

UC SAN DIEGO
LINGUISTICS DEPARTMENT

**GRADUATE
STUDENT
HANDBOOK**

2020 – 2021

TABLE OF CONTENTS

TABLE OF CONTENTS	2
GENERAL INFORMATION.....	4
DEPARTMENT HOURS OF OPERATION	4
LANGUAGE LAB/LIBRARY	4
GRADUATE STUDENT LOUNGE	4
KEYS	4
MAIL.....	4
STUDENT CAMPUS CARDS.....	4
SECURITY.....	5
BULLETIN BOARDS	5
SMOKE FREE UCSD	5
ADVISING	5
REGISTRATION PROCEDURES.....	5
STUDENT EVALUATIONS	6
GRADUATE STUDENT FILE	6
STUDENT ORGANIZATION.....	6
COLLOQUIA	6
REQUIREMENTS LEADING TO THE PhD DEGREE IN LINGUISTICS	7
COURSES.....	7
LANGUAGE REQUIREMENTS.....	7
<i>Reading Requirement</i>	<i>7</i>
<i>Oral Proficiency Requirement.....</i>	<i>8</i>
COMPREHENSIVE RESEARCH PAPER.....	8
EVALUATIONS.....	8
QUALIFYING EXAMINATION	8
RESEARCH PAPER PROCEDURES	9
GOAL.....	9
TOPIC APPROVAL.....	9
DEADLINES.....	9
PAPER GUIDELINES.....	9
SUBMISSION.....	9
FACULTY EVALUATION CRITERIA.....	10
FEEDBACK ON RESEARCH PAPERS	10
COLLOQUIUM PRESENTATION.....	10
POLICIES ON PhD TIME LIMITS.....	12
DEPARTMENTAL POLICY	12
GRADUATE DIVISION POLICY.....	12
PROCEDURES FOR IMPLEMENTATION OF POLICY ON DOCTORAL TIME LIMITS	14
STUDENT PETITIONS.....	15
GRADUATE DIVISION GENERAL PETITION	15
DEPARTMENTAL PETITION	15
INTERDISCIPLINARY PhD PROGRAM.....	15
PROGRAM DESCRIPTION.....	16
SPECIALIZATION IN ANTHROPOGENY	18
DESCRIPTION.....	18
GRADUATE STUDENT EXCHANGE IN LINGUISTICS BETWEEN UCSD AND SDSU	19
GRADING SYSTEM	19
SATISFACTORY/UNSATISFACTORY	19
DROPPING COURSES AND THE W GRADE.....	20

<i>Weeks 1 through 4</i>	20
<i>Weeks 5 through 9</i>	20
<i>Week 10 and Beyond</i>	20
THE “BLANK” – NO RECORD/NO REPORT	20
INCOMPLETES.....	21
<i>Intended Use of the Incomplete</i>	21
<i>Assignment of the Incomplete</i>	21
<i>Removal of the Incomplete</i>	21
<i>Extension of the Incomplete</i>	22
<i>Graduate Students with Incompletes Who are on Leave of Absence or Withdrawn</i>	22
<i>Grade Changes</i>	22
PRIVACY RIGHTS OF STUDENTS	22
<i>Education Records</i>	23
<i>Record</i>	23
<i>Personally Identifiable</i>	23
<i>Consent</i>	23
<i>Return of Papers and Examinations</i>	23
<i>Public Posting of Grades is Prohibited</i>	23
<i>Alternatives to the Posting of Grades</i>	23
GRADUATE STUDENT SUPPORT INFORMATION	23
TYPES OF SUPPORT AVAILABLE WITHIN LINGUISTICS	24
TYPES OF SUPPORT AVAILABLE OUTSIDE LINGUISTICS.....	24
SUPPORT ELIGIBILITY	24
EXAMPLE OF SUPPORT ELIGIBILITY	24
CONTINUING STUDENT SUPPORT	25
<i>Departmental Responsibilities</i>	25
<i>Student Responsibilities</i>	25
<i>Timelines</i>	25
<i>Principles</i>	26
INCOMING STUDENT SUPPORT.....	26
<i>Responsibilities</i>	26
<i>Principles</i>	26
FINANCIAL SUPPORT INFORMATION.....	27
INTERCAMPUS TRAVEL GRANTS	27
RESEARCH AND TRAVEL GRANTS.....	27
CALIFORNIA RESIDENCY.....	27
LEAVE OF ABSENCE.....	28
WITHDRAWN STUDENT RETURNING ONLY TO COMPLETE/DEFEND AND SUBMIT DISSERTATION	28

INTRODUCTION

Welcome to the Linguistics Department! The purpose of this UC San Diego Linguistics Department *Graduate Student Handbook* is to provide graduate students with all the information needed to successfully complete the PhD at UCSD, to present relevant policies of this Department and University, and to offer some personal guidelines to make student life more rewarding. It is intended to be used along with the Graduate Division Handbook, which gives important information about grading policy, financial support, and many other topics. The most current version of this *Handbook* is available online on the Linguistics Department's website (<http://ling.ucsd.edu/docs/grad/current-gradhandbook.pdf>). Please keep this hardcopy of your *Handbook* for reference in this and future years.

Other Documents You Should Have:

- Current General Catalog (available at <http://catalog.ucsd.edu/>)
- Current Schedule of Classes (available at <http://ling.ucsd.edu/grad/courses.html>)
- Graduate Division Student Handbook (available at [http://Graduate Division.ucsd.edu/student-affairs/graduate-student-resources/graduate-student-handbook/](http://GraduateDivision.ucsd.edu/student-affairs/graduate-student-resources/graduate-student-handbook/))

GENERAL INFORMATION

Department Hours of Operation

Linguistics Office, AP&M 3101	Monday–Friday 8:00am - 12:00pm, 1:00pm - 4:30pm
Language Office, AP&M 3202	Monday–Friday 9:00am - 12:00pm, 1:00pm - 4:30pm
Language Lab, AP&M 3432A (Lab hours subject to change without notice)	Monday–Thursday 9:00am - 8:00pm Friday 9:00am - 5:00pm Saturday, Sunday – Closed

Language Lab/Library

The Department's collection of dissertations, basic linguistics texts and working papers are housed in the Language Lab/Library (AP&M 3432A), along with its language-teaching books and recordings. Although many items are restricted to lab-use only due to their nature, use, or rarity, browsing is encouraged in person or online (<https://lang.ucsd.edu/public>). Inquiries and requests to borrow specific items should be directed to the Librarian or attendant at the Language Lab in person, by phone (x42418), or by e-mail to the Librarian, Erica Harris (elharris@ucsd.edu). A current UCSD Student Campus Card is required to borrow any item from the Language Lab, including class reserves. (See "Student Campus Cards" below.)

Graduate Student Lounge

The Department provides AP&M 3161 as a lounge, mailroom, and meeting place for Linguistics graduate students. The room has a refrigerator, microwave and an electric kettle. It is your responsibility to keep the room clean and neat – especially to clean out the refrigerator regularly.

Keys

Graduate students may be issued office, graduate lounge, and other building keys as appropriate. For assistance, contact the main office in the Linguistics Department (AP&M 3101).

Mail

Mail for graduate students is placed in the mailbox marked "Graduate Student Mail" in the faculty mailroom (AP&M 4132). Graduate students are responsible for collecting that mail and sorting it into the appropriate mailboxes in the Graduate Student Lounge. If you are a teaching assistant in the Linguistics Language Program (LLP), you will have another mailbox in AP&M 3132. It is very important that you check it regularly.

Student Campus Cards

All graduate students must upload their photo via the online Photo Tool. Student Business Services. For more information, see <https://sfs.ucsd.edu/campus-cards/your-student-id.html#Graduate-Students->

Security

Thefts on campus are always a problem. Do not leave your belongings unattended, even for a short time. When you leave your office for any reason, LOCK YOUR DOOR. The building is open 24 hours a day, 7 days a week. If you work at night please be sure to always be aware of your surroundings and of who else is on the floor. Escort service on campus is available by calling the Campus Police at extension 49255 (4WALK).

Bulletin Boards

The Department has public bulletin boards on the 3rd and 4th floors of AP&M, across from the elevators. There you will find information we've received about course offerings, colloquia, lectures, calls for papers, summer programs, research grant possibilities, and jobs. Linguistics departments and language programs from other universities around the world send us literature which is also posted on these bulletin boards. This is also where you will find information about cancelled classes or changed classrooms. Please do not remove items from these bulletin boards.

Smoke Free UCSD

UC San Diego, along with all of the UC campuses, are Smoke and Tobacco-Free. This will contribute to a healthy campus environment for all students, faculty, staff, and visitors. (See <http://smokefree.ucsd.edu/>.)

Permitted Copy Sites

The preferred sites for our copying are:

- The copy machine installed in the faculty mailroom (AP&M 4132).
- The Imprints copy centers located at the Price Center or in Geisel Library.

The copy machine in AP&M 3018 is reserved for LLP TAs.

ADVISING

Each incoming graduate student is assigned an academic advisor based on the student's stated research interests upon being admitted. Your advisor is your personal contact with the Department; he/she will advise you regarding departmental requirements and your academic program. Each quarter you must see your advisor in conjunction with course enrollment (see "Registration Procedures" below). Please have your advisor sign the orange Course Registration Approval Form and return it to the Graduate Coordinator.

Before the beginning of your second year, you should arrange a meeting with your advisor to agree upon an overall course and research plan. This includes a plan for the comprehensive research paper (see "Research Paper Procedures" below), due toward the end of the second year, for which a committee of three faculty members (not necessarily including the advisor) must be formed at the earliest possible opportunity.

After successful completion of the comprehensive research paper (usually before the beginning of your third year), you should arrange another meeting with your advisor to agree upon a plan for the qualifying examination, due toward the end of the third year, for which a doctoral committee must be formed at the earliest possible opportunity (see "Doctoral Committee" below). The chair of the doctoral committee will be your advisor from this point forward. After consultation with all parties involved, you may change advisors at any time by obtaining the new advisor's signature on an advisor form, which you can obtain from the Graduate Coordinator. Return the completed form to the Graduate Coordinator.

REGISTRATION PROCEDURES

First-year students typically take the same sequence of required courses (see "Courses" further below). Nevertheless, both first-year and continuing students must meet with their academic advisors to discuss which courses to take the following quarter. The advisor must approve the proposed course schedule and sign the orange Course Registration Approval Form. This form must then be submitted to the Graduate Coordinator before you enroll in classes. You may then use MyTritonLink and WebReg to enroll in classes during the specified enrollment period.

STUDENT EVALUATIONS

Linguistics graduate students are evaluated at the end of each course by the instructor and at the end of each academic year by the entire faculty. Course evaluations are intended to give the students more information than a final course grade does. At the end of each quarter, professors are asked to complete a Course Evaluation Form for each graduate student. The form includes the course title, grade and a brief comment about the student's performance in the course. Year-end evaluations are used by GRADUATE DIVISION to determine support eligibility for the subsequent year, as well as to report the progress of students. Both types of evaluations are kept in the graduate student file (see below); students are encouraged to read and discuss them with their advisors.

GRADUATE STUDENT FILE

The graduate student file contains the following information:

1. Advisor Form. This form is signed by the student's permanent advisor and any temporary advisors. If the student wishes to change the permanent advisor, a new form must be completed (signed by the new advisor) and added to the file. When the permanent advisor goes on leave, the student must pick a *temporary* advisor. All students must be represented by a faculty member who is present at faculty meetings.
2. Application for admission and supporting documents. Letters of recommendation are included in a student's file only if the student did not sign waivers. If right of access waivers were signed, the letters of recommendation are kept in a separate confidential file.
3. UCSD transcripts, course evaluations, and year-end evaluations (see "Student Evaluations" above).
4. Copies of petitions (general petitions, leave requests, etc.) and incomplete forms.
5. Copies of all correspondence and forms pertaining to financial aid, grants, and awards.
6. Copies of all correspondence and forms pertaining to the degree requirements and time limits.
7. The Blue Card, on which course work and other degree requirements are posted.

You may review your graduate student file, which is kept by the Graduate Coordinator, at any time.

STUDENT ORGANIZATION

Students meet at the beginning of each academic year to elect representatives for the Graduate Council and departmental committees such as Curriculum, Colloquium, and External Relations. Current assignments can be found at <http://ling.ucsd.edu/events-info/committees.html>.

COLLOQUIA

The Department offers a series of colloquia throughout the year. The purpose of the colloquium series is to give students and faculty a chance to hear presentations on current linguistic research at UCSD and elsewhere. The Colloquium Committee consists of 3 or 4 graduate student representatives and 1 faculty representative. The Committee as a group is responsible for determining the list of speakers that will be invited for the following academic year. The faculty representative contacts prospective speakers, confirms dates for their talks, and identifies a faculty host for each speaker. The graduate student representatives are responsible for advertising the colloquia, identifying a student host for each speaker, and purchasing food for the talks. A small amount of money is available for payment of colloquium expenses. As the amount varies from year to year, the Committee should direct questions about the amount and use of the money to the Department CAO.

REQUIREMENTS LEADING TO THE PhD DEGREE IN LINGUISTICS

Courses

Candidates for the PhD must pass twelve courses prior to taking the qualifying examination. These courses should normally be completed early in the graduate student's program of study, ideally within the first two years. Of these twelve courses, seven specific courses are required.

- One course in Phonetics: LIGN 210
- One course in Phonology: LIGN 211
- One course in Morphology: LIGN 220
- One course in Syntax: LIGN 221
- One course in Semantics: LIGN 230
- One course in Field Methods: LIGN 240
- One course in Research Paper Writing: LIGN 293

Replacements for the seven required courses are rarely granted, through discussion with the student's advisor and other relevant faculty. Three of the remaining five elective courses must be taken in the Department; all 200-level courses count toward this requirement except LIGN 200, LIGN 296, and LIGN 299. Replacements for elective courses may be allowed by petition. All courses must be taken for a letter grade except LIGN 293.

A vibrant research department requires active participation by students in elective graduate courses and seminars. Therefore, students are expected to enroll in such courses when they are offered, especially (but not necessarily only) when offered on topics that are related to the student's area(s) of interest. Students should expect the faculty to enforce this expectation.

Students who wish to pursue directed research with a faculty advisor prior to candidacy should enroll in LIGN 296. Whether this course is taken for a letter grade or S/U is determined by the nature of the directed research. If taken for a grade, LIGN 296 is to be treated as an independent study course; in this case the course should follow a syllabus prepared by the student and faculty member, and have a term paper or project submitted at the conclusion of the course. Both the syllabus and the paper/project are to be included in the student's file at course completion. If taken S/U, LIGN 296 is to be treated as a pre-qualification analog of LIGN 299, in which the faculty member is to monitor and ultimately assess progress toward a mutually agreed upon research goal, such as the production of a research article, comps paper, or qualifying paper. After admission to candidacy, students should enroll in LIGN 299 for directed research, which is always to be taken S/U.

Language Requirements

Reading Requirement

Each student must demonstrate a reading knowledge of a language other than his or her native language, subject to faculty approval. Faculty approval is automatic for any one of the following languages: Chinese, French, German, Japanese, Korean, Spanish, Italian, and Russian. For speakers who have native competence in a language other than English, English may satisfy the requirement. For any other languages, the student should submit a petition for faculty approval.

The purpose of the requirement is to provide the student with access to literature in languages other than English, as well as to encourage general linguistic sophistication. Because of the diversity of research materials within the field of linguistics, a general reading knowledge of the language will be more useful than a strictly scientific reading preparation. Those with no previous background in a given language can prepare for the reading examination in French and German by taking one quarter of Ling/French 11 and Ling/German 11 respectively, and by doing a moderate amount of outside reading in contemporary literature. Students are strongly advised to satisfy this requirement early, if possible by the end of the first year. More information on preparing for the exam can be found at <http://ling.ucsd.edu/grad/reading-exams.html>.

There are two ways to satisfy the reading requirement:

- a) By passing the appropriate MLA Cooperative Foreign Language Test with a raw score of 30 or better. This test is available for French, German, Italian, Spanish, and Russian; it is offered by the Language Program for Linguistics graduate students every quarter. A student who can provide proof of having scored 30 or higher on the MLA (MA or MB) reading exam in a given language 5 years or less prior to the date of entry into the graduate program will have satisfied the reading proficiency requirement for that language.

- b) By passing a written translation exam. This is conducted by the Linguistics faculty for the languages with which they have sufficient knowledge. It consists of translating a 500-word passage from the language into English, using a dictionary. The time limit will be two hours.

Students who wish to be tested for the reading requirement in a language for which we do not have a qualified tester will be responsible for finding someone approved by the faculty to administer the test according to departmental guidelines. A sheet of guidelines for the tester will be prepared by the faculty.

Oral Proficiency Requirement

A student must demonstrate conversational ability in one language other than English. The reason for this requirement is one of practical utility (e.g., for purposes of scholarly travel or attendance at international conferences), as well as the belief that a linguistic scholar—to appreciate the subject matter of the discipline—should minimally have strong working proficiency in at least one language other than the native one.

Native-like proficiency is by no means expected; rather, the student must demonstrate the ability to converse comfortably in the language. If a student does not have such ability, s/he should consult with the Director of the Language Program who can advise the student about the language courses available on campus and/or materials in the Language Laboratory that can assist in the preparation for the exam. Useful courses include Language 15 for those languages in which it is offered, and LISL 1E for American Sign Language (ASL).

If the language to be tested is French, German, Spanish, or Italian, the requirement is normally satisfied by passing the oral portion of the regular undergraduate language proficiency examination administered by the Language Program. For all other languages, the student is expected to provide the Department with some valid means of assessing oral proficiency. For native speakers of languages other than English, English automatically satisfies the requirement. A graduate student who teaches in the Language Program may be deemed proficient in speaking the language that s/he teaches by the Director of the Language Program. In such cases, the Director will evaluate the student either through a personal interview in the language or else from having observed the student using the language in his/her teaching. A graduate student who has passed an oral proficiency exam administered in cooperation with the Linguistics Department at UCSD 5 years or less prior to the date of entry into the graduate program will have satisfied the oral proficiency requirement for that language. Students are advised to satisfy this requirement as early as possible.

Comprehensive Research Paper

Before taking the qualifying examination and beginning dissertation research, students must submit a comprehensive paper embodying original research for evaluation by the faculty. The paper may be submitted at any time after the student's first quarter of graduate study (with the approval of a faculty committee), but no later than the seventh week of the sixth quarter. Papers to be evaluated in a given quarter must be submitted by noon on Friday of the seventh week of that quarter. (See "Research Paper Procedures" further below).

Evaluations

A graduate student is evaluated by the entire faculty at particular stages during the first two years of graduate study. The first evaluation, at the end of the third quarter of graduate study, pertains chiefly to performance in courses; students having difficulties at this stage are given appropriate advice.

The second (or comprehensive) evaluation, at the end of the sixth quarter, determines the student's fitness to continue in the PhD program. It takes into account performance in coursework and ability to engage in original research in one area of linguistics as demonstrated in the comprehensive research paper. On the basis of this comprehensive evaluation, the faculty is to arrive at one of four decisions:

- a) The student has passed and will be encouraged to continue in the PhD program.
- b) The first comprehensive research paper is not entirely acceptable. The student may rework the paper and resubmit it by the seventh week of the subsequent quarter, at which time the student will be reevaluated.
- c) The student has passed and will be awarded the MA degree (when all other requirements toward that degree are satisfied), but will not be permitted to continue towards the PhD
- d) The student has failed and will be dropped from the program.

Students in years three and beyond will be evaluated each Spring quarter. The qualifying examination typically serves as the student's evaluation upon qualification, usually by the end of the ninth quarter.

Qualifying Examination

The qualifying examination is an oral examination in the student's area of specialization, as well as a discussion of the nature and feasibility of the proposed dissertation. It is conducted by the prospective dissertation

committee (see “Doctoral Committee” below), which is selected by the advisor in consultation with the student. Prior to the examination, the student must submit a substantial dissertation proposal to the committee, the form and content of which is agreed upon by the advisor and the committee in consultation with the student. To be eligible to take the qualifying examination, a student must have completed all requirements except the colloquium (see “Colloquium Presentation” below).

RESEARCH PAPER PROCEDURES

Goal

By the end of the first two years of graduate study, students must submit a comprehensive paper embodying original research for evaluation by the faculty. This research paper should demonstrate that the student is: (1) developing the analytical ability, skills in argumentation, and scholarship needed for research in an area of linguistics; (2) learning to organize material efficiently and clearly; and (3) acquiring a knowledge of the standard style and formatting required in linguistics journals and in journals in other, related disciplines.

Topic Approval

The student should consult his/her advisor in selecting a paper topic. The student and advisor should discuss the suitability of that topic from the standpoint of the individual student’s goals. Having selected a paper topic, the student should consider which faculty member would be the most appropriate *main reader* for this paper and should consult with the main reader about its feasibility **at least 12 academic weeks before the student intends to submit the final version of the paper**. (An ‘academic week’ is a week during the regular teaching quarter, not including breaks or final exam weeks.) In consultation with the main reader, the student should select an additional two faculty readers (to be known as *ancillary readers*) and, if the student desires, a student reader as well. The student should inquire as to whether these additional readers are willing to serve in this capacity **no later than 6 academic weeks before the student intends to submit the final version of the paper**. If the main and ancillary readers have any question about the suitability of a topic, they will bring the matter to the attention of the faculty as a whole for discussion and resolution.

Deadlines

The final version of the comprehensive research paper must be submitted **no later than the seventh week of the sixth quarter**. Students are encouraged to discuss their research periodically with the main and ancillary readers, and must submit a preliminary draft of their paper to the readers **at least 3 academic weeks before the submission of the final version of the paper**. Early submission of a preliminary draft enables faculty to recommend substantive revisions and permits the student to make such revisions if these are deemed necessary. More than one preliminary draft may be encouraged by the main reader, but ancillary readers are not expected to read more than one preliminary draft. All readers will provide written comments on the pre-final preliminary draft **within 2 weeks of submission**.

Paper Guidelines

The comprehensive research paper should contain the following as a bare minimum:

1. An abstract;
2. An introduction to the problem to be addressed;
3. An overview of previous/alternative analyses, highlighting their advantages/deficiencies/etc.;
4. Proposed solution(s);
5. References.

Submission

Electronic copies of the research paper (60-page limit; double-spaced, 12 point font) and of the one-page abstract, one for each of the readers, are submitted to the readers by 12:00 noon on Friday of the seventh week of the sixth quarter. Research papers may, of course, be submitted prior to this deadline. In addition, a one-page abstract is sent via e-mail to the Graduate Coordinator for circulation to the faculty. One copy of this abstract is retained in the student’s file. The abstract should contain the following information:

1. Comprehensive Research Paper
2. Student name

3. Title of paper
4. Main reader's name
5. Ancillary readers' names
6. Student reader's name (if any)
7. Abstract of the paper

Faculty Evaluation Criteria

The faculty evaluate the research papers in terms of whether they satisfy the goals stated previously. Although three faculty members are specifically charged with reading the papers, they are available for any faculty member to read, and are evaluated by the faculty as a whole. There are essentially four judgments conferrable on papers: high pass; pass; rewrite; no pass. Note that evaluation of the paper is just one component of an overall assessment of the student's performance in the program. Depending on this overall evaluation, the student will be advised to begin preparing for the next departmental requirement; to revise the paper according to the recommendations of the readers, to apply for a terminal master's degree, or to leave the program.

Feedback on Research Papers

In consultation with the ancillary readers, the main reader should provide the student with an evaluation judgment of the paper **within 3 weeks of submission of the final paper**. If the student submits the paper in the seventh week of the quarter, discussion of research papers and evaluation judgments will normally take place in a subsequent faculty meeting in the same quarter. Along with the judgment, the main reader will provide the student with a brief written evaluation of the research paper pertaining to such matters as: presentation, writing, and argumentation; the viability of the analysis (including possible alternatives); possibilities for expansion and elaboration; and so on. Students who receive a 'rewrite' judgment will use these comments to guide their rewrite, which must be submitted by the seventh week of the following quarter.

COLLOQUIUM PRESENTATION

Sometime prior to the thesis defense, a student must present a paper orally at a professional gathering. The colloquium requirement is intended to enable a student to develop the skills necessary for organizing research results for oral presentation. The requirement is generally met by presenting a department colloquium or by presenting a paper at a professional meeting. In either case a faculty member must certify the acceptability of the presentation.

DOCTORAL COMMITTEE

At least three weeks prior to a scheduled qualifying examination – but preferably substantially before then – the student/advisor arranges for the appointment of the doctoral committee and submits the Appointment of the Doctoral Committee for the Degree of Doctor of Philosophy to the Graduate Division (see the Graduate Coordinator for details). This committee conducts the qualifying examination, supervises the preparation of and passes upon the dissertation, and administers the final examination (also called the dissertation defense).

A Doctoral Committee of five or more members shall be appointed by the Dean of the Graduate Division under the authority of the Graduate Council. At least five of the committee members shall be officers of instruction and no fewer than four shall hold professorial titles (of any rank). The committee members shall be chosen from at least two departments, and at least two members shall represent academic specialties that differ from the student's chosen specialty. In all cases, each committee must include one tenured or emeritus UCSD faculty member from outside the student's major department. [Am 10/26/93] A doctoral committee may be reconstituted with the approval of the Department chair and the Dean of the Graduate Division.

University Policy Governing Doctoral Committee Membership

(This information is also found at <https://grad.ucsd.edu/progress/masters-doctoral-committee/doctoral-committee.html>; the chart referenced is found at <https://grad.ucsd.edu/progress/masters-doctoral-committee/doctoral-committee-membership.html>).

The following Academic Senate Actions govern the membership of doctoral committees. The implications of these policies are spelled out in the accompanying chart. The faculty titles listed on the chart refer to UC San Diego faculty members only (with the exception of the "Professor from another UC campus" title).

Academic Senate Regulations 715D

A doctoral committee of five or more members shall be appointed by the Dean of Graduate Studies under the authority of the Graduate Council. At least five of the committee members shall be officers of instruction and no fewer than four shall hold professorial titles (of any rank). The committee members shall be chosen from at least two departments, and at least two members shall represent academic specialties that differ from the student's chosen specialty. In all cases, each committee must include one tenured or emeritus UCSD faculty member from outside the student's major department. (Amended 10/26/93).

Graduate Council Action 6/9/88

A faculty member with a regular appointment in one department, and an adjunct appointment in another department may be an inside or an outside member of the committee for either department. Only one such member is accepted per committee. There must also be one person with no connection to the student's department. The tenured outside member may be either the adjunct or outside person. (NOTE: in this case adjunct only refers to a person with a ladder-rank appointment in one department who is also adjunct to the student's major department. It does not refer to a person with an adjunct appointment only.)

Graduate Council Action 4/8/93

A professor who leaves UCSD may continue to be on the committee and may serve as co-chair, but may not continue as chair.

A committee chair from outside the department may not also serve as the tenured, outside member.

A professor from another UC campus may be an inside or an outside member.

DISSERTATION

The candidate for the PhD must write a dissertation incorporating the results of original and independent research carried out under the supervision of the doctoral committee. The candidate is recommended for the Doctor of Philosophy degree after having made a successful oral defense of the dissertation before the doctoral committee in a public meeting and after having submitted the final version of the dissertation as outlined below.

A draft of the doctoral dissertation should be submitted to each member of the doctoral committee **at least four weeks before** the final examination (also called the dissertation defense). The form of the final draft must conform to the procedures outlined in the GRADUATE DIVISION *Preparation and Submission Manual for Doctoral Dissertations and Master's Theses "Bluebook"*, which is mailed to candidates upon their advancement to candidacy and is available at http://Graduate_Division.ucsd.edu/_files/academic-affairs/Dissertations_Theses_Formatting_Manual.pdf.

<p>It is very important that you make an appointment with the Graduate Division to discuss the form of the dissertation. Do this early in the quarter in which you will defend.</p>
--

Two weeks before the proposed final examination, the members of the committee meet to decide if, in fact, the dissertation is ready to defend, or if more revisions are necessary.

The candidate should arrange with the committee and with the Graduate Coordinator the date and time of the proposed final examination **at least four weeks in advance**.

The doctoral committee supervises and passes on the candidate's dissertation and conducts the final oral examination, which is public.

The Report of the Final Examination and Filing of the Dissertation for the Degree of Doctor of Philosophy form is initiated by the Graduate Coordinator, signed by members of the doctoral committee, the Department chair, and the University archivist (Special Collections), and approved by the Dean of Graduate Studies.

The candidate files the dissertation with the University archivist, who accepts it on behalf of the Graduate Council. Acceptance of the dissertation by the archivist represents the final step in the completion by the candidate of all requirements for the Doctor of Philosophy degree.

- The student is also required to submit **one copy** of the final dissertation to the Graduate Coordinator, for the Language Lab (for circulation). This copy does not have to be printed on quality paper and may be reduced in order to save printing costs. However, it must be the final version of the dissertation.

MASTER OF ARTS DEGREE REQUIREMENTS

Candidates for the PhD who have not previously earned a master's degree may be granted the MA in linguistics after: 1) satisfactorily completing twelve required courses (the seven core courses required for the PhD and five electives, three of which must be Linguistics Department graduate course offerings; all but LIGN 293 must be taken for a letter grade), and 2) passing the comprehensive evaluation at the end of the sixth quarter. (Note: reading knowledge of a language other than English is not required for the MA)

The student must file an Application for Candidacy for the Thesis or Comprehensive Examination for the Degree of Master of Arts with the Graduate Coordinator and the Graduate Division by the end of the second week of instruction of the quarter in which requirements for the degree are to be completed. If this is not possible, a General Petition is required. When the requirements have been completed and the quarter of residency has been fulfilled, the Graduate Coordinator files the Final Report for the Degree of MA and the Degree and Diploma Application.

Duplication of graduate degrees is not allowed. If a student already has a Master of Arts in Linguistics, this Department and the Graduate Division will not award a second MA in Linguistics. Even if the first master's degree is in a different field from Linguistics, the Graduate Division will not award a second master's degree in Linguistics unless the first degree was a professional one such as an M.B.A. or an M.F.A. Exceptions to this policy are only granted in rare circumstances.

Candidates for the PhD may also be granted the C.Phil. upon completion of all degree requirements other than the dissertation.

POLICIES ON PhD TIME LIMITS

Departmental Policy

The time a student takes to complete the PhD depends on a number of factors, including previous preparation and the amount of time spent in teaching or other job commitments. Several policies set an upper limit to the length of the program. All degree requirements other than the dissertation are expected to be completed by the third year of graduate work, but absolutely must be completed before the beginning of the fifth year. Total instructional support (TAs, etc.) cannot exceed six years; total university support cannot exceed seven years. Total registered time at UCSD cannot exceed eight years.

Graduate Division Policy

(This information is also found at [http://Graduate Division.ucsd.edu/academic-affairs/degree-information-procedures/time-to-doctorate-policy.html](http://Graduate%20Division.ucsd.edu/academic-affairs/degree-information-procedures/time-to-doctorate-policy.html).)

In Spring 1988 the Graduate Council approved the establishment of a new policy on doctoral time limits which became effective Winter 1990. The goal of this policy is to encourage students to complete their doctorates and to stimulate faculty to guide their students so they can advance to candidacy and complete dissertations of high quality in a timely manner.

Basic provisions of the policy are given below. The complete text of the policy may be obtained from departmental graduate offices. Time limits vary by department. Students may consult their department graduate coordinators for their department's specific time limits.

This policy applies to all students in the Doctoral programs.

Students appointed in instructional titles (Teaching Assistant, Language Assistant, or Associate) must be within the instructional appointment limits established by the Office of the President. Departments may approve a fifth and sixth year of instructional appointment for students advanced to doctoral candidacy. Absolutely no exceptions beyond the sixth year (18 quarters) are permitted by University-wide policy.

- To be eligible for readmission, the student must have been in good academic standing at the time he or she left the program and must satisfy departmental requirements for readmission. A department may provide a student who is leaving the program with a letter specifying the conditions under which the student will be readmitted. Departments may establish an absolute time limit for degree completion by a student who withdraws after which he or she will not be readmitted.
- Doctoral candidacy lapses when a student withdraws from a doctoral program. If a previously advanced student withdraws and is later readmitted, the student or department asks the doctoral committee members if they will continue serving on the doctoral committee; if they will not, the doctoral committee is reconstituted. The student is re-advanced to candidacy upon the recommendation of the doctoral committee (who may require the student to retake the qualifying examination) and upon payment of the candidacy fee, after which the student defends the dissertation.

- Each doctoral student is to receive an annual substantive progress review. The review for pre-candidacy students is to be conducted by the student's advisor and signed by the advisor and the student. Evaluations for in-candidacy students are to be conducted by at least three members of the student's dissertation committee and must bear the signature of those committee members, the student and the department chair. Continued approval for support is dependent upon the annual filing of a satisfactory evaluation with GRADUATE DIVISION.
- Students may not remain in campus housing after the expiration of normative time plus one year.
- Parenting Leave: A graduate student who is bearing a child, who has primary responsibility for the care of an infant immediately following birth, a child under the age of five, or adoption of a child under age five and is in good academic standing is eligible for a total of 3 quarters leave of absence for childbearing or parenting. The student must submit a leave of absence form to request the leave. The student will be granted an extension of all unexpired doctoral time limits for the duration of the leave of absence (up to 3 quarters). During the quarter in which childbirth or adoption occurs, the graduate student may choose one of the following options:
 1. Continue registering as a full-time graduate student and retain eligibility for support, in which case a leave of absence is not taken and time limits will not be adjusted.
 2. Reduce to part-time status (6 units or less) and be eligible for up to 25% time employment on campus. Again, a leave of absence is not taken in this instance.
 3. Take a leave of absence for up to 3 quarters. Follow the instructions on the Leave of Absence page.
- The total amount of time for which graduate students may receive extensions of time limits for parenting or childbearing may not exceed three quarters in a graduate student's career at UCSD. Approved leaves for childbearing and parenting will not count in the three-quarter leave limit available to all graduate students.

Further information may be obtained from departments of from Norieene Saign (x43709) nsaign@ucsd.edu or Mary Allen (x43552) mallen@ucsd.edu in the Graduate Division.

Each doctoral program has three time limits:

- Pre-candidacy limit (PCTL) - Maximum registered time in which a student must advance to doctoral candidacy.
- Support limit (SUTL) - Maximum time during which a doctoral student is eligible for support.
- Total time limit (TRTL) - Maximum registered time in which a student must complete all doctoral requirements.

In addition, each program has a Normative Time, the period within which students, under normal circumstances, are expected to complete requirements for the doctorate. A student who advances to candidacy before the expiration of Normative Time may be eligible for the In-Candidacy Fee Grant (ICFG). Normative Time **cannot** be extended.

Departments may establish earlier doctoral time limits which are administered solely by the department.

Time limits are affected by the following:

- Up to three quarters time spent on approved leave of absence from the graduate program will not count in the above limits.
- Time spent withdrawn from the graduate program will count toward all time limits (pre-candidacy, support, total, and normative) for a student who is readmitted to the graduate program.
- Time spent at UCSD as a master's, non-degree graduate, or intercampus exchange student will count in the above time limits.
- Adjustment to the time limits for students who change departments or enroll for one year or more of half-time study may be made upon departmental recommendation and approval by the Dean of Graduate Studies (normative time is not adjusted for quarters registered at half-time status). Students who withdrew from the University prior to Winter 1989 and who have subsequently been readmitted will not have periods of withdrawal in excess of three quarters counted against their support time limit.

Students will not be permitted to continue in doctoral status if they have not advanced to candidacy before the expiration of the pre-candidacy time limit or if they have not completed their program before the expiration of

the total time limit. Students will not be permitted to receive UCSD-administered financial support after the expiration of their support time limits.

PROCEDURES FOR IMPLEMENTATION OF POLICY ON DOCTORAL TIME LIMITS

(This information is also found at [http://Graduate Division.ucsd.edu/academic-affairs/degree-information-procedures/procedures-implementation-doctoral-limits.html](http://Graduate%20Division.ucsd.edu/academic-affairs/degree-information-procedures/procedures-implementation-doctoral-limits.html).)

Changing Departments

When a student changes departments, the student's new department along with the General Petition must submit a recommendation for time limits. Petitions to change degree objective within the same department do not require a recommendation since the time limits are based on the student's initial entry into graduate study in the department.

The recommendation must consider the following:

- The extent to which the graduate study in the previous field could be used in partial satisfaction of the new doctoral program's requirements or assist the student in advancing in the new program at a faster than normal rate.
- The total years the student would be eligible for support and fairness to other students, given constrained support resources.
- The total length of time the student would be registered at UCSD and the University's desire not to encourage perpetual students, given the limits imposed by the State on graduate enrollments.

When reviewing recommendations, GRADUATE DIVISION will consider the above and the following two rules:

- The maximum registered time in the new department will not exceed the time available for students in the program who have not changed departments.
- At least half of the time spent on support in the previous department will count toward the support limit in the new department.

Readmits

Students re-entering a program must be informed of the policy on doctoral time limits. This is particularly important with regard to normative time and the support limit because time toward both limits beyond the three quarters continues to accrue during periods of withdrawal.

Exceptions

Graduate Council will consider requests for exception to the Doctoral Time Limits policy only if the request is supported by the student's research advisor and the department graduate advisor and chair, and if a current annual evaluation is on file with GRADUATE DIVISION. A departmental analysis of the circumstances needs to be included in the request and a request for support time extension may not take away support from other students.

Exceptions are not granted to normative time provisions.

Requests for exceptions must be received by the Dean no later than 10 days before the next Graduate Council meeting. The schedule of Graduate Council meetings will be sent to departments at the beginning of each quarter.

Withdrawn Student Returning Only to Complete/Defend and Submit Dissertation

If student returns with a completed dissertation acceptable to the department chair and dissertation advisor within the specified time, the following shall occur:

- Members of the previous committee will be asked by the student or department if they are willing to continue to serve. If they are not, the committee will be reconstituted.
- The student will be readmitted.
- The student will be re-advanced to candidacy upon the recommendation of the doctoral committee and approval of the department chair. The doctoral committee may decide on a "paper" advancement without retaking the qualifying examination or require that the student retake the qualifying

examination if the time away from the program has been lengthy, the dissertation field has changed substantially, or if other conditions specified by the doctoral committee occur.

- Student defends and submits dissertation.

The student will pay the following fees, which are subject to change:

- Readmission Fee, \$90;
- Re-Advancement Fee, \$50, only applies to doctoral candidates whose original advancement was not within the last five years.
- Filing fee, in lieu of registration, \$162.

All paperwork for this process is to be submitted to GRADUATE DIVISION at the student's final appointment for submission of the dissertation or thesis.

Students are advised to discuss and coordinate the above with their graduate coordinator well in advance of the final appointment.

STUDENT PETITIONS

GRADUATE DIVISION General Petition

The graduate student General Petition is used to change present academic status or to request exceptions to policies and procedures pertaining to graduate studies. After consulting with the graduate advisor and Department chair, a student files a completed petition form with the Graduate Division to request the following:

- a) Readmission to UCSD.
- b) Change major degree aim, or transfer from non-degree to degree status.
- c) Registration and/or enrollment after established deadline date.
- d) Permission to repeat a course.
- e) Transfer of units of credit to a Master's program.
- f) Waiver of academic residency.
- g) Off-campus study.
- h) Waiver of registration requirements for the quarter in which degree is to be conferred.
- i) Payment of the filing fee.
- j) Other.

If a student is off campus, it is the student's responsibility to obtain and initiate the form so that the home department can process the form in a timely fashion. (*See also the GRADUATE DIVISION Graduate Student Handbook.*)

Departmental Petition

For requesting exceptions to departmental policies pertaining to graduate studies (e.g. to request substitution for a required course), the Linguistics Department has a petition for departmental use only. The petition is signed by the student's advisor and the Department chair and is retained in the student's file. The petition should be submitted before the course is taken.

INTERDISCIPLINARY PhD PROGRAM

The Department has a strong commitment to, and is an active and integral part of, the cognitive science and neuroscience communities at UCSD. Most Linguistics faculty have joint appointments in the Department of Linguistics and the Cognitive Science Interdisciplinary PhD Program, and many faculty and students participate in the all-campus Interdisciplinary Program Seminar (CGRADUATE DIVISION 200) on a regular basis. Graduate students in the Cognitive Science Department frequently participate in Linguistics graduate courses, and Linguistics graduate students regularly attend courses in the Cognitive Science Department on neuroscience, child language acquisition, aphasia, neural networks, and semantics and cognition.

Linguistics graduate students are eligible to pursue a joint degree in Linguistics and Cognitive Science within the Interdisciplinary Program. Areas of secondary specialization that are especially well represented in the cognitive science community at UCSD and related institutes include child development, connectionist

modeling, distributed cognition, language disorders, neuroscience, philosophy, and psycholinguistics. Graduate students usually apply to the joint program in their second year of the regular PhD Linguistics program.

Program Description

(The following is adapted from <http://www.cogsci.ucsd.edu/graduates/interdisciplinary-program/index.html>. The Interdisciplinary PhD program is distinct from the Cognitive Science PhD program, both in admissions and graduation requirements. There are five aspects to graduate study in the Interdisciplinary program:

1. A primary specialization in one of the established disciplines of cognitive science.
2. A secondary specialization in a second field of study.
3. Familiarity with general issues in the field and the various approaches taken to these issues by scholars in different disciplines.
4. Qualifying Examinations.
5. A dissertation possessing an interdisciplinary character.

The degree itself reflects the interdisciplinary nature of the program, being awarded jointly to the student for studies in cognitive science and the home department. Thus, students in Linguistics will have degrees that read "PhD in Linguistics and Cognitive Science".

Primary Specialization

Primary specialization is accomplished through the home department. Students are expected to maintain good standing within their home departments and to complete all requirements of their home departments through qualification for candidacy for the PhD degree. Some departments have chosen to allow Program Students to use a different set of department requirements than other PhD students in the same department, but this prerogative rests with the home department.

Secondary Specialization

The power of an interdisciplinary graduate training program lies in large measure in its ability to provide the student the tools of inquiry of more than one discipline. Students in the cognitive science interdisciplinary program are expected to gain significant expertise in areas of study outside of those covered by their home departments. Such expertise can be defined in several ways. The second area might coincide with that of an established discipline, and study within that discipline would be appropriate. Alternatively, the area could be based upon a substantive issue of cognitive science that spans several of the existing disciplines, and study within several departments would be involved. In either case, students work with their adviser and the Instructional Advisory Committee to develop an individual study plan designed to give them this secondary specialization. This requirement takes the equivalent of a full year of study, possibly spread out over several years. Often, it is valuable to perform an individual research project sponsored by a faculty member in a department other than the student's home department.

The following list demonstrates some ways to fulfill the secondary specialization requirement. It should be emphasized that these programs are only examples. Students will devise individual plans by working with their advisers and the Instructional Advisory Committee. Ideally, students who elect to do research in their areas of secondary interest will be able to accomplish a substantive piece of work, either of publishable quality or that will be of significant assistance in their dissertation projects.

Cognitive Psychology – Get a basic introduction to cognitive psychology through the Cognitive Psychology Seminar (Psych 218A-B) and acquire or demonstrate knowledge of statistical tools and experimental design (this can be done either by taking the graduate sequence in statistics (Psych 201A-B) or through the standard "testing out" option offered to all psychology graduate students). Finally, and, perhaps of most importance, the student should do a year-long project of empirical research in psychology with the guidance of a member of the Department of Psychology.

Cognitive Social Sciences – A course sequence from sociology and anthropology, including one or two courses in field methods and a research project under the direction of a cognitive social sciences faculty member. The course sequence and project should be worked out with the advisory committee to reflect the interests and background of the student. Examples of courses include Distributed Cognition (CGraduate Division 234) and Text and Discourse Analysis (Soci 204). In addition, both the Department of Anthropology and the Department of Sociology offer courses on field methods.

Computer Science and Artificial Language – This specialization requires a thorough background in computer science. For those who enter the program without much formal training in this area, the secondary specialization in computer science includes some upper-division undergraduate courses (CSE 100, 102, 105) and a minimum of two graduate courses (CSE 250A-B). (Note that these courses require basic knowledge of programming and discrete mathematics that may require some additional undergraduate courses for those who lack these skills.) Students with stronger backgrounds in computer science may go straight to graduate courses. For all students interested in this specialization, the course sequences and any projects should be worked out on an individual basis with the student’s adviser.

Discourse Structure and Processing – This specialization is highly interdisciplinary, spanning linguistics, computer science, psychology, sociology, philosophy, and anthropology. Research within this specialization depends upon which discipline is given emphasis. Therefore, the specialization will have to be developed according to the interests of the student. All students will have to demonstrate awareness and knowledge of relevant studies and the approaches of the various disciplines.

Neurosciences – A student specializing in neurosciences would take a program of courses emphasizing brain-behavior relationships, including behavioral neuroscience (Neuro 264) and the physiological basis of human information processing (Neuro 243). In addition, depending upon the student’s individual interests, one or more of the neurosciences core courses would be taken in the areas of neurophysiology, mammalian neuroanatomy (Neuro 256), development of the nervous system, neuropsychopharmacology (Neuro 277), and/or neurochemistry (Neuro 234). In most cases, the student would also take a research rotation in the laboratory of a member of the neurosciences faculty.

Philosophy – Students who elect a secondary specialization in philosophy will focus on philosophy of science, philosophy of mind, philosophy of psychology, philosophy of neuroscience, or philosophy of language, depending on their area of primary specialization. Courses suitable for this program include: Contemporary Philosophy of Language (Phil 234), Philosophy of Mind (Phil 236), and Seminar on Special Topics (Phil 285), which will frequently focus on issues relevant to cognitive science. The course sequence should be worked out with the student’s adviser.

How to Meet the Secondary Area Requirement

The student submits a plan and the plan is reviewed by the Instructional Advisory Committee. The committee approves, disapproves, or modifies the plan. (In reality it is only reviewed carefully by two advisors and the director. In routine cases, the remainder of the advisors are simply given a chance to object if they think there is any serious problem with the plan.)

The Secondary Area need not be, and typically is not, a second department, but is a more focused area and one that typically includes work in more than one department. Typically all the work in the Secondary Area will be outside of the student’s home department. However, neither this guideline nor any other guideline on the Secondary Areas is any more than a guideline. The only firm requirement is that the plan for the Secondary Area be approved by the Instructional Advisory Committee. The goal is to allow students as much flexibility as possible in setting up a secondary plan.

If a secondary area consists entirely of courses, then the guidelines are that it will typically consist of 6 or more quarter graduate courses. There is no policy on whether the courses should be taken for a grade or not, but it will be assumed that the courses are taken for a grade unless the plan says otherwise and gives some justification for taking the course S/U.

Cognitive Science 200

Students in the Program are required to enroll for credit in six quarters of Cognitive Science 200. This need not be for a grade; in fact, Cognitive Science 200 usually is offered S/U only. In some case other courses may be substituted for up to two quarters of Cognitive Science 200. Check with the Cognitive Science Office for details.

Qualifying Examinations

Students must complete any prequalifying and field requirements of their home department. A PhD student in the Program must do a thesis that is interdisciplinary in nature. It is expected that the thesis will draw upon both the primary and secondary areas of study. The responsibility to check that the thesis is indeed interdisciplinary lies with the thesis committee. For this reason, there are rules requiring that Program faculty participate prominently on the student’s thesis committee:

1. At least three members from the student’s home department, including the student’s adviser.
2. At least three members of the Interdisciplinary Cognitive Science Program, at least two of whom are not members of the student’s home department.

University regulations require that at least one of the faculty members of the committee from outside the Home department must be tenured. The committee must be approved by the interdisciplinary program, the home department, and by the Dean of Graduate Studies. The dissertation committee is expected to play an active role in supervising the student and to meet with the student at regular intervals to review progress and plans. In the qualifying examination, the student must demonstrate familiarity with the approaches and findings from several disciplines relevant to the proposed dissertation research and must satisfy the committee of the quality, soundness, originality and interdisciplinary character of the proposed research.

Interdisciplinary Dissertation

It is expected that the dissertation will draw on both the primary and secondary areas of expertise, combining methodologies and viewpoints from two or more perspectives, and that the dissertation will make a substantive contribution to the field of cognitive science.

Overview

The program can be summarized in this way:

1. In the first years, their home department provides basic training within the student's primary specialization.
2. In the middle years, acquisition of secondary specialization and participation in the Cognitive Science Seminar (Cog Sci 200).
3. In the final years, dissertation research on a topic in cognitive science, supervised by faculty from the program.

Time Limits

Normative time and time limits for pre-candidacy, financial support, and registration are those established for the home department.

SPECIALIZATION IN ANTHROPOGENY

Description

(See also <http://carta.anthropogeny.org/training/specialization-track/>.)

This is a transdisciplinary graduate specialization in Anthropogeny with the aim of providing graduate students the opportunity to specialize in research and education on explaining the origins of the human phenomenon. The aim is to rectify the absence of existing training programs that provide such a broad and explicitly transdisciplinary approach – spanning the social and natural sciences – and focusing on one of the oldest questions known to humankind, namely, the origins of humans and humanity. This specialization is not a stand-alone program, but aims at providing graduate students who have just embarked on their graduate careers with the opportunity to interact and communicate with peers in radically different disciplines throughout the duration of their PhD projects. Such communication across disciplines from the outset is key to fostering a capacity for interdisciplinary “language” skills and conceptual flexibility.

Admission to the Specialization

The Linguistics graduate program will advertise the specialization to those students in our programs who have an interest in human origins. Qualifying applicants will have the opportunity to enroll for the Specialization.

Specialization Requirements

Students pursuing this Specialization will be required to take a series of courses in addition to research rounds over 4 years of study. It is advised that students begin their coursework in their second year.

1. *Coursework*: Introduction to Anthropogeny (BIOM 225) and Advanced Anthropogeny (BIOM 229) are each taken once, in the Winter and Spring of the students 2nd year. Current Topics in Anthropogeny (BIOM 218) is to be taken every quarter for 4 years.
2. *Research Rounds*: Monthly seminars during which all participating students talk about their respective research.

Qualifying Examination

Linguistics students in the Anthropogeny Specialization must meet the departmental requirement for advancement to candidacy. In addition, students must meet internal deadlines, mentoring provisions, and proposal standards of the Anthropogeny Specialization track.

Dissertation

PhD students must complete a dissertation, which meets all requirements of the home program. In addition, it is expected that the PhD dissertation is broadly related to human origins and will be interdisciplinary in nature.

Time Limits

It is expected that students will retain the same time to degree as students not pursuing this Specialization. Additional course load consists only of two regular courses (two quarters 20 lectures each). The third proposed course takes place only three times a year from Friday noon to Saturday evening.

GRADUATE STUDENT EXCHANGE IN LINGUISTICS BETWEEN UCSD AND SDSU

The Department of Linguistics at UCSD and the Department of Linguistics and Oriental Languages at SDSU will make their graduate programs and their courses at their respective campuses available to designated students from the other campus.

Students must have graduate standing in Linguistics at UCSD or at SDSU, and must have a grade point average of 3.7 or higher at their home campus. (The home campus is the university where the student is enrolled for a degree.)

A student whose GPA is below 3.7 but who has a special ability in one area (e.g., syntax, phonology, etc.) may take a course in that area with the approval of the faculty member(s) in that area at the home campus, in addition to the required approval of both campuses' graduate advisors and the host campus course instructor.

Enrollment at the host campus requires prior approval of the course instructor, and of the graduate advisor on each campus.

Students may enroll for not more than one course per term at the host institution. The combined number of credits carried by a student enrolled at both campuses may not exceed the equivalent of a full-time academic load. The total number of courses taken at the host institution should not exceed four courses.

Courses completed at the host institution may be considered for degree credit according to the policies governing transfer credit at the home institution.

This program will be in effect indefinitely, with evaluation to take place at any time at the request of either party. It may expire or may be renewed or changed as the parties may agree after their evaluations.

GRADING SYSTEM

Satisfactory/Unsatisfactory

The Satisfactory/Unsatisfactory option is reserved for graduate students. The minimum standard for a grade of S shall be the same as the minimum for a grade of B-.

The grading option for each graduate course is approved by the Graduate Council via the Course Approval Form. Graduate courses may be approved S/U only, S/U permitted, or letter grade only. With the approval of the department and instructor, a graduate student may elect to have his or her work in any upper division course, or in a graduate course outside his or her major, graded on an S/U basis. A graduate student who has advanced to candidacy for the PhD degree may take any course on an S/U basis.

The student must select a grading option no later than the end of the fourth week of instruction. Students may not change grading options after the fourth week.

Instructors must honor the student's choice of grading option. Those students who are to be graded on an S/U basis will be so identified in the Grade Option section of the Grade Report form. All other students must be assigned a letter grade. If a letter grade is not assigned, when required, the Registrar's Office will leave the grade blank.

When a course is approved S/U permitted and the instructor elects to grade on an S/U basis only, it is the collective responsibility of the student, the instructor, and the department to ensure that the student is enrolled correctly by the end of the fourth week. Students not correctly enrolled by that time must petition for a retroactive change in grading option and pay a processing fee if approved.

Dropping Courses and the W Grade

The policy on dropping courses divides the quarter into three periods:

Weeks 1 through 4

A student may drop a course and no record of the course will appear on the transcript. The names of students who drop a course or withdraw from the University during weeks 1 through 4 will not appear on the end-of-term Grade Reports. Note: Students who drop certain laboratory courses after the end of the second scheduled meeting period will receive a W grade. (Refer to the quarterly schedule of classes for specific Labs affected.)

In weeks 1 and 2 students can drop courses either online through WebReg on Blink or by filing an Add/Change/Drop card at the Registrar's Office. Undergraduate students can use WebReg on Blink to drop classes as well as in person at the Registrar's with an Add/Change/Drop card. Graduate students in most departments can use WebReg to drop classes. However, graduate students in some departments must obtain advisor approval on an Add/Change/Drop card before dropping a course; consult List B in the quarterly Schedule of Classes.

In weeks 3 and 4 undergraduate students can drop courses either through WebReg or by filing an Add/Change/Drop card at the Registrar's Office. Graduate students must obtain advisor and GRADUATE DIVISION approval on an Add/Change/Drop card before dropping a course.

Weeks 5 through 9

A student may drop a course, but the dropped course will appear on the transcript with the designation W (withdrew). No approvals are required for undergraduates. Graduate students must obtain advisor and GRADUATE DIVISION approval on an Add/Change/Drop card before dropping a course.

Students who have dropped a course or withdrawn from the University during the fifth through ninth weeks of instruction will have a W preassigned on the Grade Report form, and a note will also be posted in the memoranda column. Only the Registrar may assign a W. (The W grade became effective Fall Quarter 1981.)

Week 10 and Beyond

No course may be dropped. The instructor must assign a final grade based on the student's performance. An Incomplete may be assigned only in accordance with the policy on Incomplete grades.

The "Blank" - No Record/No Report

The grade is left blank by the Registrar when a grade is not reported on the Grade Report form or when the entire Grade Report is not submitted by the established deadline.

A blank may be left on the Grade Report form if the student is completely unknown to the instructor, or if the instructor wishes to place a "Faculty Hold". The reason for not submitting a grade should be explained in the memoranda column of the Grade Report. For example, if a student is unknown, "unknown" should be written in the memoranda column.

Students who either miss the final examination or do not complete assignments, and do not request an Incomplete in accordance with the regulations (see below), must be assigned a final grade. Leaving the grade blank may not be used to circumvent the regulation on Incompletes.

A blank will lapse to a permanent F, NP, or U if not removed by the end of final exam week of the subsequent academic quarter. It is the collective responsibility of the student and the department to follow-up when a grade has been left blank to prevent it from lapsing.

Blanks must be resolved on a case-by-case basis, since each situation is usually unique. The academic records staff in the Registrar's Office should be contacted for assistance if necessary.

For a graduate student who has withdrawn, with or without permission, or gone on an approved leave of absence, a blank will lapse at the end of the following academic quarter, if not removed. A blank may not be extended.

A blank may result when a student uses an incorrect section I.D. number to enroll, since the error will cause the student's name to be printed on the Grade Report of an instructor to whom he or she is unknown. It is the student's responsibility to call WebReg or go to the Registrar's Office and obtain a printout of his/her schedule and make necessary corrections within the established deadlines. Students should contact the Registrar's Office for assistance in resolving enrollment errors.

The blank may not be used to withhold a grade for students who have not paid a materials fee or other course-related special fee, or who have otherwise not fulfilled their financial obligations for a course. Those students

should be billed through the Bursar's Office. (Refer to the Policy and Procedure Manual, Section 300-29, for information on billing.)

Incompletes

An Incomplete may be assigned when a student's work is of non-failing quality, but is incomplete for good cause (illness, for example). The student must obtain the instructor's approval on the "Request to Receive Grade Incomplete" form prior to the final examination. Complete instructions are on the back of the form.

An Incomplete will lapse to a permanent F, NP, or U if not removed by the end of final exam week of the subsequent quarter. (See Removal)

Intended Use of the Incomplete

Graduate Students only: Instructors may assign the grade of Incomplete to graduate students enrolled in graduate courses who request the grade in order to be permitted to complete required work within the following quarter. Instructors are required to file the "Request to Receive Grade Incomplete and Removal of Grade Incomplete" form with their grade reports. If the required work is not submitted by the end of the following quarter so that the grade can be assigned by the instructor, it will lapse automatically to an F or U.

Assignment of the Incomplete

The student obtains a "Request to Receive Grade Incomplete" form at the Registrar's Office or academic department, and requests the instructor's approval. The instructor may approve or disapprove the request.

If approved, the instructor completes the approval section of the form, retains the blue copy, gives the student the green copy, and turns in the remainder of the form with the grade sheets to the department contact. The portions of the form requiring a statement of the reason for the request and the work necessary for completion must also be completed. The department forwards the form to the Registrar's Office together with the quarterly Grade Reports.

An undergraduate student who is prevented by illness or other circumstance from coming to campus to file an Incomplete form may contact his or her college Academic Advising Office for assistance. The student may also contact the instructor, who may initiate the Incomplete form in such circumstances. Graduate students should contact their department office for assistance.

An I grade assigned, but not accompanied by the Incomplete form, cannot be honored and the Registrar will leave the grade blank instead. Students who either miss the final examination or do not complete assignments and do not request an Incomplete must be assigned a final grade. Leaving the grade blank on the grade sheet may not be used to circumvent the regulation on Incompletes.

Removal of the Incomplete

Once the Incomplete grade has been given, it is imperative that the outstanding work be made up as soon as possible, preferably by the start of the next quarter. Instructors should not ask students to take the final exam of a subsequent course. It is recognized that writing a fair and equivalent exam is very time consuming, but this is the best way to meet the one-quarter limit for removal set by the CEP. Students must give highest priority to making up the Incomplete in the subsequent quarter.

A student who has received an I grade should not re-enroll in the course to make up the missing work. If the student were to re-enroll, the course would be considered a repeat and would not remove the prior quarter's Incomplete, which would lapse to a permanent F, NP, or U.

If making up the work within one quarter is not possible, as in the case of some lab work, the student should be instructed to file a Student Petition requesting an extension of the allotted time. If the instructor is going to be on sabbatical leave during the following quarter, the department advisor or the chairperson should make some arrangement for the student to make up the incomplete work during that quarter.

An I grade may be replaced upon completion of the required work by a date agreed upon with the instructor, which cannot be later than the last day of final examination week in the following quarter. The instructor obtains the original Incomplete form from the department office, completes the "Removal" portion, and returns it to the department representative who files the form with the Registrar no later than the deadline for submitting Grade Reports for that quarter.

It is the student's responsibility to complete the required work on time, and it is the instructor's and the department's responsibility to ensure that the grade is reported to the Registrar's Office by the deadline. If it is not possible, for good cause, to complete the work by the end of the following quarter, the student must petition in advance of the deadline to extend the Incomplete, (see below). If not removed or extended by the deadline, the I grade will lapse to a permanent F, NP, or U.

Extension of the Incomplete

For justifiable reasons, such as verified illness, or other good cause, a student may petition to extend an Incomplete past one quarter. Requests for extensions should be approved only when it is believed the student has made sufficient effort to complete the work. The request for extension must be filed before the Incomplete lapses to a permanent F, NP, or U.

Undergraduates file an Undergraduate Student Petition, which must be approved by the instructor, the chair of the department in which the course was taught, and the Council of Provosts.

Graduate students file the Graduate Student Petition, which requires approval of the instructor (in lieu of the graduate advisor), the chair of the student's major department, and the Graduate Division.

All petitions must include the course number, the quarter in which the course was taken, the reasons for requesting the extension, and how and when the I is to be completed.

Graduate Students with Incompletes Who are on Leave of Absence or Withdrawn

The Academic Senate has ruled that an I grade must be removed by the end of the following calendar quarter. Therefore, a graduate student who withdraws, with or without permission, or who goes on approved leave of absence must either remove any outstanding Incompletes before the end of the following calendar quarter or file a petition for extension. (See above.)

A petition for extension must be filed before the I lapses and cannot be approved retroactively. Extensions may be granted only for good cause and should not be routinely granted to any and all students requesting a leave or withdrawal.

Grade Changes

All grades except I or IP are final when filed by the instructor on the end-of-term Grade Report. No changes of a final grade may be made on the basis of revision or augmentation of a student's work in the course. No term grade except Incomplete may be revised by further examination.

All changes of grades must be received by the Registrar within one calendar year after the original grade was reported. The Registrar will forward requests for grade changes beyond the one-year limitation to the CEP for review.

Allowing a student to be re-examined, or to do additional work after the course is over, with the result that the student grade is raised, gives that student an unfair advantage over other students in the class and is a violation of Academic Senate regulations.

However, a final grade may be corrected when a clerical or human error, such as misunderstanding or ambiguity regarding due dates for completion of assignments or the nature of assignments, as distinguished from matters of policy. It is the view of the CEP that the regulation governing changes in grades is not to be used to resolve disputes between an instructor and a student regarding such issues as discrimination, cheating, or the interpretation of academic standards.

Both the instructor and student should be in agreement that a change of grade is appropriate. The instructor should submit a "Correction of Grade Caused by Clerical or Procedural Error" form. The nature of the error must be described, and approval of the instructor and department chair is required. Clerical Error forms are available in the department offices or may be obtained from the Registrar's Office. Clerical Error Forms are for instructor and department use only and are not to be given to students.

The Clerical Error Form may not be used to remove lapsed I Grades. Students must petition their college Academic Advising Office or the Dean of Graduate Studies for any exception to a lapsed Incomplete.

In an effort to authenticate grade changes, the Academic Records area of the Registrar's Office will distribute a Grade Change Report to all departments and programs each month listing the grade changes which occurred during the preceding month. Departments are responsible for reviewing these reports and informing the Registrar immediately of any discrepancies.

PRIVACY RIGHTS OF STUDENTS

In 1974 the Family Educational Rights and Privacy Act was enacted by Congress. Specifically, this law governs access to records or data maintained by an educational institution and the release of such records or data.

Information, such as student grades, is considered confidential and cannot be released to a third party without written consent of the student. The Department of Education has issued guidelines and interpretations of the law which are pertinent to the release of information, or the public posting of grades. These are:

Education Records

Those records, files, documents, and other materials, which contain information directly related to a student.

Record

Information or data recorded in any medium, including, but not limited to handwriting, print, tapes, film, microfilm, and microfiche.

Personally Identifiable

Data or information that includes the name of a student, a personal identifier such as Social Security Number or student number, a list of personal characteristics, or other information which makes it possible to identify the student with reasonable certainty.

Consent

Educational institutions shall not permit access to or the release of education records or personal information of students to any party without the written consent of the student. While there are exceptions to this, none are applicable to this situation.

Failure to comply with this law could ultimately result in the loss of federal funds. Questions concerning this policy should be referred to the Director of Undergraduate Special Services at the Student Center, extension 4-6225.

Return of Papers and Examinations

The law requires that papers and examinations be returned to students in a way that protects their privacy. When the instructor is unable to personally return materials to students, they must be distributed so that scores or grades (education records) remain confidential.

Some alternatives might be to place each student's papers in a sealed envelope, with only the student's name on the outside, or to have students provide the instructor with a stamped, self-addressed envelope.

Public Posting of Grades is Prohibited

Absent individual written permission, public posting of student names with grades is a violation of federal law. The law also disallows posting grades by use of a "personal identifier" (a Social Security or student identification number) in lieu of a student's name.

Alternatives to the Posting of Grades

If department policy permits, students could obtain their grade from the department office which maintains copies of the Grade Reports. Perhaps a specific day or time of day could be established when this service would be available to students.

The instructor may wish to announce a specific time when he or she, a teaching assistant, or a department staff member will be available to give students their grades. Another alternative is for students to provide the instructor with a stamped, self-addressed envelope (or postcard, if that is acceptable to the student).

An instructor or department may create a permission form that would allow students to authorize public posting of grades for the course. Or, an instructor or department may create a sign-up page that students could sign and thereby authorize the public posting of grades for the course. If this procedure is chosen, the instructor needs to be sure to obtain permission from each student - for each course - and take steps to insure that grades for other students are not inadvertently posted. In addition, suitable alternatives need to be provided for the students who did not give permission to publicly post their grades.

Another alternative involves the assignment of a number to each student. The numbers should be assigned in such a manner that it is not possible for a third party to identify the student and number. Grades for all students in a course could be posted using such a scheme.

Students can learn their final grades by calling the WebReg system to hear a listing of their courses and grades at the end of the quarter. They also have the option of accessing term grades on-line via UCSD's new Student Link feature. Grades are usually available eight working days after the end of final examinations.

GRADUATE STUDENT SUPPORT INFORMATION

Types of Support Available Within Linguistics

1. Linguistics Language Program or Heritage Language Program TA
The Linguistics Language Program (LLP) hires TAs for elementary courses in Arabic, ASL, French, German, Italian, Portuguese, and Spanish. The Heritage Language Program (HLP) hires TAs for elementary courses in Arabic, Filipino, Hindi, Korean, Persian, and Vietnamese. The number of positions available varies from year to year, and from language to language.
2. Linguistics/Directed Study (LIDS) 19 TA
One 25% or 50% TA is hired each year to supervise students taking LIDS 19 courses. LIDS 19 courses are self-instructional courses in a wide variety of exotic languages.
3. Linguistics/General (LIGN) TA
The Linguistics Department hires TAs for general undergraduate Linguistics courses; the number of positions available varies from year to year.
4. Readers
The Linguistics Department rarely hires Readers for general undergraduate Linguistics courses. In general, these appointments are for a small percentage of time.
5. Graduate Student Researchers (GSRs)
From time to time, faculty members have grants which support Graduate Student Researchers. These positions are awarded by the Principal Investigator of the grant.
6. Block Grant
 - a. Research Scholarships (normally paid as GSRs)
 - b. Tuition scholarships
 - c. Fee scholarships
7. Fellowships
Special fellowships occasionally become available to continuing students (e.g., Pre-Doctoral Humanities Fellowship, etc.).

Note: Graduate students who have passed their qualifying exams occasionally have the opportunity to teach undergraduate courses under the “Associate-In” title. These jobs are not considered to be graduate student support. Instead, they are awarded on a competitive basis to students who have demonstrated teaching excellence and expertise in the appropriate subject area(s).

Types of Support Available Outside Linguistics

Many jobs are available on-campus and off-campus, including TAs in the Human Development Program, the Writing Programs, Chinese Studies, and Japanese Studies, and TAs, GSRs, and traineeships in other departments such as Cognitive Science and Psychology. The campus’s Job Opportunities Program, administered by the Career Services Center, is a good source of information about non-academic on-campus positions. Extramural fellowships (such as NSF Fellowships) and assorted private fellowships and scholarships are also available. The UCSD Library has a reference section dealing with private fellowships and scholarships. GRADUATE DIVISION has a fellowship coordinator who can help guide your search for this type of outside funding. Need-based aid is available through the Financial Aid Office.

Support Eligibility

Graduate students may be supported for a maximum of 21 registered quarters, regardless of whether or not they actually received support during those quarters. Instructional support may be awarded for a maximum of 18 of those 21 quarters. (Note: withdrawal from the program affects future support eligibility. Students who withdraw should consult with the department’s graduate coordinator for more detailed information.)

Example of Support Eligibility

Student A – Enters Program Fall 2014			
Year	Support Type	# Qtrs. Registered	# Qtrs. Instructional Support
2014/15	25% time TA	3 qtrs. reg	3 qtrs. instr

2015/16	50% time TA	3 qtrs. reg	3 qtrs. instr
2016/17	50% time TA	3 qtrs. reg	3 qtrs. instr
2017/18	50% time GSR	3 qtrs. reg	3 qtrs. instr
2018/19	50% time TA	3 qtrs. reg	3 qtrs. instr
2019/20	50% time TA	3 qtrs. reg	3 qtrs. instr
2020/21	50% time TA	3 qtrs. reg	0 qtrs. instr
Total		21 qtrs. reg	18 qtrs. instr

As of Fall 2021, Student A has been registered for 21 quarters and has received 21 quarters of support (18 quarters of instructional support as a TA plus 3 quarters of non-instructional support as a GSR). This student may not receive any further support.

For support to be awarded, graduate students must be enrolled for 12 units or more, and in good academic standing with a cumulative GPA of 3.0 or better. In addition, for support in the second year, the graduate student must have a satisfactory 3rd quarter evaluation.

For support in	the graduate student must have
second year	a satisfactory 3rd quarter evaluation
third year	1) a pass on the Comprehensive Research Paper, and 2) a satisfactory 6th quarter evaluation
fourth year	advanced to candidacy
fifth year	demonstrated satisfactory progress on the dissertation
sixth year	demonstrated satisfactory progress on the dissertation
seventh year	demonstrated satisfactory progress on the dissertation

Students offered employment may also be required to meet specific requirements established by the employer. Students employed to teach a foreign language must demonstrate a level of language proficiency acceptable to the language program director, for example.

Continuing Student Support

Departmental Responsibilities

1. The entire faculty determines general support guidelines for continuing students.
2. The Department Chair makes specific support allocations for individual students in accordance with the department's support guidelines, student qualifications, University regulations, availability of funds, and students' preferences. The initial support proposal for continuing students will be brought to the entire faculty for ratification; subsequent modifications do not require faculty approval.

Student Responsibilities

1. Perform well in coursework.
2. Promptly complete and return the departmental support questionnaire, and notify department of changes in support needs/prospects.
3. Apply for jobs and fellowships outside the department. Note that a departmental support award in one year does not guarantee support in subsequent years, even if performance is excellent. Continuation of support depends on a variety of things, including the department's financial situation, availability of appropriate TAs, and the number of graduate students seeking support.
4. Students on leave of absence or withdrawn who are planning to return should contact the department as early as possible to inquire about support.

Timelines

Support questionnaires are sent to current students a few weeks before the beginning of each quarter (late August or early September for Fall, late November or early December for Winter, late February or early March for Spring). Offers of support with details of TA/GSR assignments, stipend support, and tuition and fee awards are sent to students sometime before the beginning of each quarter.

Principles

Our highest priority is to maximize jobs for all graduate students in the department, taking into consideration individual qualifications for particular jobs, relevant past job performance, past support history, and the need to ensure quality teaching.

It is desirable for graduate students to serve as a TA for at least one LIGN course during their academic career.

Quality of academic performance in the PhD program is a consideration in awarding support. In any given quarter, the Department has no obligation to offer support to students whose academic performance during the previous quarter was judged to be unsatisfactory.

All other things being equal, senior students within normative time are likely to be preferred as LIGN TAs over junior students.

Support awards are made annually (normally in May for the following academic year). Awards may be revised as the support picture changes.

It is desirable to package support in such a way that we try to give employed students support equivalent to a 50% TAship.

All students are responsible for fees and non-resident students are responsible for out-of-State tuition. US residents become California residents after a year, but foreign students are typically responsible for tuition throughout their graduate career. Both fees and tuition are significantly reduced for students who have advanced to candidacy and are within normative time.

Some support sources pay partial fees, full fees, and/or full tuition. In cases where fees and/or tuition are not paid, the department pays a portion of these through its Block Grant allocation. There is no firm policy governing this, but the following represent the current practice:

- (i) Students who receive fellowships that require fee/tuition remission have their fees/tuition paid from the Block Grant.
- (ii) First-year students may be offered full fees and/or tuition. There is a general policy whereby one third of the Block Grant allocation is used for first-year students.
- (iii) Foreign students who must pay tuition typically have a significant portion paid from the Block Grant.
- (iv) Students whose support level is below 50% have part or all of their fees paid from the Block Grant.

A guiding principle in the allocation of Block Grant funds for fees and tuition is the desire to equalize graduate students' net income as much as possible.

Each student who has passed the qualifying examination will be offered 4 months of summer Research Scholarship from the Block Grant, 2 months in the summer after qualification (typically between years 3 and 4) and 2 months the following summer. (In the event of insufficient funds to fully implement this proposal in a particular year, those students closest to finishing their dissertation will be given first priority.)

Students who decline an offer of a TAship or GSRship for which they are qualified are not guaranteed alternative departmental support during the period of time covered by the original job offer.

Incoming Student Support

Responsibilities

The entire faculty determines general support guidelines for incoming students.

The Department Chair and the Director of Graduate Studies make specific support allocations for individual students in accordance with the department's support guidelines, student qualifications, University regulations, and availability of funds. The initial support proposal for incoming students will be brought to the entire faculty for ratification; subsequent modifications do not require faculty approval.

After taking current and future year commitments into account, the Chair authorizes Block Grant insurance proposals in accordance with the department's support guidelines and GRADUATE DIVISION requirements.

Principles

It is desirable to give our top-ranked admittees some form of support.

It is desirable to package support in such a way that as many incoming students as possible receive support equivalent to a 50% TAship, usually in the form of a 25% TAship plus a stipend paid from the Block Grant.

Multi-year commitments are to be undertaken with caution, and only after considering all current and future commitments.

Block Grant tuition will be awarded preferably to those incoming students who a) can become California residents by year 2, and/or b) have a good prospect of continued employment during their graduate career. For foreign citizens, the latter is normally demonstrated by being qualified for employment in the LLP or in other campus language programs (but see the first principle).

The percentage of the Block Grant to be allocated for incoming student support is to be determined only after examining the impact on continuing student support.

FINANCIAL SUPPORT INFORMATION

Intercampus Travel Grants

Each year, the Academic Senate awards the department a sum of money to be used for travel to other UC campuses only.

The formula used in the past is: **\$11.00 x the number of graduate students = the total amount awarded for graduate student travel**. The department can establish its own policy on allocating these travel funds to students. Linguistics allocates these funds in conjunction with Research and Travel Grants.

Research and Travel Grants

The department also receives an annual allocation for research and travel grants. These grants are made to graduate students to assist them with expenses related to their research or creative activity for which there are not State, extramural or intercampus travel funds available. A copy of the GRADUATE DIVISION guidelines for the award of graduate student research support grants follows.

- More advanced students will be given priority over less advanced students.
- Priority will also be in inverse proportion of previous amounts granted to a particular student.
- Maximum travel grants will normally be \$500.00 for any single domestic trip or \$1,000.00 for any single international trip.
- The Committee on Research and Travel Grants will meet quarterly to consider applications which have been submitted. The deadline for submission of proposals is the end of the second week of each quarter. However, last minute proposals may also be considered. An attempt will be made to divide the available funds into equal amounts for each quarter.
- Applications for travel to scholarly meetings should be separate from other requests. Travel grants will be given only to students who have had a paper accepted at a conference. The application should include a copy of the abstract which was submitted and the letter of acceptance or a copy of the program. A sample proposal follows the GRADUATE DIVISION guidelines. For travel to other UC campuses, request Intercampus Travel Grant money.
- Applications for research funding should include a short description of the proposed research and a detailed budget. The Language Consultant rate for 2014-15 is approximately \$20.00/hour.
- All applications must be discussed with and approved by the faculty advisor before submission to the committee.
- To be reimbursed for informant fees, take signed original receipts to the Fiscal Coordinator, AP&M 4018. The appropriate paperwork will be submitted and you will receive a check. To be reimbursed for travel, take your actual airline ticket receipt to the Fiscal Coordinator.

CALIFORNIA RESIDENCY

U.S. citizens who are not California residents should try to establish California residency by the Fall quarter of their second year. Please refer to the Statement of Legal Residence form, which is required by the Office of the Registrar, for a description of residency. In general, a student should do the following for one year to satisfy residency requirements:

1. Pay California taxes.
2. Obtain a California driver's license.
3. Register vehicles with the California Department of Motor Vehicles.
4. Register to vote in California.

5. Designate California as your permanent address on all school records.
6. Keep records of residence in California for at least one year (e.g. rental agreement, utility bills, telephone bills, etc.).

Any questions pertaining to residency should be directed to the Residence Deputy in the Office of the Registrar (residence deputy@ucsd.edu). Instructions on how to change residency classification are available on the web at <https://students.ucsd.edu/finances/fees/residence/>.

LEAVE OF ABSENCE

Every graduate student engaged in activities which further a program of graduate study or research and which require UCSD faculty supervision or use of University facilities must register each quarter until all requirements for the degree have been completed, including the final examination and filing of the thesis or dissertation, unless granted a formal leave of absence. Leaves of absence can be granted for up to three quarters. The Leave of Absence petition should be filed prior to the end of the second week of instruction of the first quarter of the proposed leave. The on-line form can be found here: <https://grad.ucsd.edu/resources/general/academic-policies/leave-of-absence.html>. The petition must be signed by the advisor or chair and will then be approved by the Dean of Graduate Studies subject to the following conditions:

1. The student must have completed a minimum of one quarter of resident graduate study with a satisfactory GPA.
2. The student may not be employed or hold a fellowship or other appointments with the University while on leave.
3. A student may not use University facilities nor place any demands on faculty time during the period of leave.

Withdrawn Student Returning Only to Complete/Defend and Submit Dissertation

If a student returns with a completed dissertation acceptable to the Department chair and dissertation advisor within the specified time, the following shall occur:

- The student or Department will ask members of the previous committee if they are willing to continue to serve. If they are not, the committee will be reconstituted.
- The student will be readmitted.
- The student will be re-advanced to candidacy upon the recommendation of the doctoral committee and approval of the department chair. The doctoral committee may decide on a “paper” advancement without retaking the qualifying examination or require that the student retake the qualifying examination if the time away from the program has been lengthy, the dissertation field has changed substantially, or if other conditions specified by the doctoral committee occur.
- Student defends and submits dissertation.
- The student will pay the following fees, which are subject to change:
 - Readmission Fee, currently \$40;
 - Advancement Fee, currently \$90;
 - Filing fee, in lieu of registration, currently \$179.

All paperwork for this process is to be submitted to GRADUATE DIVISION at the student’s final appointment for submission of the dissertation or thesis.

Students are advised to discuss and coordinate the above with their graduate coordinator well in advance of the final appointment.

