letter grades for classes will include plus or minus grades. A grade of C puts the student on probation and the student must take steps immediately to improve performance in order to remain in the program.

There will be an annual assessment of student progress by all doctoral faculty in the Spring quarter of each year. If at any point a student is considered to not be progressing appropriately a meeting will be called with the student, Director of Graduate Studies, and the Faculty Mentor or Dissertation Advisor.

At the end of the first year, during the Spring quarter of Year 1, students will complete a First Year Portfolio that includes a representation of assignments completed in the first year and a beginning path towards developing a comprehensive program of research. Portfolios will include a select paper, assignment, or other artifact from each course completed during Year 1. Students will also write a Self Reflection about their initial experiences becoming an educational researcher. The paper should focus on their research interests, academic goals for the summer and Year 2, and ideas about faculty from whom the student would like to continue to receive mentorship.

During Year 2 students will work on their Research Review paper which will satisfy the requirement of the Qualifying Examination. The topic of the Research Review will be chosen together with their Faculty Advisor/Mentor and they will receive guidance on completing their Research Review during Year 2 RAC courses. The Research Review will be submitted by the end of the second year and will be reviewed by potential dissertation committee members. See below for more details on the Research Review Paper.

During Year 3 the dissertation proposal meeting and the dissertation proposal will satisfy the annual assessment of progress.

During Years 4 through five, dissertation chairs will report on the progress of students they are advising. The Dissertation Defense will serve as the final assessment of progress.

MILESTONES

In addition to remaining a student in good standing in coursework, students must meet and pass three major milestones to be awarded the doctorate in education degree. These milestones are: (a) a qualifying examination Research Review paper; (b) a Dissertation Proposal; and (c) a Dissertation. The qualifying Examination Research Review paper is a written literature review of publishable quality. The proposal and dissertation involve both a written product as well as an oral presentation. These milestones are described in detail later in the handbook.

Qualifying examination: Research review paper

The written Research Review is designed to assess the student's ability to work in a scholarly and professional way with substantive knowledge in their area of interest. To successfully meet the research review benchmark, a student must submit a scholarly review of research manuscript of publishable quality. The manuscript should demonstrate the student's knowledge of theory and research in a particular topic area related to transforming education in a diverse society.

To prepare for the Research Review Paper, students meet with their faculty advisors to develop a reading list to guide the manuscript. The topic and scope will be articulated with the faculty advisor. The student develops the preliminary reading list on the topic and the topic advisor may add, delete, or modify the reading list to help produce a topic that is appropriate in focus and scope. Students should also familiarize themselves with the publishing standards of relevant journals that publish research reviews on similar topics to better prepare for submission of the final manuscript.

The review will be submitted by the end of the second year and will be reviewed by potential dissertation committee members. The following criteria will be applied:

- *Pass*: Student is ready to progress towards a doctorate and the development of a dissertation proposal.
- *MA Pass*: Student is ready to complete the project at a level expected for MA students, but is not ready for doctoral level work. Students may complete and file thesis for a

terminal master's degree if they do not already hold one. Students may not continue in the Ph.D. program.

- *Fail:* Student is not ready to progress in graduate studies. Students may not continue in the Ph.D. program.

Guidelines for the Research Review Paper

The Research Review Paper provides the opportunity for a student to:

- ☐ Identify a topic and seek and locate scholars and researchers who have empirically and theoretically studied and written on this topic.
- ☐ Present and discuss the thinking of these scholars around commonalities and differences, which reflects an ability to deconstruct, analyze, and synthesize research.
- ☐ Explore the implications of the topic for Transforming Education in a Diverse Society.
- ☐ Critically reflect on the topic and identify areas for future research.
- ☐ Apply principles of scholarly writing, including the use of APA style rules for preparing manuscripts.
- ☐ Have an opportunity to write a publishable quality manuscript and submit for publication review.

Required Elements the Research Review Paper

(Address each element using the headings as indicated)

Abstract (150 words maximum)

Introduction:

What is the topic?

- ☐ What is the purpose of the literature synthesis (thesis statement)?
- ☐ What problem could research on this topic help you solve?
- ☐ Why are you curious about this topic?

Current State of knowledge/research on this topic (17-19 pages)

- ☐ What are the major themes/findings that surfaced from the review? A strong paper identifies the major themes in the literature review by analyzing and synthesizing and does not just summarize the studies.

- ☐ How have these studies informed the nature of the problem you identified?
- ☐ What major research methods are used to study this topic (quantitative, qualitative, survey, case studies, narrative).
- ☐ What are the gaps in our existing knowledge about this topic?

Summary

- ☐ What can one conclude about the current state of the literature about your topic from the literature you reviewed? A strong paper presents a thorough summary of what is known and what is not known about this topic. These gaps can be in terms of theory building, research approaches (e.g. all quantitative, and few qualitative studies to answer how and why questions), or lack of extensive study of the topic or aspects of the topic.

Implications for Educators, Education Researchers, and Policy Makers

- ☐ What implications can one draw from your review that could inform education theory, research, or practice?

Implications for Transforming Education in Diverse Societies

- ☐ What implications can one draw from this review that could inform social justice theory, research, or practice within the frame of Transforming Education in Diverse Societies?

Areas for future research (1 page)

- ☐ What did the student learn? What are the areas for future research?
- ☐ How will a study on this topic be helpful to researchers and practitioners?

References

Reflect empirical research (primarily).

- ☐ Carefully format to meet APA standards.

Criteria

- ☐ The review consists of at least 30 references (75% empirical—qualitative and/or quantitative) research. Other citations can include theoretical or conceptual articles.
- ☐ Synthesizing and critical analysis (comparing & contrasting of articles) of the research findings is the goal; use direct quotes sparingly.
- ☐ Paper must be clear and succinctly written using precise language. Research Review Papers are typically 20-30 pages in length, excluding Title page, Abstract, and References.
- ☐ On the title page use only your Student ID number and title of your paper.
- ☐ Use APA for style and references.

Ph.D. DISSERTATION PROPOSAL

Students may advance to candidacy in their third or fourth year of the Ph.D. program, at the conclusion of their coursework. The successful presentation of their dissertation proposal before

the dissertation committee constitutes the advancement to candidacy. In addition, students need to meet the qualifying exam [procedures](#) set forth by the Graduate Division and outlined above. The dissertation committee will be comprised of five faculty members including at least one tenured faculty member from another department. Additional dissertation committee members from outside universities will be considered on a case-by-case basis.

The dissertation proposal should be a plan of action for a rigorous research study and must include the following elements: abstract, introduction, statement of the problem, research questions, theoretical framework, review of literature, and research design and methodology. The dissertation proposal is viewed as a fluid plan that may take on new directions in a given changing context.

Ph.D. DISSERTATION

The dissertation is a culminating project that reflects the student's academic scholarship growth during the program. The project is designed with the dissertation chair and committee. The final dissertation manuscript must follow the APA publication manual and be approved by the dissertation committee after a formal oral Dissertation Defense. In addition students need to follow the [dissertation filing procedures](#) set forth by the UC San Diego Graduate Division.

Dissertation Defense

The oral defense of the completed dissertation serves as the final exam of the entire program. Students are required to incorporate technology into their final presentations using presentation software and visualization tools learned through the program to make powerful presentations. Members of the research population, education stakeholders, and community members will be invited to attend the final presentations and participate in an active discussion with the presenter.

Communicating Research. In addition preparing a dissertation, students are encouraged to explore varied formats to convey findings from their dissertation study, which align with the communities and populations they seek to serve through their scholarship.

Ph.D. Guidelines for Proposal & Dissertation Presentations

These guidelines are intended to assist you as students, dissertation chairs, and committee members to successfully complete the processes associated with forming the dissertation committee as well as your proposal and dissertation presentations.

Advising: During the dissertation phase, the dissertation chair serves as the primary advisor who guides you in conducting your research and preparing the dissertation.

Forming the dissertation committee: You and your dissertation chair will collaboratively decide who to invite to be part of the five-member dissertation committee. Potential committee members should not be contacted until you and your dissertation chair have come to an agreement. Each committee must have a minimum of five UC San Diego faculty members including at least one tenured faculty member from another department.

When to have the dissertation proposal presentation meeting: The dissertation proposal presentation may occur in the third or fourth year of the Ph.D. program. An important point to remember is that a thorough and thoughtful proposal will facilitate better research. The proposal is presented for presentation when the chair deems it is ready.

Two weeks before the dissertation proposal presentation: It is your responsibility to give copies of your proposal to your committee members. Some members may want the proposal electronically and others in hard copy form. Please consult with your committee members and see what is best for them. If the two-week deadline is not met, it is strongly suggested that the chair reschedule the meeting so committee members have adequate time to review the proposal prior to the presentation.

Scheduling the proposal presentation meeting: The dissertation chair and you schedule the proposal presentation at a time convenient to all committee members. The chair should not allow a meeting to be scheduled unless he/she is convinced that the proposal is ready. Once the meeting time is set and confirmed by the chair and all the committee members, you are responsible for sending the date, time and location to each committee member.

A two-hour meeting for the proposal presentation is suggested. The primary purpose of the proposal presentation is to ensure you are ready to carry out a well-designed study. At the beginning of the meeting, you will be asked to step outside while the committee members briefly discuss meeting format and any initial issues regarding the proposal. You should plan approximately 20 minutes to outline your problem, summarize key literature, and present the proposed methodology. The committee and you will decide if questions, which should be the bulk of the presentation, may be asked throughout the presentation or at the end. After all questions are asked by the committee members, then you will again be asked to step outside while the committee comes to a decision about whether to allow you to proceed with the proposed research and what, if any, changes are needed before proceeding. Finally, you will be invited to return, be informed of the decision, and provided with guidance on how to proceed. Again, the primary purpose is to demonstrate that you are ready to move forward and to draw on the entire committee's wisdom to ensure the highest quality study possible.

Ph.D. Guidelines for Proposal Development

Research studies vary in their topic, questions and methodology; nevertheless, there are common elements to most dissertation proposals. In the social sciences most dissertation proposals consist of the first three chapters of the dissertation.

To assist you in preparing your dissertation proposal, we suggest the following generic guidelines be used in conjunction with the UC San Diego Graduate Division [Preparation and Submission Manual for Doctoral Dissertations and Master's Theses "Bluebook"](#). The exact organization of your dissertation proposal and content included in the methodology chapter (content will vary depending on the methodological approach of your study -- Qualitative, quantitative, or mixed methods) will be determined based on the design of your study and in consultation with your dissertation chair.

- I. Preliminary pages outlined by the UC San Diego Graduate Division [Bluebook](#)
- II. Abstract
- III. Chapter 1: Introduction
 - A. Introduction to the Context and Nature of the Study
 - B. Statement of the Problem/Issue to be investigated including research questions
 - C. Purpose of the Study
 - D. Research Questions
 - E. Significance of the study
 - F. Definition of Terms
 - G. Assumptions, Limitations, and Delimitations
 - H. Conclusion
- IV. Chapter 2: Review of Literature
 - A. Introduction: Include a general outline of what is known or not known in relation to the general topic of the dissertation research and specific questions posed. Identify the areas of literature to be reviewed as well as the theoretical framework.
 - B. Conceptual or Theoretical Framework: In a theoretically grounded study, a review of the literature in regard to the theory and how it will guide the study is presented.
 - C. Review of Research organized by domains or themes
 - D. Conclusion
- V. Chapter 3: Methodology (the format of this section varies depending on the nature of the study)
 - A. Introduction
 - B. Research Design (Quantitative/Qualitative/Mixed Methods)
 - C. Research Questions (& Hypotheses if appropriate)
 - D. Setting and context
 - E. Participants and/or sample
 - F. Data Collection: Includes description of measures and procedures to be used in data collection
 - a. For quantitative studies, this usually involves a hypothesis, a description of variables to be measured, instruments to be used and how they will be administered.

- b. or qualitative studies, this usually involves a discussion of interviews (number, who, when, protocols), observations (number, when, where, protocols), focus groups (number, who, when, protocols), and/or document analysis (which ones, why, approach to be used). Propositions can also be presented similar to hypotheses in qualitative studies.
- G. Data Analysis: Includes a plan to reduce data and analyze data in response to research questions.
 - a. For quantitative studies, statistical tests and analyses that will be conducted.
 - b. For qualitative studies, discussion of how data will be coded, themes identified, patterns illuminated and if any computer data analysis systems will be used.
- H. Issues of Validity, Reliability, Trustworthiness of data
- I. Ethical Issues and Role of Researcher (positionality)
- J. Limitations of the Study Design

Each student will submit his or her IRB proposal to the UC San Diego Human Research Protection Program (HRPP-IRB). The UC San Diego Human Research Protection Program website can be viewed at: <http://irb.ucsd.edu>.

Dissertation Defenses

The program is designed to be completed in four to five years. However, research often follows an unpredictable path, therefore, it is anticipated that some students may conclude their doctoral studies and present their dissertations anytime between their 4th and 6th years of study. Guidelines for scheduling and presenting the dissertation are similar to those described above for the proposal presentation. Given the length of the dissertation, however, you must submit your dissertation to your committee four weeks prior to the date and make contact with all committee members during those four weeks to ascertain if there are questions or concerns. See Dissertation Norms described on the following pages.

Ph.D. Dissertation Norms and Guidelines

1. Complete drafts of the dissertations are to be distributed to the dissertation committee members four weeks prior to the scheduled presentation. All committee members must approve of exceptions to this norm.
2. Prior to the presentation, the dissertation chair should communicate with all committee members to ensure that they agree that the dissertation is ready to be defended and to discuss any questions and issues that committee members have.
3. Prior to the presentation, the candidate should initiate a meeting with each committee member to discuss the dissertation draft and to receive feedback and guidance for revisions.

4. Dissertation presentation meetings are announced and open to the public. EDS staff will prepare the announcement information.
5. Dissertation presentations are scheduled for a two-hour time block, with the specific time agreed upon by the committee to be communicated to the UC San Diego EDS staff in charge of the Ph.D. Program, who will reserve a space for the defenses and announce the defense time and place to the faculty.
6. Faculty may choose to meet in closed session at the beginning of the presentation to discuss the format and process, at the discretion of the chair of the dissertation committee.
7. Candidates are expected to present their work in a 30-40 minute summary talk with presentation slides. Dissertation chairs have the ultimate decision about the length of the presentation and the format of the talk and should discuss this decision with the candidate.
8. The dissertation presentation meeting will remain open to the public until the committee discussion period, when the candidate and all visitors will be asked to leave the room.
9. The candidate and visitors will be invited back into the room at which time the chair will report the decision and comments of the committee.

Ph.D. Suggested Timeline for Completion

First Year

- ☐ Begin course requirements.
- ☐ Begin Research Apprenticeship with Research Faculty and different community settings.
- ☐ By the end of the first year: Complete and submit your first year Portfolio.

Second Year

- ☐ Continue to work on course requirements.
- ☐ Continue to refine research interests and identify possible Dissertation Research Advisors.
- ☐ By the end of the second year: Complete and submit Qualifying Examination Research Review Paper.

Third Year

- ☐ Confirm Dissertation Research Advisor, if not already confirmed.
- ☐ Refine your Research Questions for your Dissertation Study.
- ☐ Develop your research design for your Dissertation Study.
- ☐ Identify Dissertation Committee.
- ☐ By Spring Quarter of the third year Complete Dissertation Proposal.

- ☐ By Spring Quarter schedule Dissertation Proposal Presentation and present the Dissertation Proposal to the Committee.
- ☐ During Spring and/or Summer submit any changes required for the dissertation proposal.
- ☐ Complete and submit IRB forms.

Fourth and Fifth Year

- ☐ During the fourth and fifth year students will work with their dissertation advisor and other faculty committee members to move through all phases of the dissertation, including data collection, data analysis, and preparation of the final dissertation manuscript.
- ☐ By the Spring quarter of the fifth year complete and defend the Dissertation Study.

Graduation:

It is your responsibility to make sure that you have submitted your intent to graduate by the UC San Diego deadline, typically in the very first part of June. The filing deadline to have your name included in the Commencement Program is the tenth Friday of the quarter.

You will be provided more specific graduation information in the Research Apprenticeship Course and from your Dissertation Chair as each cohort nears graduation. This information is also available on the UC San Diego Graduate Division website UC San Diego:

<http://grad.ucsd.edu/>

UNIVERSITY ADMINISTRATIVE GUIDELINES

DOCTORAL PROGRAM FEES

The graduate registration fee structure is annually announced in the summer of each year, and it is subject to California State Budgetary proceedings. Please go to the UC San Diego Triton Link site <https://students.ucsd.edu/finances/fees/registration/2017-fall/graduate.html> to view current fee structures and information because these fees are subject to change.

Full Time CA Resident Fees (7 units or more)

	Fall	Winter	Spring	Total
Student Service Fee	\$376.00	\$376.00	\$376.00	\$1128.00
CA Resident Tuition*	\$3,834.00	\$3,834.00	\$3,834.00	\$11,502
University Center Fee	\$95.82	\$95.82	\$95.82	\$287.46
Recreation Facility Fee	\$112.00	\$112.00	\$112.00	\$336.00
GSA Fee	\$12.00	\$12.00	\$12.00	\$36.00
Health Insurance Fee**	\$1,191	\$1,191	\$1,191	\$3,573
Student Transportation Fee	\$52.24	\$52.24	\$52.24	\$156.72
Document Fee (one time, new students)	\$100			\$100.00
Total	\$5,773.06	\$5,673.06	\$5,673.06	\$17,319.18

Non-Residents of CA, and International students also pay Non-Resident supplemental tuition.

*Graduate CA Non-Resident Supplemental Tuition includes an additional \$5,034 per quarter until CA residency has been established. The Department will only cover the first year of the Non-Resident tuition for Non-Residents of CA, since it is expected that students will apply for California Residency for tuition purposes. We ask that you apply early enough to avoid paying Non-Resident tuition and/or late registration fees, and to apply as soon as your filing period begins. Students are also responsible for payment of all fees by the applicable fee payment deadline. Employment as a TA, Reader or GSR will only cover In-State tuition.

In order to become eligible to pay resident tuition, complete the Change of Classification process: <https://students.ucsd.edu/finances/fees/residence/status-change.html>. If you have any questions regarding this process, please contact the Registrar's Office, or send an email to residence deputy@ucsd.edu

The department will cover the Non-Resident Supplemental Tuition for **international students** during the first three years of the program (considering that students advance to candidacy in year 4). Once you advance to candidacy, you will be eligible for Resident tuition for the next three years.

For information on part-time study eligibility, application, and reduction in fees, please go to [Half-Time Study \(Graduates\)](#) and contact Giselle Van Luit.

TAFE: Students are eligible for TA Fee Remission (TAFE) if employed on academic titles for 25% time or more during the quarter. This applies to TA, Reader and GSR appointments.

TAHI: As with TAFE, TA Health Insurance (TAHI) is paid for those students employed on academic titles for 25% time or more during the quarter (unless the Student Health Insurance Plan (SHIP) has been waived by the student).

Please note that only TA and Reader appointments carry a quarterly balance of approx. \$273.00, which becomes the student's responsibility. The Department covers this balance only during the first year of the program.

**Health Insurance is required as a condition of enrollment. Students are automatically enrolled in the Student Health Insurance Plan (SHIP). However, students already covered by an insurance plan may qualify for a health fee waiver. Please see the [Student Health Insurance Plan](#) page for more information, including waiver criteria, submission process and deadlines.

Please note that if you waive the Student Health Insurance Plan (SHIP), you will not have health insurance coverage. If you decide later on to participate in SHIP (example: when you are offered employment as a TA, Reader or GSR), you must submit a [Waiver Cancellation Form](#) to the Student Health Insurance Office by email (ship3@ucsd.edu) to request that your waiver be cancelled. Please check with the Student Health Office for more information (there are also deadlines to request the waiver cancellation).

ENROLLING AND REGISTERING FOR CLASSES

Enroll in your classes each quarter by using UC San Diego **TritonLink** on the UC San Diego Web Site at <http://students.ucsd.edu/> You will be asked to enter your Personal Identification Number (PID) and create a Personal Access Code (PAC) by visiting your online acceptance in the admissions website.

It is your responsibility to enroll in the correct courses, grading options and number of units for all required course included in your Ph.D. Course of Study. Always check to verify that your information is correct.

Snapshot of other features available to students on [TritonLink](#) tools are:

- ☐ View an updated version of the Schedule of Classes and Register for courses under Enrollment.
- ☐ View your Billing Statement and Make Payments under Finances, view Financial Aid Information, and your Health Fee Waiver.
- ☐ Verify your Residency Status for Tuition Purpose under Finances.
- ☐ Update your Addresses (mailing and email), Emergency Contacts, and Directory Publishing Restrictions under Personal.
- ☐ View your Academic History, Classes and Waitlists, Weekly Planner, Majors and Holds under Grades and Transcripts.

For a listing of all tools and shortcuts available via [TritonLink](#) visit:
<http://www.ucsd.edu/current-students/my-tritonlink/tools/index.html>

TritonLink Availability

You can access TritonLink from anywhere you have a connection to the Internet: via on-campus labs, network connections located in on-campus housing, dialing in through UC San Diego modem pool, or through an off-campus Internet Service Provider (ISP). Schedule of Classes, Student Directory, and general information are available 24 hours/day. Personal data is pulled from the real-time database (Academic History, Addresses, Billing Statements, WebReg, etc.) and is available 7am – midnight daily. (Access on weekends and holidays is subject to computer maintenance schedules and cannot be guaranteed.) Read the Help page for more information on availability.

Even though you can update your contact information via Tritonlink, please note that EDS does not receive this information and we must have your current email address and phone number in our records at all times. PLEASE INFORM GISELLE VAN LUIT (gvanluit@ucsd.edu) OF ANY CHANGE regarding your contact information.

STUDENT BILLING SERVICES AND FINANCIAL AID

UC San Diego emails billing statements only once each quarter to your UC San Diego Email Address. It is your responsibility to pay fees by the established deadlines. Failure to pay fees may result in late fees, drops, enrollment holds, etc. The most complete and up-to-date information available regarding fee payment methods and other student related business matters can be found by visiting the Student Business Services website: <http://www-bfs.ucsd.edu/sbs/>

If you have questions about your payment, call the Cashier's Office at 858-534-3725. If you have questions about your billing statement, please call SBS at 858-822-4727.

Any questions about Financial Aid/loans can be directed to Mike Nelson at m7nelson@ucsd.edu.

<https://students.ucsd.edu/finances/financial-aid/applying/timelines/graduate.html>

<https://students.ucsd.edu/finances/financial-aid/index.html>

The university also provides Short-Term Emergency Loans administered by the Financial Aid Office to assist students in critical short-term emergencies:

<https://students.ucsd.edu/finances/financial-aid/types/loans/emergency.html>

FINANCIAL PLANNING

Workshops/Resources Related to Financial Planning:

<https://students.ucsd.edu/finances/financial-aid/forms/literacy.html>

STIPEND PAYMENTS (FELLOWSHIPS, TRAINEESHIPS & SCHOLARSHIPS)

Please note the following Schedule of Payments for the following funding/employment categories:

EDS Stipends are distributed in ten monthly payments (first payoff issued on October 1st).

Students who receive university fellowships have their stipends distributed by the Graduate Division (GD) as explained in the official fellowship offer letter from the GD (usually years 1, 4 and in certain cases year 5) in 12 equal monthly payments. During years 2 and 3, the fellowship is covered by EDS and you will notice a change in the amount of the stipend, since this will be combined with your earned salary. The total amount of the fellowship is provided through a

combination of salary and Departmental stipend. When the fellowship is distributed by EDS, the first stipend payout occurs on October 1st and it is distributed in ten monthly payments (in contrast with the Graduate Division's distribution of 12 equal monthly payments).

ASE Positions - Academic Student Employees (Readers, Tutors, Teaching Assistants):

Readers: Paid bi-weekly; the first payout for Fall quarter is issued on or around the first two weeks of November.

Tutors: Paid bi-weekly; the first payout for Fall quarter is issued on or around the first two weeks of November.

Teaching Assistants (TA): Paid monthly; the first payout for Fall quarter is issued on November 1st.

GSR Positions - Graduate Student Researchers: Paid monthly; the first payout for Fall quarter is issued on November 1st.

Salaries are distributed in nine monthly payments. Please note that monthly appointments trump bi-weekly ones. For example, if you become a Reader who also serves as a GRS, your payments for both positions would be distributed on a monthly basis.

A) Taxability

All stipend payments are considered taxable income except any amount used on course-related expenses, such as qualified tuition/fees, books, supplies, and equipment that are required of all students in your course of instruction.

IMPORTANT NOTE: At UC San Diego, awards are usually packaged as tuition/fee payments plus monthly stipend payments; however, sometimes the fellowship fund source will not cover the entire payment of tuition/fees. In this case, the amount of stipend spent on qualified required tuition/fees is non-taxable.

B) Award Documentation/Proof of Payment

A Graduate Appointment Letter is issued by the UC San Diego Graduate Division as proof of stipend payments for tax reporting purposes and/or verification of income. Stipend payments appear on the appointment letter under the heading "Stipend". Stipend payments are not reported on a UC San Diego W-2 or 1099 Form. It is the responsibility of the fellowship recipient to report taxable non-qualified fellowship payments to the IRS.

An electronic version of your Graduate Appointment Letter is available on the Graduate Division website under Student Portal at: <http://grad.ucsd.edu/resources/current.html>. You will need to log-in to the website using your UC San Diego PID/PAC number to view/print the letter.

Graduate Appointment Letters are issued for the fiscal year (July 1 – June 30) and are available fall quarter each year. If you received stipend payments for a full calendar year (January 1 – December 31), you will have two appointment letters for one tax year.

If you wish to claim a tax credit for educational benefits, be sure to include the 1098-T form with your tax return.

Important: The University of California has contracted with the Tax Credit Reporting Service (TCRS) to electronically produce your IRS Form 1098-T Tuition Statement. To view your 1098-T Form you may log into your account at www.1098t.com.

C) Method of Payment

Stipend payments issued to U.S. citizens, permanent residents or resident aliens are processed through the Student Business Services (SBS) system.

Stipend payments are automatically issued as a paper check and mailed to your home department unless you sign up for direct deposit through SBS. You may sign up for SBS Direct Deposit by completing the form on the web at https://students.ucsd.edu/finances/_organizations/sbs/

Stipend payments are issued on a monthly basis on the 1st of the month following the pay period (i.e. September stipends are issued on October 1). Paper checks are usually distributed to students by departments on the same day as salaried paychecks (i.e., same payday as TAs and GSRs).

Monthly stipend checks appear on your TritonLink account and UC San Diego Billing Statement. Stipend checks may not be applied to outstanding charges on your TritonLink account; however, overdue University debts may delay issuance of your stipend payments until the debt is resolved. Please pay attention to your billing statements and quickly resolve any debts.

D) Tax Withholding & Estimated Tax Payments

Federal and California state taxes will NOT be withheld from your stipend payment. You are required to report the taxable amount as “SCH = \$ (taxable amount)” on your tax forms. Please see TAX REPORTING instructions and how to avoid tax penalties included in the following link: <http://grad.ucsd.edu/resources/general/tax.html>

NOTE: Although every effort has been made to insure accuracy, you should be aware that the following information is not a legal document and each student is responsible for the his/her

income taxes. UC San Diego employees are prohibited by University policy from giving individual tax advice or assisting in the preparation of tax returns.

CHILD CARE REIMBURSEMENT

Students who are working as ASEs or GSRs, as well as students who received any fellowship (as long as they meet the minimum qualification to be eligible) are eligible for Child Care reimbursement. The minimum qualification is to be earning the equivalent salary of a reader per quarter (25% reader - \$1,900 per quarter) or more.

Students who are eligible can be reimbursed for qualifying child care expenses up to a maximum of \$900 per quarter.

All forms and details are found at: <http://grad.ucsd.edu/financial/student-parents.html>

Please provide the form and receipts to Giselle Van Luit who will forward them to the Graduate Division for processing. The Child Care Center needs to have a TAX ID or a Social Security number, if it is home based in order to be eligible.

ACADEMIC STUDENT EMPLOYEES AND GRADUATE STUDENT RESEARCHERS

The 2018-19 Job Opportunities Brochure provides information about employment opportunities for graduate students for the upcoming academic year. Please find the link to the brochure on the Graduate Division website at: <http://grad.ucsd.edu/financial/employment/index.html>.

If you are employee "UC W-4" form to instruct Payroll how much in Federal and State Income Tax should be withheld at Education Studies, you will meet with Amber Rieder, ASE/GSR Coordinator at EDS. You will also fill out ad from each paycheck. You can print duplicate W-2s from the [atyourservice](#) website, your source for all things related to your employment at UC San Diego. See [Taxes: How to Get a W-2 Statement](#) for detailed instructions on generating a duplicate W-2.

If your tax documents are going to the wrong address:

1. Update your address on your [Tritonlink](#) account.
2. Update your address on your [atyourservice](#) account.
3. Contact Cathleen Schangali at EDS, cschangali@ucsd.edu so that she can correct your address with Payroll as well as in her own records.

You can change the amount withheld from your paycheck at the [atyourservice](#) website, your site for all things related to your employment at UC San Diego.

Please see the [general information page](#) on taxes for grad students. The "Education Tax Credit, 1098-T Form - Information on Lifetime Learning Tax Credit" link contains information for determining eligibility for claiming a tax credit (reduction of taxes) if you had "out-of-pocket" expenses (used your own funds) to pay for certain "qualified educational expenses" (health care does not qualify). You can also log-into your account at www.1098-T.com or read IRS Publication 970, "Tax Benefits for Education". This publication is available at <http://www.irs.gov>. It contains chapters on Scholarships, Fellowships, Grants and Tuition Reductions; Lifetime Learning Credit; and Student Loan Interest Deduction.

Graduate student salaries are subject to the Defined Contribution Plan (DCP) and Medicare withholding unless they qualify for an exemption. Most students do qualify for an exemption. To be exempt, students must be enrolled in at least 12 units and must not be employed more than 50% time. Students who are not enrolled or who are employed in excess of 50% time will be subject to DCP deductions. Deductions will total 8.95% of students' gross salary; 7.5% of their gross salary goes to the Defined Contribution Plan and 1.45% of their gross salary goes to their Medicare withholding. During the summer months, students may choose to pay a \$50 enrollment fee to avoid these deductions.

Students should understand, however, that much of these deductions serve as a retirement plan and are not irrevocably lost. The Defined Contribution Plan is a qualified retirement plan administered by the University of California Employee Benefits office. Taxes on the contributions and any earnings are deferred until students withdraw the money, which can occur, without penalty, only upon termination of UC employment or upon retirement. Withdrawals are subject to penalties if withdrawn prior to age 59 1/2.

INTERNATIONAL STUDENTS

If you received any money in this country this year, you must pay taxes. The International Center at UC San Diego has many resources for international students, including free tax software and workshops on state and federal taxes.

<http://ifso.ucsd.edu/living-in-sd/taxes/index.htm>

REGISTRAR'S ENROLLMENT AND REGISTRATION CALENDAR 2017-2018

View [Enrollment and Registration Calendars](#) for past, present and future years. Dates are subject to change.

Description	Fall 17	Winter 18	Spring 18
Deadline for academic advising offices to submit degree audits to Registrar	2/26	5/21	11/19
Deadline to enter holds for the enrollment/registration cycle	5/3	11/1	1/31
Schedule of Classes available	5/5	11/3	2/9
Academic advising begins	5/8	11/6	2/12
Effective date for enrollment holds	5/9	11/7	2/13
Enrollment begins for all continuing students	5/10	11/8	2/14
Wait Lists Open	5/22	11/20	2/26
Effective date for fee payment holds	8/21	11/16	2/20
New Undergraduate student enrollment begins (New Graduate students check with your program)	8/21-8/27	N/A	N/A
Deadline to apply for readmission (Undergraduate students)	8/18	11/3	2/2
Billing statement available on TritonLink	9/2	12/2	3/2
Registration fee payment deadline (after this date, late fees apply)	9/22	12/13	3/23
Deadline for mandatory insurance health waiver - all students (after this date, \$50 late waiver fee will apply until late waiver deadline, see below.)	9/22	12/13	3/23
Deadline for students not attending (who are receiving financial aid, full-fee waivers or graduate fellowships/scholarships) to notify university that they will not attend. See the schedule of refunds for more information.	9/22	12/13	3/23
Quarter begins	9/25	1/3	3/28
Classes and wait list dropped if registration payment not received	9/27	1/8	4/2
First day of classes	9/28	1/8	4/2

Late health insurance fee waiver deadline (no waivers will be accepted beyond this date)	9/29	1/8	4/2
Automatic wait lists officially end	10/12	1/18	4/12
Deadline for all students to add or re-enroll in classes if canceled for non-payment via WebReg. Find out how to add a class: Undergraduates and Graduates .	10/13	1/19	4/13
Deadline to apply for part-time status	10/13	1/19	4/13
Deadline for Graduate students to file for leave of absence , in absentia or to apply for half-time status for current quarter	10/13	1/19	4/13
Deadline to file for Advancement to Candidacy for Master's degrees	10/13	1/19	4/13
Deadline to change grading option, change units, and drop classes without "W" grade on transcript	10/27	2/2	4/27
Effective date for students receiving financial aid to withdraw and retain 100% federal aid	11/15	2/22	5/17
Deadline to drop with "W" grade on transcript	12/1	3/9	6/1
Last day of classes before finals	12/8	3/16	6/8
Finals week	12/9-12/16	3/17-3/24	6/9-6/15
Deadline to file for "Removal of Grade Incomplete" from previous quarter	12/16	3/24	6/15
Quarter ends	12/16	3/24	6/15
Deadline to file for a Request to receive a grade of "Incomplete"	12/18	4/2	6/18
Grades available on TritonLink	12/21	4/5	6/21

Schedule of classes and final examination schedule For more information regarding the schedule of classes and final examination schedules, please see [Schedule of Classes: Publication Calendar](#).

The following deadlines are specific to graduate students and are consistent through all three quarters. Please see Giselle Van Luit (gvanluit@ucsd.edu) for assistance:

The 2nd Friday of each quarter is the deadline to submit:

- Half-time Study requests
- Leave of Absence forms
- In Absentia requests (via General Petition)

The 4th Friday of each quarter is the deadline to submit:

- Add/Drop/Change cards to change a grading option, change number of units, drop a course without a W

The 9th Friday of each quarter is the deadline to submit:

- Add/Drop cards to drop a course

The 10th Friday of each quarter is the deadline to submit:

- Add cards to add a course

The 11th Friday of each quarter (finals week) is the deadline to submit:

- Final Paperwork for degree completion
- Fully completed forms must be received in the Graduate Division by the deadline date; department approval alone does not constitute meeting a deadline.

*Please note: For a **Spring degree**, the deadline to submit all final paperwork and have your name listed in the commencement booklet is the **Friday of 10th week**. The final deadline for a Spring degree is the last Friday of Spring quarter but in this case, your name will not be included in the commencement booklet.

The Summer degree deadline is the last Friday of summer session II (usually in early September).

ACADEMIC AND ADMINISTRATIVE CALENDAR 2017-2018

Note: Link to a [printer-friendly version](#) (PDF) of this calendar.

Fall 2017	
Fall Quarter begins	Monday, September 25
Instruction begins	Thursday, September 28
Veterans Day Holiday	Friday, November 10
Thanksgiving Holiday	Thursday – Friday, November 23–24
Instruction ends	Friday, December 8
Final Exams	Saturday – Saturday, December 9–16
Fall Quarter ends	Saturday, December 16
Winter Break	Monday – Tuesday, December 25–26
New Year Holiday	Monday – Tuesday, January 1– 2
- 49 Days of Instruction -	
- 60 Days in Quarter -	
Winter 2018	
Winter Quarter begins	Wednesday, January 3
Instruction begins	Monday, January 8
Martin Luther King, Jr. Holiday	Monday, January 15
Presidents' Day Holiday	Monday, February 19
Instruction ends	Friday, March 16
Final Exams	Saturday – Saturday, March 17–24

Winter Quarter ends	Saturday, March 24
- 48 Days of Instruction -	
- 58 Days in Quarter -	
Spring 2018	
Spring Quarter begins	Wednesday, March 28
César Chávez Holiday	Friday, March 30
Instruction begins	Monday, April 2
Memorial Day observance	Monday, May 28
Instruction ends	Friday, June 8
Final Exams	Saturday – Friday, June 9–15
Spring Quarter ends	Friday, June 15
Commencement programs	Saturday – Sunday, June 16–17
- 49 Days of Instruction -	
- 58 Days in Quarter -	
Summer Session I 2018	
Instruction begins	Monday, July 2
Independence Day Holiday	Wednesday, July 4
Instruction ends	Friday, August 3
Final Exams	Friday – Saturday, August 3-4
Summer Session II 2018	
Instruction begins	Monday, August 6

Labor Day Holiday	Monday, September 3
Instruction ends	Friday, September 7
Final Exams	Friday - Saturday, September 7-8
Summer Special Session 2018	
For Special Session dates and deadlines, see Summer Session Calendar or Schedule of Classes	Varies by class

Independence Day: Wednesday, July 4, 2018

Labor Day: Monday, September 3, 2018

PHOTO ID'S

WHERE? UC San Diego ID cards are issued by the Student Business Services Office (SBS). The phone number for the office is 858-534-6606, and they are located in Student Services Center, Suite 354, University Center (Third Floor).

WHEN? To have your picture taken, you may go to the office any time during business hours. The office is open Monday through Friday, from 8 am – 4 pm (except on Thursdays 10:00 am - 4:30 pm). You will receive your ID immediately. Be sure to bring an additional form of picture ID (driver's license or passport) with you and inform the office that you are a new graduate student from the Department of Education Studies and your name is on a list provided by EDS.

HOW MUCH? There is no fee for the ID card.

WHY? A validated student campus identification card is required for use of the library and other university facilities.

PARKING PERMITS AND INFORMATION

Anyone who parks at UC San Diego must pay a fee to help support construction, maintenance, and administration of parking facilities. If you plan to park, you must display a valid parking permit, pay a parking meter or pay upon exit at our gate-arm facilities during these hours, year-round:

- Main campus — 7 a.m. to 11 p.m. weekdays

- Scripps Institution of Oceanography — 7 a.m. to 11 p.m., 7 days a week
- Medical Center Hillcrest — 24 hours/ 7 days a week
- Medical Center La Jolla — 24 hours/ 7 days a week
- No parking fee is required on [university holidays](#), or during these off-peak hours:
 - Main campus – A, B, S, V and metered spaces from 11 p.m. to 7 a.m. weekdays and all day Saturdays and Sundays
 - Scripps Institution of Oceanography – A, B, and S spaces from 11 p.m. to 7 a.m., 7 days a week

Transportation Services offers several parking permit options for students, faculty, staff and visitors. Compare the options to select the best permit for your needs. See [parking space surveys](#) to check parking availability. Or, avoid parking by using [public transit](#).

Parking and Transportation Information:

<https://students.ucsd.edu/campus-services/parking-transportation/>

Transportation Services Office, (858) 534-4223

<https://transportation.ucsd.edu/>

DOCTORAL COMMONS AND STUDENT MAILBOXES

The EDS Doctoral Commons is located in Pepper Canyon Hall, Third Floor, Room 374. The confidential code to enter the room is: 525808. In this room, you will find a workspace and two computers. If you need to use another computer or a printer, please see all available locations at: http://insci14.ucsd.edu/acs_sql/scripts/lablookup/ You will need to set up a student laser printing account at: <https://acms.ucsd.edu/students/print/>

Your graduate **student mailbox** is located in the EDS Doctoral Commons. Please be sure to check your mailbox regularly.

First-Aid Kits can be found in the Department Supplies/Inventory, Room 389.

UC San Diego MEDIA TEACHING LAB

The UC San Diego Media Teaching Lab located in MCC 111 offers free equipment for checkout for non-media major students: <http://ucsdmedialab.tumblr.com>

UC San Diego EMAIL ACCOUNTS

Every student is expected to establish a UC San Diego email account and regularly monitor it for official communications. Notices from the department, programs, the Financial Aid Office, the Bursar's Office, the Graduate Division and other campus entities will be sent to your UC San Diego email account.

For any questions and to get help, please contact ACMS:

<https://acms.ucsd.edu/contact/index.html>

Even if you currently have a personal email account, you must also obtain a UC San Diego email account, which can be automatically linked to your current personal email account.

To apply for an email account: <https://acms.ucsd.edu/students/index.html>

To activate your email account: <http://sdacs.ucsd.edu/~icc/acsreg.php>

To look up your account: <http://sdacs.ucsd.edu/~icc/index.php>

To view your email: <https://acs-webmail.ucsd.edu/squirrelmail/src/login.php>

To redirect UC San Diego email to another address: <https://acms.ucsd.edu/students/email/redirect.shtml>

See the ETS "Students" website: <https://acms.ucsd.edu/students/> for information on several useful topics including how to connect your computer to the Internet, where to get help, and tips for off-campus ISP users.

UC San Diego ETS Help Desk, (858) 534-3227.

Educational Technology Services (ETS) <https://acms.ucsd.edu/students/>

THE GRADUATE STUDENT HEALTH INSURANCE PLAN

Health Insurance is a mandatory non-academic condition for enrollment at UC San Diego. All graduate students paying full registration fees during the academic year are automatically enrolled into the Graduate Student Health Insurance Plan (SHIP). This plan provides a full range of medical services, including in/out patient services, specialty care, emergency care, hospitalization and mental health care, as well as pharmacy, dental and vision coverage. Enrollment is mandatory for graduate students unless a waiver is obtained.

Students already covered by health insurance, which was in effect prior to acceptance as a graduate student at UC San Diego, may qualify for a waiver of the mandatory SHIP if the benefits are equal to or better than SHIP benefits. A listing of required documents is available from the Student Insurance Office at SHS. Approved waivers are effective for the current

academic year. If you wish to waive out of SHIP for subsequent academic years, a new waiver application will need to be submitted by the appropriate deadline date each academic year. A list of current deadlines can be found on the SHS website. If You Do Not File The Waiver By the Listed Deadline, You Will Automatically Be Charged. THERE IS NO APPEAL.

Information on how to waive SHIP: <http://studenthealth.ucsd.edu/ucshipwaiver.shtml>

Student Health Services (SHS) is located in University Center; tel: (858)534-2123; Regular Hours: M, W, F (8am - 4:30 pm), T, Th. (9am - 4:30pm). SHS is closed weekends and holidays. Website: <http://studenthealth.ucsd.edu>

The Student Health Insurance Plan (SHIP) covers after-hours care only in cases of emergency. Visit the Student Health Services website for complete details of benefits, co-payments, deductibles, exclusions, waiver requirements, and limitations.

Premiums are assessed and paid with registration fees. Spring SHIP coverage continues automatically through the summer quarter. Information on separate health insurance plans for dependents is available at SHS. The State of California also offers dependent care insurance.

SEXUAL HARASSMENT POLICY

The Department of Education Studies strongly reaffirms UC San Diego's commitment to creating and maintaining a harassment-free community. Specifically, we will not tolerate sexual harassment, and such behavior is prohibited both by law and by UC San Diego policy.

Please notify your instructor, the Education Studies Department Chair, or the Dean of the Graduate Division at UC San Diego if you feel any situation or problem has occurred.

The University of California system wide Policy on Sexual Harassment is available online at: <http://policy.ucop.edu/doc/4000385/SVSH>

UC San Diego's Sexual Harassment Complaint Resolution Procedures are available online at: <http://adminrecords.ucsd.edu/ppm/docs/200-10.pdf>.

OFFICE OF STUDENTS WITH DISABILITIES

Students requesting accommodations for temporary or permanent disabling conditions, including captioning or sign language interpreting services, must first register with the Office of Students with Disabilities (OSD), and meet with a Disability Specialist to obtain an Authorization for Accommodation (AFA) letter each quarter. Appointments with a Disability Specialist may be made by calling (858) 534-4382 <http://disabilities.ucsd.edu/about/index.html>

UC San Diego Disability Resources and Guide:
<http://disabilities.ucsd.edu/files/OSD%20Brochure.pdf>

Equitable educational consideration and appropriate accommodation is the right of every student in the Ph.D program in Education. Students with different abilities (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact OSD for approval. The Department of Education Studies and the instructor will make every effort to accommodate students' needs once the accommodation has been approved and established by OSD.

COUNSELING AND PSYCHOLOGICAL SERVICES

The purpose of Counseling and Psychological Services (CAPS) on campus is to provide individual and group counseling to you - the students of UC San Diego. The primary focus is on the typical problems that college and graduate students experience. Sometimes students are reluctant to seek services because they believe that their problem is not significant enough to bother talking to a psychologist about, but we encourage you to call for an appointment because even small problems can reduce your life satisfaction and your personal effectiveness. Also, the resolution of usual psychological challenges can prevent them from becoming more troublesome in the future. If, conversely, you believe that your problems are more significant and/or chronic in nature, and interfering with your personal functioning in a big way, then you should also make an appointment so that we can make sure you are getting the assistance that you need while attending UC San Diego.

CAPS provides services without charge to students who have paid the Student Services Fee (SSF) for the current quarter. During the summer, students who were enrolled the previous Spring quarter and are intending to return in the Fall quarter are eligible for services. New Summer graduate students (who were not registered as students the previous Spring quarter) will not be eligible for services this Summer since coverage begins Fall quarter.

The office hours are 8:00am to 4:30pm, Monday through Friday and the office is located at **Galbraith Hall 190**. You may call **(858) 534-3755** or stop by to make an appointment. Appointments are generally available within two weeks of your request. You may request a specific staff person on the basis of gender, sexual orientation, ethnicity or location, but it will possibly mean a longer wait until an appointment becomes available. For locations and maps to our offices, please see the website: <http://caps.ucsd.edu/#students>

After normal hours and during holidays/campus closures, a counselor can be reached for urgent psychological consultations by calling (858) 534-3755, and select Option #2.

For life threatening emergencies or if anyone is in immediate danger, please call 911 or the UC San Diego Campus Police at (858) 534-HELP(4357). For more information about emergency services, please go to our **Emergency Assistance** page for more information.

APPEAL PROCEDURE FOR GRADUATE STUDENTS

The Education Studies Ph.D. [faculty](#) is responsible for evaluating the academic performance for all of the students within the program. The faculty engages in a series of complex assessments to reach a comprehensive performance evaluation for each student. The appeal procedure is considered confidential unless both the student and the faculty member agree otherwise.

Below is the typical appeal procedure, but please note that every situation is unique and handled on a case by case basis. There are submission deadlines that must be adhered to. Details on these deadlines are in the UC San Diego General Catalog <http://ucsd.edu/catalog/front/GradStud.html>

1. Present your case directly to the faculty member(s) involved. Most issues are resolved at this stage after all of the facts have been reviewed.
2. If you still feel your grievance has not been resolved to your satisfaction, make an appointment with the Director of Graduate Studies, Dr. Alison Wishard Guerra to review the situation. If warranted, an ad-hoc review committee comprised of EDS faculty will be constituted to perform a review of the case.
3. If your grievance has not been resolved to your satisfaction, you may:

For denial of admission: Within two weeks of the admission denial letter date, submit a written request to the Director of Graduate Studies, Dr. Alison Wishard Guerra for a review of your application with a subcommittee comprised of the director and a member of the admissions committee. The written request should contain a statement outlining why reconsideration is warranted. If still unsatisfied, within two weeks of the review findings letter date, you may submit a written appeal to the Department Chair of Education Studies, and subsequently, the Dean of the Graduate Division at UC San Diego.

For appeal of a course grade: Submit a written appeal to the Director of Graduate Studies, Dr. Alison Wishard Guerra. If the grievance is still not resolved to your satisfaction, contact the Department Chair of Education Studies. If the issue is still not resolved, contact the Dean of the Graduate Division and subsequently, the Educational Policy Committee's Subcommittee on Grade Appeals.

For denial of recommendation of Doctor of Philosophy: Within two weeks of the recommendation denial letter date, submit a written appeal to the Dean of the Graduate Division at UC San Diego.

We are confident that you will be successful in your pursuit of your doctoral degree. We hope you will not find it necessary to employ the appeal procedure, but if you do find it necessary and you have questions about the appeal process, please feel free to discuss them with Dr. Alison Wishard Guerra, or the Department Chair of Education Studies.

ACADEMIC HONESTY AND INTEGRITY OF SCHOLARSHIP POLICIES

All Doctoral Program students are expected to adhere to standards of academic honesty and integrity, as outlined in the UC San Diego Policy on Academic Integrity:

<http://academicintegrity.ucsd.edu/process/policy.html>

It is expected that all oral and written assignments will be original work. Any idea or materials that are utilized from another source must have all of the appropriate references for that original source. Students using quoted material must mark with quotes such material and cite the sources. Examinations are to be completed honestly by the student.

There will be no tolerance for infractions. Please bring any perceived infractions to the attention of the instructor who reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the universities. Actions are delineated in the policies referenced above.

ATTENDANCE POLICY

Attendance is critical. As we promote system-thinking and inquiry-based problem solving in our learning opportunities, we require all of our doctoral students to be on time and present at each class meeting. Attendance expectations apply to all instructional activities, in class, on-line and at other events included in course syllabi. In a cohort model, each student counts for the success of the whole!

Students are expected to have read assigned materials by the date indicated in the syllabus and should be prepared to discuss readings individually or in variously structured groups.

PH.D. COURSE CATALOG DESCRIPTIONS

EDS 251 Transforming Learning Environments (4)

This course explores formal and informal learning environments with documented records of successful student engagement. Using an array of curriculum and learning theories, students investigate new and traditional pedagogical practices, curricula, and learning environments for elements of transformative practices. Students critique current literature on teaching for change

as it applies to the contexts they chose to study, and identify new possibilities for teaching and learning in diverse student contexts. Prerequisite: ED82 major or consent of instructor.

EDS 252 Transforming Inequities in Student Outcomes (4)

The course focuses on factors that shape the unequal distribution of educational opportunities for marginalized groups. Students will interrogate societal and school structures, and underlying socio-cultural processes that impact engagement and outcomes for marginalized groups or students. Students will explore theories on student success and failure, family and community connections, and identity formation in relation to transforming outcomes. Prerequisite: ED82 major or consent of instructor.

EDS 253 Transforming Educational Systems and Policy (4)

This course exposes students to past and present systemic policies that influence the practices and efficiency of the P-20 system. Students will explore the barriers and facilitators of successful policy interventions at the local, state, and federal levels of education policy. Attention is given to each segment of the educational continuum, exposing students to strategies for transforming the educational system to ensure equitable opportunities to learn and achieve. Prerequisite: ED82 major or consent of instructor.

EDS 254 Introduction to Research Design and Quantitative Data Analysis (4)

Introduction to quantitative concepts, descriptive statistics, and fundamentals of statistical inference in social science. Emphasis on applying statistical concepts--how to select the appropriate statistical techniques, execute those techniques, examine assumptions necessary for the techniques to work appropriately, interpret analytic results; and summarize findings in a professional manner. Hands-on computer-based practice of quantitative analyses will be an integral part of the course. Prerequisite: ED82 major or consent of instructor.

EDS 255 Advanced Quantitative Data Analysis (4)

In this course, students will extend their knowledge of statistical methods based on the general linear model, including correlation, regression, analysis of variance, and analysis of covariance to address questions that emerge in educational and social science research. Students will address a variety of substantive research questions by analyzing data and fitting increasingly sophisticated analytic models. Prerequisite: ED82 major or consent of instructor.

EDS 256 Introduction to Mixed Methods Research Design and Analysis (4)

Introduction to Mixed Methods Research Design and Analysis offers an introduction to mixed methods research in education studies. Participants will learn how qualitative and quantitative data can be integrated to capture the perspectives of individuals and organizations to answer complex research questions. The course will cover formulating research questions, collecting and analyzing different types of data, choosing appropriate mixed methods designs, and interpreting mixed method results. Prerequisite: ED82 major or consent of instructor.

EDS 259 Communicating Research (2)

Universities are exploring new ways to convey the relevance of research directly to interested stakeholders beyond the Academy. In this course, students will learn and practice a variety of strategies and tools for communicating their scholarship to a range of audiences, actively participate in discussion of education equity and access, and co-construct meaningful partnerships with education stakeholders. Prerequisite: ED82 major or consent of instructor.

EDS 264 Introduction to Qualitative Analysis (4)

This course provides an introduction to qualitative approaches in education research. Students explore various qualitative methods and analytic strategies and gain hands-on experiences analyzing qualitative data collected on topics relevant to the study of education. The assigned readings include scholarship on the philosophical underpinnings and practice of qualitative research and varied examples of published qualitative research studies. Prerequisite: ED82 major or consent of instructor.

EDS 265 Special Topics in Qualitative Methods (4)

This course series addresses special topics in education research and data analysis. Students explore a faculty-specified qualitative research method and analytic approach. Approaches may include case studies, video analysis, mixed methods, naturalistic observations, ethnography, and netnography. The assigned readings include scholarship on the practice and philosophical underpinnings of the specified qualitative research approach and examples of published qualitative studies. Prerequisite: ED82 major or consent of instructor.

EDS 266 Special Topics in Quantitative Methods (4)

This course series addresses special topics in quantitative education research and data analysis. Students explore a faculty-specified quantitative research method and analytic approach. Approaches may include social network analysis, hierarchical linear modeling, latent class analysis, and structural equation modeling. The readings include scholarship on the practice and philosophical underpinnings of the specified quantitative research approach and examples of published quantitative studies. Prerequisite: ED82 major or consent of instructor.

EDS 267 Contexts for Teaching and Change (4)

This seminar integrates a range of perspectives to understand the contexts of teaching and change. There are three main foci: 1) how the profession of teaching in PK-16 is shaped by factors in the broader policy, political, and social context; 2) change, change agency, and obstacles to change in educational institutions; 3) design-based research models to effect changes in the context of teaching. An international comparative approach is critical to consider levers for educational improvement.

EDS 288B Advanced Research and Evaluation Methods (4)

[This course was just submitted to change description and add Ph.D. prerequisite level] Second course in a three-course series. Focuses on student's skill development in qualitative research with emphasis on designing qualitative studies with a strong focus on case study method and second level statistics. Students will learn and practice a variety of qualitative data collection approaches such as observing, interview, and documenting analysis. In addition, students will develop competence in evaluation using Appreciative Inquiry and active research tools that can assist organizations (schools, districts) in evaluating programs. Prerequisites: Joint EdD in Educational Leadership student status or consent of instructor.

EDS 296 Research Apprenticeship Course (2-4)

The RAC will introduce students to transformational research and practice in education through involvement in faculty-led research teams. The RAC will provide a structured environment for mentoring through engagement in collaborative research activities. Each RAC will conceptualize and conduct research that is likely to result in student presentations at educational conferences and in student publications. The RAC also provides support for the analysis and write up of dissertation research.

EDS 297 Directed Group Study (1-6)

Study and analysis of specific topics under the guidance of a faculty member. Offered for repeated registration. Prerequisites: Consent of instructor.

EDS 299 Dissertation Research (1-12)

Directed research on dissertation topic for students who have been admitted to candidacy for the EdD or Ph.D. degree. May be repeated for credit. Prerequisites: admission into the Ph.D. or EdD program.

EDS 500 Apprentice Teaching in Education (2-4)

The course, designed for graduate students serving as teaching assistants in teacher education courses, includes discussion of teaching theory and practice, instructional materials, organization of discussion sections, liaison with participating schools, and methods of evaluation/grading under the supervision of the instructor of the course.

EDUCATION STUDIES FACULTY

Chair

Hofstetter, Carolyn Huie. (Associate Teaching Professor, Education Studies). Ph.D. in Education, Social Research Methods, University of California, Los Angeles, 1998. Evaluation theory, evaluation practice in K-12 contexts, testing and assessment, English language learners.

Director of Joint Doctoral Program in Educational Leadership

Daly, Alan J. (Professor, Education Studies). Ph.D. in Educational Leadership and Organizations, University of California, Santa Barbara, 2004; MA in Education, University of California, Santa Barbara, 2001; MS in Counseling, San Diego State University, 1995; BA in Psychology, Clark University, 1988. Educational Leadership, Organizational Development, and Systemic Reform.

Director of Teacher Education

Forbes, Cheryl. (Lecturer, Supervisor, Education Studies) Ed.D in Teaching and Learning, University of California, San Diego, 2008; M.A. in Teaching and Learning: Curriculum Design from University of California, San Diego, 1994; Bilingual Education (Spanish), Reading/Language Arts (Multiple and Single Subjects), Introduction to Teaching and Learning.

Director of Graduate Studies

Wishard Guerra, Alison G. (Associate Professor, Education Studies). Ph.D. in Education from University of California, Los Angeles, 2005: Early child development and early education, language and literacy development, cultural process in development.

EDS Faculty Members

Allen, Bobbie. (Lecturer, Supervisor, Education Studies). Ph.D. in Education from San Diego State University and Claremont Graduate University, 1998: Elementary Education, Deaf Education.

Black, Alison. (Lecturer and Supervisor of Student Teaching, Education Studies). Ed.D in Teaching and Learning, UC San Diego. Military-connected youth, early adolescence, social context of learning, social and emotional learning, educational equity.

Bresser, Rusty. (Lecturer, Supervisor, Education Studies). M.A. in Teaching & Learning: Curriculum Design from University of California, San Diego, 2000 Elementary Science and Mathematics Education.

Chapman, Thandeka K. (Associate Professor, Education Studies). Chapman has recently co-edited a six volume set of books on the History of Multicultural Education in the U.S. Chapman earned a master's degree from the University of Michigan and a Ph.D. in Literacy/English Education, Curriculum and Instruction, from the University of Wisconsin-Madison.

Chung, Luz. (Lecturer, Education Studies). Ed.D. in Teaching and Learning. University of California, San Diego, 2006: Latino immigrant mothers' learning practices with their children; Adult ESL; Multicultural education; Bilingual education.

Clarke, Sherice. (Assistant Professor, Education Studies). Ph.D Education, University of Edinburgh. Learning sciences, classroom dialogue, argumentation, student engagement, sociocultural theory, teacher professional development, design-based research.

Cohen, Shana. (Assistant Professor, Education Studies). Ph.D. In Education, UC Berkeley. Sociocultural context of early development; early education and atypical development; family, community, and school partnerships; children with autism; barriers to accessing diagnosis and treatment for socioculturally diverse children with autism and their families.

Contreras, Frances. (Associate Professor, Education Studies). Ph.D., Stanford University, 2003; M.Ed., Harvard University, 1995; B.A., University of California, Berkeley, 1994.

Daly, Alan J. (Professor, Education Studies and Co-Director of the Joint Doctorate Program in Ed. Leadership). Ph.D. in Educational Leadership and Organizations, University of California, Santa Barbara, 2004; MA in Education, University of California, Santa Barbara, 2001; MS in Counseling, San Diego State University, 1995; BA in Psychology, Clark University, 1988. Educational Leadership, Organizational Development, and Systemic Reform.

Datnow, Amanda. (Professor, Education Studies and Associate Dean of Social Sciences) Ph.D. in Education from UCLA, 1995. Education Reform; Equity and Access; Educational Policy; Qualitative Research Methods.

Forbes, Cheryl. (Director of Teacher Education, Lecturer, Education Studies) Ed.D in Teaching and Learning, University of California, San Diego, 2008; Bilingual Education (Spanish), Teacher Education, Curriculum Research and Design.

Halter, Christopher. (Associate Teaching Professor, Education Studies). Ed.D. in Teaching and Learning. University of California, San Diego, 2006; M.A. in Teaching and Learning: Curriculum Design from University of California, San Diego, 1995; Secondary Mathematics and Science Education, Technology Education.

Heinzman, Erica. (Lecturer and Supervisor of Student Teaching, Education Studies). M.Ed., University of California San Diego.

Hofstetter, Carolyn Huie. (Associate Teaching Professor, Education Studies and Department Chair). Ph.D. in Education, Social Research Methods, University of California, Los Angeles, 1998. Evaluation theory, evaluation practice in K-12 contexts, testing and assessment, English language learners.

Holtzman, Caren. (Lecturer, Education Studies). M.A. in Teaching and Learning: Curriculum Design from University of California, San Diego, 1990; Elementary Mathematics and Reading Education.

Hopkins, Megan. (Assistant Professor, Education Studies). Ph.D in Education, University of California, Los Angeles. Bi/multilingual education, district and school organization, educational

policy, mixed methods, teacher professional learning, teacher leadership, school reform, and social network analysis.

Jones, Gabrielle. (Assistant Professor, Education Studies). Ph.D in Educational Psychology, University of Illinois, Urbana-Champaign. Bilingual education, Deaf education, sign language, literacy and reading development, relationships between sign/spoken languages and writing systems, sociocultural learning, and visual learning.

Jones, Makeba. (Assistant Teaching Professor, Education Studies). Ph.D in Education, University of California, Los Angeles. Social and cultural organization of schools, student engagement, tracking/ability grouping, secondary school reform, educational policy, teacher professional development, school-university partnerships, and youth leadership.

Levin, James. (Professor, Education Studies). Ph.D. in Psychology from University of California, San Diego, 1976: Distributed Learning; Technology and Educational Reform; Human Problem Solving; Cognitive Processes; Discourse Processes.

Millstone, Rachel. (Lecturer, Supervisor, Education Studies). Ed. D. in Teaching and Learning: University of California, San Diego, 2010. M.A. in American Literature: San Diego State University, 2001. B.S. in Biological Sciences: Stanford University, 1987. Secondary Science Education.

Elizabeth Pappas. (Lecturer/Supervisor of Elementary and Bilingual Education). B.A. in Liberal Studies and BCLAD Spanish with additional authorization in English from San Diego State University.

Pollock, Mica. (Professor, Education Studies and Director of CREATE,). Ph.D., Anthropology of Education, 2000, Stanford University Graduate School of Education. Stanford University, M.A., Anthropology, 1998. Harvard College, A.B., History and Literature of America, Magna Cum Laude, 1993.

Scharton, Susan. (Lecturer, Supervisor, Education Studies). Ed.D. in Teaching and Learning. University of California, San Diego, 2007. M.A. in Teaching and Learning: Curriculum Design from University of California, San Diego, 2001. Elementary Reading/Language Arts Education.

Beth Simon. (Associate Teaching Professor). Ph.D. in Computer Science and Engineering from University of California, San Diego, 2002. MS in Computer Science and Engineering from University of California, San Diego, 1998. BS in Computer Science and Spanish from University of Dayton, 1995.

Linda Whiteside (Lecturer/Supervisor of Elementary and Bilingual Education). M.Ed. in Reading with an Emphasis in Storytelling Arts from East Tennessee State University, 1999. Multiple Subject BCLAD (Spanish) credential from San Diego State University, 1991.

Wishard Guerra, Alison G. (Associate Professor, Education Studies). Ph.D. in Education from University of California, Los Angeles, 2005: Early child development and early education, language and literacy development, cultural process in development.

UC San Diego Doctoral Faculty Biographies: <http://eds.ucsd.edu/graduate/phd/faculty.html>

EDS FACULTY NUMBERS AND EMAIL ADDRESSES

Faculty	Phone Number	Email
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EDS ADMINISTRATIVE STAFF

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EMERGENCY ASSISTANCE AT UC San Diego

Medical Emergencies, Police Fire, Rescue or to reach UCSD emergency response from a cell-phone

Campus Emergency Status Information Line

UCSD Thornton Hospital Emergency Room (on campus)

UCSD Medical Center (Hillcrest)

Mental Health Crisis Line*

UCSD Psychological Services

<http://caps.ucsd.edu/#students>

UCSD Campus Sexual Assault Resource Center

<https://students.ucsd.edu/sponsor/sarc/>

UCSD Office of Students with Disabilities

<http://disabilities.ucsd.edu/about/index.html>

Rape Crisis Hotline*

Poison Information*

*24 hour lines

911
(858) 534-HELP (4357)

(888) 308-8273

(858) 657-7600

(619) 543-6400

(800) 479-3339

(858) 534-3755

(858) 534-5793

(858) 534-4382

(888) 385-4657

(800) 222-1222

UCSD QUICK REFERENCE

Admissions - Graduate Division

(858) 534-3554

Bookstore

(858) 534-7323

Campus Operator

(858) 534-2230

CSO - Community Service Officer

(858) 534-WALK

(use this service without hesitation in order for you to be escorted at night)

Disabled Student Services

(858) 534-4382

Financial Aid & Scholarship

(858) 534-4480

Library

(858) 534-3336

Parking and Transportation Services

(858) 534-4223

Registration and Records

(858) 534-3150

Student Health Help Desk

(858) 534-3300

University Police

(858) 534-4357

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USEFUL RESOURCES

UC San Diego Graduate Division
<http://grad.ucsd.edu>

UC San Diego's Resources for Current Students
<https://grad.ucsd.edu/resources/current.html>

UC San Diego's Graduate Student Resources
<https://grad.ucsd.edu/degrees/resources.html>

Support for Student Parents
<https://grad.ucsd.edu/financial/student-parents.html>

Financial Aid and Scholarships Office
<https://students.ucsd.edu/finances/financial-aid/index.html>

Financial Aid Timeline
<https://students.ucsd.edu/finances/financial-aid/applying/timelines/graduate.html>

Virtual Private Networks (VPN) at UCSD
<http://blink.ucsd.edu/technology/network/connections/off-campus/VPN/index.html>

Automatically forwarding your UCSD email to another email account that you check regularly
<http://acms.ucsd.edu/students/email/redirect.html>

UC San Diego's Human Research Protections Program (IRB)
<http://irb.ucsd.edu/>

UCSD's Instructions for Preparation and Submission of Doctoral Dissertations and Master's Theses (the "Bluebook")
https://grad.ucsd.edu/_files/academic-affairs/Dissertations_Theses_Formatting_Manual.pdf

UCSD's Dissertation Submission Site
<http://www.etdadmin.com/cgi-bin/school?siteId=66>

Keeping your UCSD email account after you leave

<http://blink.ucsd.edu/Blink/External/Topics/Policy/0,1162,17332,00.html>