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**IMPORTANT:** Every attempt has been made to ensure that the information in this handbook is current and correct. It is each student’s responsibility to confirm the deadlines, requirements, and paperwork that apply to his/her/their situation at each step in the graduate school process. You are encouraged to consult with your own advisor, the Student Affairs Office, and the Graduate Division as well as to utilize the resources on the UCSB web sites. This handbook is also available on the GGSE website, under Current Students. If you have special needs regarding these materials, please contact the Education Program Office at (805) 893-4515.
Welcome to the Department of Education in the Gevirtz Graduate School of Education (GGSE) at UC Santa Barbara! We are excited to have you join our community! This Department of Education Student Handbook is written to acquaint you with the academic programs, faculty, and community life of the department, as well as the various resources available to graduate students.

This Student Handbook is a supplement to the Gevirtz Graduate School of Education Student Guidelines provided by the Student Affairs Office. The Guidelines document covers requirements and procedures that apply to all GGSE students. It also covers general academic topics, a comprehensive listing of financial support, and additional information about enrollment.

The Student Handbook provides an overview of academic programs and requirements. The requirements apply to students who are beginning this year. Students can choose seven different Research Focus Areas for an Education master’s degree or doctoral degree. Although there are no academic requirements associated with these Research Focus Areas, they may offer elective courses or special events, such as talks or working groups. All academic decisions should be made in conjunction with the student’s advisor.

Commitment to Diversity and Equity

In the pursuit of academic excellence, the Department of Education, as part of the GGSE, is committed to recruiting, supporting, and retaining a community of students, faculty, and staff that reflects the diversity of our state and nation. The students, faculty, and staff of the GGSE recognize and respect the dignity and worth of all people. We value individual differences including, but not limited to, racial and ethnic backgrounds, nationality, gender, sexual orientation, disability, religion, socioeconomic status, age, and divergent perspectives. Our goal is to create a diverse community where all members feel safe and included. We welcome discussion of complex issues related to diversity and equity inside and outside the classroom. We strive to provide all members of the GGSE community multiple opportunities for their voices to be heard. We believe a dedication to these principles of inclusion is essential to our scholarship, leadership, citizenship, and democracy.

Department’s Goals

Consistent with the goals of the GGSE, the Department of Education faculty prepare students to (1) conduct scholarly inquiry into education, especially into educational responses to the challenges posed by the individual, economic, linguistic, and cultural diversity of our multicultural society; and (2) educate leaders – scholar researchers and scholar practitioners – to address educational challenges, especially those arising out of diversity. We are committed to identifying educational responses, especially in pre-college public education, that provide the best possible balance between the equally valued goals of equity and excellence in a manner consistent with our democratic society.
Department’s Events and Activities

Fall Orientation
Held in late September, just prior to the start of classes, an Orientation is held for all new Department of Education students. Presentations are made introducing key people and resources.

Community-Building Events
The department and GSAE hold a welcome-back-to-school and an end-of-year event. We also encourage students to attend two community-building events each quarter, including writing workshops and an alumni luncheon. The GGSE organizes a community service day at our partnership school, Harding, at least once a year as well.

Meeting with the Chair
During the year, the department chair will host an open social hour/lunch with graduate students. The purpose of this meeting is to discuss topics of interest to the students in an effort to foster communication and improvements for graduate student life.

Other Workshops and Discussions
Workshops are held throughout the year on topics such as grant opportunities, writing grant proposals, and using specialized software. In addition, the GSAE has organized and hosted informal discussions, often held at lunchtime. These can be brown bag luncheons, or food might be provided. You can refer to the GSAE’s Facebook page for current information. Announcements of workshop opportunities are also made to students’ Education email accounts and via flyers in the building.

Colloquia
One expectation that the faculty hold for students is that they will participate in some of the many talks and colloquia held within the Department and on-campus, by other departments or interdisciplinary groups, such as Cognitive Science or Global Studies. Through colloquia, students can learn about current research before it is published and meet colleagues from other institutions. There are several different kinds of talks held within the Department of Education: job talks, in-house presentations, and guest speakers. When a faculty position is open, several candidates will be brought in to give presentations. By attending the talks, students have the opportunity to give their input into the hiring process.

Graduation Celebration
Held in June, the same day as UCSB’s Commencement, the Education Department hosts a Graduation Celebration for students who have earned their degree.
Suggestions for Success

- Help build community – introduce yourself to your colleagues, the faculty, and staff.
- An Education email account is provided to all GGSE students. If you prefer to use another email address, please have your email forwarded from your GGSE email account. Important information is distributed via email. Please also check your shared mailbox in ED 3104 often.
- Talk to 2nd, 3rd, and 4th year students. They can share advice and important information.
- Familiarize yourself with Davidson Library as soon as possible; technology is abundant and there are many useful things to learn there.
- Be aware of financial aid deadlines. Visit the Graduate Division’s website, www.graddiv.ucsb.edu, or ask the GGSE Student Affairs Officer, Sam Rifkin, for more information.

Department of Education Graduate Student Enrollment 2018-2019

<table>
<thead>
<tr>
<th>Total Enrollment of Education Students for Fall 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Students = 66</td>
</tr>
<tr>
<td>Male Students = 33</td>
</tr>
<tr>
<td>International Students = 13</td>
</tr>
<tr>
<td>African/African American = 1</td>
</tr>
<tr>
<td>American Indian = 0</td>
</tr>
<tr>
<td>Chinese/Chinese American = 1</td>
</tr>
<tr>
<td>Japanese/Japanese American = 0</td>
</tr>
<tr>
<td>Korean/Korean American = 1</td>
</tr>
<tr>
<td>Filipino = 1</td>
</tr>
<tr>
<td>Vietnamese = 1</td>
</tr>
<tr>
<td>Other Asian = 0</td>
</tr>
<tr>
<td>Pacific Islander = 0</td>
</tr>
<tr>
<td>East Indian/Pakistani = 1</td>
</tr>
<tr>
<td>Latina/Latino/Other Hispanic = 1</td>
</tr>
<tr>
<td>Chicana/Chicano/Mexican American = 2</td>
</tr>
<tr>
<td>Puerto Rican = 0</td>
</tr>
<tr>
<td>White = 7</td>
</tr>
<tr>
<td>Other = 1</td>
</tr>
<tr>
<td>Declined to State = 3</td>
</tr>
<tr>
<td>Hispanic/Latino = 28</td>
</tr>
<tr>
<td>African American/Black = 8</td>
</tr>
<tr>
<td>American Indian/Alaska Native = 2</td>
</tr>
<tr>
<td>Asian/Asian American = 17</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander = 2</td>
</tr>
<tr>
<td>White Caucasian = 44</td>
</tr>
<tr>
<td>Multiple Races = 21</td>
</tr>
</tbody>
</table>
ADVISORS AND THE ADVISING PROCESS

A student’s advisor plays a key role during the student’s graduate career. The advisor guides and assists the student through the entire graduate school experience. The advisor’s consent is needed when planning coursework as well as the selection of research projects. Most students meet with their advisor throughout the school year for advice as well as to keep their advisor informed of their progress. First year advisors are assigned during the admissions process when faculty select the students with whom they share common interests. Should you wish to change your advisor to another faculty member, which is common and acceptable, you may do so by obtaining a Change of Advisor form in the Education Program Office or on the Education website. Once your new advisor gives signature approval, return it promptly to Veronica Munoz in the Student Affairs Office so that your student records may be updated.

IMPORTANT: Students typically work with their new advisor through the first year before requesting a change, but you may request a change if the need arises. When you change advisors, it is a courtesy to inform your old advisor of the change.

Although most advisors are readily available to their students, there are some restrictions upon faculty time and availability. The Faculty Office Hours are posted quarterly on the Education webpage, and outside ED 3103. As you grow and change in graduate life so will your style of working with your advisor. Some suggestions for working with your advisor include:

- Ask how they want to keep up-to-date on your progress (e.g., email, regular meetings).
- Make an appointment with your advisor to learn his or her background, research interests, and expectations for students.
- Sit in on a class your advisor is teaching so you learn his/her/their teaching style and the manner in which he/she/they communicates information to students.
- Don’t wait until a crisis to contact your advisor; regular dialogue is important.
- The campus-wide Ombuds office is available for students as a “safe space” to talk about confidential issues with advisors.

Please note the sabbatical list below. Faculty require ample time to read student work, especially at the end of the quarter when there are many other demands and commitments. Most faculty members have 9 month appointments, which coincide with the academic year, and have limited availability during the summer months. During the summer, they have other obligations and may choose not to conduct routine advising activities with students, so please plan ahead.
## FACULTY ON SABBATICAL/LEAVE FOR 2019-2020

<table>
<thead>
<tr>
<th>FALL 2019</th>
<th>WINTER 2020</th>
<th>SPRING 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Sarah Roberts</td>
<td>Dr. Sharon Conley (in residence)</td>
<td>Dr. George Marcoulides</td>
</tr>
<tr>
<td>Dr. George Singer</td>
<td>Dr. Jin Sook Lee</td>
<td>Dr. Betsy Brenner</td>
</tr>
<tr>
<td>Dr. Betsy Brenner</td>
<td>Dr. Hunter Gehlbach</td>
<td>Dr. Jin Sook Lee</td>
</tr>
<tr>
<td>Dr. Jin Sook Lee</td>
<td></td>
<td>Dr. Hunter Gehlbach</td>
</tr>
<tr>
<td>Dr. Hunter Gehlbach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## FACULTY DIRECTORY

*All email addresses are @education.ucsb.edu*

<table>
<thead>
<tr>
<th>Professor</th>
<th>Phone Ext.</th>
<th>Email</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adler-Kassner, Linda</td>
<td>3006</td>
<td>adlerkassner</td>
<td>1117</td>
</tr>
<tr>
<td>Arya, Diana</td>
<td>2185</td>
<td>darya</td>
<td>3151</td>
</tr>
<tr>
<td>Tarek Azzam</td>
<td>3385</td>
<td>tarekazzam</td>
<td>3113</td>
</tr>
<tr>
<td>Bazerman, Charles</td>
<td>Email</td>
<td>bazerman</td>
<td>3208</td>
</tr>
<tr>
<td>Bianchini, Julie</td>
<td>4110</td>
<td>jbianchi</td>
<td>3153</td>
</tr>
<tr>
<td>Brenner, Mary Betsy</td>
<td>7118</td>
<td>betsy</td>
<td>3137</td>
</tr>
<tr>
<td>Chun, Dorothy</td>
<td>2293</td>
<td>dchun</td>
<td>3139</td>
</tr>
<tr>
<td>Conley, Sharon</td>
<td>7199</td>
<td>sconley</td>
<td>3115</td>
</tr>
<tr>
<td>Dewar, Tim</td>
<td>2510</td>
<td>dewar</td>
<td>2218</td>
</tr>
<tr>
<td>Duque, Jason</td>
<td>Email</td>
<td>jason</td>
<td>3210</td>
</tr>
<tr>
<td>Duran, Richard</td>
<td>3555</td>
<td>duran</td>
<td>3141</td>
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<tr>
<td>Fedders, Andrew</td>
<td>3711</td>
<td>fedders</td>
<td>3238</td>
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<tr>
<td>Gehlbach, Hunter</td>
<td>3385</td>
<td>hgehlbach</td>
<td>3113</td>
</tr>
<tr>
<td>Gottfried, Michael</td>
<td>2342</td>
<td>mgottfried</td>
<td>3111</td>
</tr>
<tr>
<td>Harlow, Danielle</td>
<td>Email</td>
<td>dharlow</td>
<td>3105</td>
</tr>
<tr>
<td>Ho, Hsiu-Zu</td>
<td>3893</td>
<td>ho</td>
<td>3149 &amp; 3893</td>
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<tr>
<td>Kyratzis, Amy</td>
<td>7078</td>
<td>kyratzis</td>
<td>3125</td>
</tr>
<tr>
<td>Lambert, Rachel</td>
<td>4781</td>
<td>rlambert</td>
<td>3147</td>
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<tr>
<td>Lee, Jin Sook</td>
<td>2872</td>
<td>jslee</td>
<td>3131</td>
</tr>
<tr>
<td>Lohwasser, Karin</td>
<td>8091</td>
<td>loh2o</td>
<td>3206</td>
</tr>
<tr>
<td>Lunsford, Karen</td>
<td>8556</td>
<td>lunsford</td>
<td>3104</td>
</tr>
<tr>
<td>Marcoulides, George</td>
<td>7429</td>
<td>gmarcoulides</td>
<td>3119</td>
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<tr>
<td>Maul, Andrew</td>
<td>7770</td>
<td>amaul</td>
<td>3109</td>
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<tr>
<td>Milem, Jeffrey</td>
<td>3917</td>
<td>jmilem</td>
<td>3145 &amp; 4127</td>
</tr>
<tr>
<td>Mireles-Rios, Rebeca</td>
<td>8280</td>
<td>rmireles</td>
<td>3121</td>
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<tr>
<td>Nylund-Gibson, K.</td>
<td>5165</td>
<td>knylund</td>
<td>3107</td>
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<tr>
<td>Ograin, Chris</td>
<td>5356</td>
<td>ograin</td>
<td>3246</td>
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<tr>
<td>Okamoto, Yukari</td>
<td>Email</td>
<td>yukari</td>
<td>3135</td>
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<tr>
<td>Roberts, Sarah</td>
<td>8324</td>
<td>sroberts</td>
<td>3127</td>
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<tr>
<td>Romo, Laura</td>
<td>3081</td>
<td>lromo</td>
<td>3133</td>
</tr>
<tr>
<td>Carolyn Satti-Bajaj</td>
<td>3786</td>
<td>coming in November!</td>
<td>3117</td>
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<tr>
<td>Singer, George</td>
<td>Email</td>
<td>singer</td>
<td>3204</td>
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<tr>
<td>Wang, Mian</td>
<td>5605</td>
<td>mwang</td>
<td>3143</td>
</tr>
</tbody>
</table>

Faculty Office Hours are posted quarterly on the Education webpage:

http://education.ucsb.edu/education/contacts
KEY PEOPLE

As important as the courses one takes are, the people who comprise the Department of Education constitute its community. Below, you will find information about the students, staff, and faculty who contribute to the functioning of the department. Information about all Education faculty is available on our website.

A Welcome from the Dean of the Gevirtz Graduate School of Education
Jeffrey F. Milem

Welcome. I am the Dean of the Gevirtz Graduate School of Education and a professor in the Department of Education. GGSE is a vital, exciting community of learners. I encourage you to take advantage of the many opportunities available to you that will enhance your personal and professional growth. In addition to your classes, I urge you to become involved in research teams with GGSE faculty, attend talks by renowned researchers, and participate in workshops and social gatherings that are part of our vibrant academic community. Our faculty, staff, and students deeply value the perspectives contributed by our diverse graduate student body and invite your participation on school committees. It is our hope that when you leave the GGSE, you have the knowledge and skills that allow you to make significant contributions to your communities, the state, and the nation. All of us in the GGSE community look forward to meeting and working with you.

Jeffrey F. Milem, Dean and Professor
jmilem@ucsb.edu or 805.893.3917

Department of Education Chair
Julie Bianchini

Dr. Bianchini serves as Chair of the Department of Education in the GGSE. In addition to the tasks typical of all professors in the Department, which include teaching, research, and advising students, she has major responsibility for administering the Department’s budget, hiring and supervising faculty, coordinating the work of the faculty, creating teaching assignments, monitoring course offerings, and coordinating review of the faculty for merit advancement and promotion. The Chair also works on student-related issues with the Vice Chair and Graduate Advisor, including making assignments of the Department’s Teaching Assistants, reviewing aspects of students' progress, and addressing students' concerns and/or difficulties.

Dr. Bianchini encourages students to find ways to involve themselves in the rich academic life of the Department, School, and University. A graduate education, in addition to coursework and milestones, includes informal meetings with colleagues, collaborative work on research projects, brown-bag discussions with gatherings of faculty and students,
attendance at GSAE events, regular meetings with one’s advisor, and colloquia presented by visiting scholars. To make an appointment with Dr. Bianchini (please call her Julie), you may contact her via email at jbianchi@education.ucsb.edu.

Department of Education Vice Chair
Karen Nylund-Gibson

Dr. Karen Nylund-Gibson serves as the Vice Chair of the Department. Her primary responsibilities involve graduate student fellowships, block grant allocations, and travel grants. Together with the Chair and the Graduate Advisor, she works on student recruitment and orientation. She also handles approving student employment in outside departments. Dr. Gibson welcomes graduate student comments and questions, in particular, about funding issues. She encourages graduate students to proactively inform themselves about employment and funding opportunities on campus (e.g., Teaching Assistantships and Graduate Student Researcher positions not only in the Department of Education, but in other departments on campus as well). You may contact her via email at knylund@education.ucsb.edu.

Department of Education Graduate Advisor for Students
Yukari Okamoto

The Graduate Advisor is primarily responsible for matters of student affairs. All matters pertinent to admissions, program changes, and leaves of absence must be approved by the Graduate Advisor. The Graduate Advisor’s signature is the only signature, other than the Department Chair’s, recognized as official on forms and petitions that are sent to the Registrar and/or the Graduate Division. The Graduate Advisor serves as a liaison between the student body and the Department. In this role, the Graduate Advisor also serves as an advisor to the Graduate Student Association in Education (GSAE), works with students with grievances, and advises students on matters of academic policy. To make an appointment, contact her by email at: yukari@education.ucsb.edu.

Department of Education Diversity Officer
Amy Kyritzis

The Diversity Officer is primarily responsible for attending to issues of equity and diversity related to graduate education in the department – for recruiting and supporting a diverse graduate student cohort and for developing scholarship, leadership, and professionalism of graduate students from all backgrounds. The Diversity Officer works with the Recruitment and Admissions Committees as well as meets with students who have suggestions, concerns, or grievances to make the department a more welcoming, supportive and inclusive community. To make an appointment, contact her by email at: kyritzis@education.ucsb.edu.
Department of Education Program Office

The Department of Education Program Office is located in ED 3103 and provides support for Education faculty and students. The Program staff members facilitate communication among continuing and new students, faculty, and other staff, and respond to program inquiries from prospective applicants.

They are available to answer your questions and provide information regarding course enrollments, course evaluations (ESClS for TAs), textbooks, course approval codes, forms, fellowship processes, student employment, academic deadlines, student mail, and loaner equipment.

For assistance, please call (805) 893-4515 or email progoffice@education.ucsb.edu.

- **Currently unfilled, Department Administrator:** ED 3101
  Responsible for providing support to the Education Chair and faculty, coordination of curriculum and faculty workload planning, department events, visiting scholar appointments, financial management of department funds, and collaboration on department academic recruitments, appointments and merit reviews.

- **Brenda Lavin, Department Coordinator:** ED 3103, brendal@ucsb.edu
  Responsible for managing course evaluations, textbook orders, loaner equipment, approval codes, and student inquiries, as well as coordinating faculty recruitment visits, grants and student fellowship awards, and department reimbursements.

GGSE Contracts and Grants Office

The GGSE Contracts and Grants Office, located in the 4100 wing, provides support to faculty, researchers, and students' extramurally funded projects. Faculty and researchers write grants, often with student assistance, covering a variety of areas of study. Funded topics have included the following: effectiveness of after-school literacy activities, assessment of service impact on outcomes of individuals with developmental disabilities, new methods for teaching mathematics and science, development of a screening tool for behavioral and emotional problems in children, preparing English language learners to start school, and understanding the role of contextual effects in STEM pursuit and persistence. The Gevirtz School administers grants each year from many different agencies. These include the National Science Foundation, the National Institutes of Health, the Institute of Education Sciences, the Community Action Commission of Santa Barbara County, the Stuart Foundation, the Spencer Foundation, and the County of Santa Barbara. Doctoral students involved with these projects receive research experience and training.
• Elisabeth Carrillo: ED 4117, elisabethycarrillo@ucsb.edu
  Coordination and administration of proposals and awards for PIs: A-G
• Jenna Henry: ED 4119, jenna.henry@ucsb.edu
  Coordination and administration of proposals and awards for PI’s: H-Z
• Tracey Velasquez: ED 4113, tracey@education.ucsb.edu.
  Contact for employment matters, including appointments, timecards and
  paychecks.
• Kelly Hayton: ED 4113, kelly.hayton@ucsb.edu.
  Oversight of contracts and grants administration and employment. Primary contact
  for Human Subject protocols.

Student Affairs Office (SAO)

The Student Affairs Office (SAO) is located in ED 4100. The SAO maintains official student
files and assists students with understanding university policies and procedures regarding
quarterly deadlines, registration, fellowship information, schedule adjustments,
petitions/forms, and time to degree issues. Like the Graduate Advisor, the SAO staff
members act as liaisons between various campus offices (e.g., Graduate Division, Office of
the Registrar, Financial Aid, etc.).

Paperwork is associated with many steps leading to a graduate degree. In order to ensure
that progress towards degree completion is recorded by the University in a timely and
accurate manner, students should regularly consult with the SAO for the appropriate forms
or petitions needed when approaching degree milestones, such as the awarding of a
master’s degree, the nomination of committee members, qualifying examinations, and the
dissertation defense. Also, students should inform the SAO of any changes to their
designated faculty advisor. Forms to change the following are available in ED 4100 or
through the GGSE website: changes to student status (e.g., lapsing, taking a leave of
absence, or reinstating), and/or program changes (e.g, petitioning to add a degree
objective).

To contact the Student Affairs Office, please call (805) 893-2137 or email:

• Amy Meredith, Student Affairs Manager: amyh@education.ucsb.edu
• Sam Rifkin: rifkin@ucsb.edu
• Veronica Munoz: veronicamunoz@ucsb.edu
HELPFUL UCSB WEBSITES

• http://www.ucsb.edu/ (Campus Home Page)

• https://education.ucsb.edu/ (GGSE/Department Home Page)

• http://www.graddiv.ucsb.edu/ (Graduate Division)

• https://www.graddiv.ucsb.edu/admissions/diversity (Diversity of Graduate Education)

• https://www.finaid.ucsb.edu/ (Financial Aid)

• http://www.library.ucsb.edu/ (Davidson Library)

• http://registrar.sa.ucsb.edu/ (Registrar’s Office)

ACADEMIC REQUIREMENTS

Students who enroll in the Department of Education are expected to fulfill both course requirements and other requirements that demonstrate competency in their field of study. For master’s degree students, this competency is demonstrated by either an examination or a research project. For doctoral students, there are both research requirements and exam requirements.

Students who are seeking a Ph.D. are expected to obtain a master’s degree in the course of fulfilling doctoral requirements. Students who already have a master’s degree in a related area may choose not to obtain a master’s degree in the Department of Education. The master’s degree is awarded upon completion of the required courses and of an Independent Research Project, or comprehensive exam. Students who enter with a master’s degree still need to complete an Independent Research Project. In general, the master’s requirements are a subset of the Ph.D. requirements and do not represent extra work.

In some cases, students may feel they have already taken courses that fulfill the Department of Education requirements. In consultation with their advisors, students can explore the possibility of obtaining a waiver for a particular course or substituting a different course within the department. The procedure for obtaining a waiver differs depending upon the course, but includes seeking permission from the professor who teaches the required course and the advisor’s approval.

The course requirements described on the Department of Education website are typically the minimum. Students, particularly Ph.D. students, are expected to take additional courses that expand upon their personal area(s) of interest. This may entail taking courses in related departments outside of Education. Students are encouraged to explore their options throughout the campus.
PROGRAM REQUIREMENTS: Ph.D.
The doctoral program in Education prepares doctoral students within 7 broad research areas:

- Culture and Development
- Language and Literacy
- Learning, Culture, and Technology Studies
- Policy, Leadership, and Research Methods
- Science and Mathematics Education
- Special Education, Disabilities, and Risk Studies
- Teacher Education and Professional Development

Course Requirements

All doctoral students entering the program fulfill the same basic course requirements. This ensures that all students have substantive expertise in research methods and a broad grounding in major areas of educational research. To fulfill the basic requirements, all students are required to take 5 research methodology courses (including an introductory course in both qualitative and quantitative methods), 1 proseminar for new students (ED 200A), and 3 breadth courses. Except for the required proseminar, students can choose courses from menus as described below. In addition, all students are required to take 5 elective courses that will prepare them for doctoral dissertation research. Courses can be chosen from any area within the department, as well as from courses in other departments. The student’s advisor must approve the choice of electives.

Breadth Course Requirements: Ph.D.
(3 courses required. Choose 1 course from 3 of the 4 breadth menus below)

(1) Language, Culture and Society
   ED 202A Bilingual Language Development 4.0
   ED 205 Anthropological Studies in Education 4.0
   ED 210E Foundations of Sociocultural Theory 4.0
   ED 210F Cultural Psychology: Contemporary Sociocultural Theory 4.0
   ED 270H Language, Culture, and Learning 4.0
   ED 271 Cultural Studies in Education 4.0

(2) Learning and Teaching
   ED 210A Advances in the Learning Sciences and Education 4.0
   ED 219B Research on Classroom Teaching 4.0
   ED 256 Technology and Learning Contexts 4.0
   ED 258J Seminar in Curriculum: Development and Analysis 4.0
   ED 282 Research Along the Learning to Teach Continuum: Teacher Education, Induction, and Professional Development 4.0
(3) **Policy, Organization, and Leadership**
ED 240A Education Policy 4.0  
ED 241 Economics of Education 4.0  
ED 242A Organizational Theories 4.0  
ED 247A Educational Leadership 4.0

(4) **Development**
ED 210B Introduction to Children’s Thinking 4.0  
ED 211B Development: Infancy and Early Childhood 4.0  
ED 211C Development: Middle Childhood to Adolescence 4.0  
ED 211G Theories in Human Development 4.0  
ED 222A Introduction to Exceptional Children 4.0  
ED 228E Families and Disabilities 4.0

**Research Methodology Course Requirements: Ph.D.**  
(Must take the 2 introductory courses and then 3 additional courses.)

(1) **Introductory Courses**
ED 214A Introductory Statistics 4.0  
ED 221A Introduction to Qualitative Research Methods 4.0

(2) **Quantitative Methodology**
ED 214B Inferential Statistics 4.0  
ED 214C Linear Models for Data Analysis 4.0  
ED 215B Psychometrics 4.0  
ED 215C Hierarchical Linear Models 4.0  
ED 216A Advanced Multivariate Statistics 4.0  
ED 216B Factor Analysis 4.0  
ED 216C Hierarchical Linear Models 4.0  
ED 216F Structural Equation Models 4.0  
ED 217A Constructing Measures 4.0  
ED 217B Analyzing and validating Measures 4.0

(3) **Qualitative Methodology**
ED 221B Qualitative Interviewing 4.0  
ED 221CC Observational Research 4.0  
ED 221D Video Analysis 4.0  
ED 221EE Discourse Analysis in Educational Settings 4.0  
ED 221F Community Ethnography 4.0  
ED 221GG Case Study Methods: Research and Practice 4.0  
ED 221H Design-Based Research and Research-Based Design 4.0  
ED 224AA Interactional Ethnography 4.0  
ED 224B Narrative Analysis 4.0
If you already have a substantial background in methodology, it is possible to waive the introductory courses. Other appropriate research methods courses can also be substituted for courses on these lists.

**Milestone Requirements**

All students are expected to complete the five milestones listed below at a high quality. However, because Education is an interdisciplinary field, milestone specifics will vary by subdiscipline – to appropriately reflect the field or focus pursued.

**Research Apprenticeship**

One of the most important goals of the program is to prepare students to conduct original research in the field of Education. This training commences with a research apprenticeship upon a student's admission to the program. During the first year, each student is required to participate in a research apprenticeship under the guidance of his or her faculty advisor or another qualified faculty member. The purpose of the apprenticeship is to acquaint students with the hands-on conduct of research by having them participate in research activities. The apprenticeship experience provides students with the opportunity to learn how educational research questions may be formulated and investigated and how the pursuit of research is tied to the needs of the educational community. As part of the apprenticeship experience, students will also learn how faculty researchers evaluate the substance and quality of their research through means such as peer review of research proposals, publications, and other forms of dissemination, and through feedback from educational practitioners and policy makers.

Students are expected to negotiate placement in a research apprenticeship with a faculty member during their first year of enrollment in their Research Focus Area. This requirement can be fulfilled through work as a research assistant, through a joint project with a faculty member, or through a variety of other arrangements. Upon completion of this apprenticeship, students should ensure that the Completion of the Research Apprenticeship form is obtained from the Department of Education Program Office in ED 3103, signed by the supervising faculty member, and filed.

**Independent Research Project (IRP) or Master’s Thesis**

The Independent Research Project is sometimes referred to as the second year project because that is when it is generally conducted. A student in either the M.A./Ph.D. or Ph.D. programs must complete this milestone.

Note that an IRP and M.A. research project should be the same in quality. However, there are some differences in procedures depending on your degree objectives and goals:
1. For those in the Ph.D. degree program,
a. If you do NOT wish to earn a master’s degree, you may complete an IRP by having two faculty members supervise your work.
b. If you want to earn a master’s degree, you may petition to add this option and become an M.A./Ph.D. student (see option 2 below).

2. For those in the M.A./Ph.D. degree program, you will complete a research project, which is the same as an IRP in quality, but requires three faculty members to supervise you.
   a. You may choose to file your research project as a thesis with the library. This means that you will be required to thoroughly edit your thesis to conform to the requirements of the University for filing a thesis with the library. This is called Plan 1 (thesis option) in Graduate Division’s terminology.
   b. You may choose NOT to file your thesis. This is called Plan 2 (project option) in Graduate Division’s terminology.

Students should discuss with their advisor and should consult with the Student Affairs Office before deciding which option they wish to pursue and to learn the procedures that they will need to follow. Most students who earn a master’s within the Gevirtz School choose option #2.

Regardless of which option you select, you must write a research prospectus and have it approved by your committee before you begin data collection. Once you complete your IRP/MA research project, you must submit it to your committee a minimum of 7 days before the defense. An oral examination (defense) completes the IRP/M.A. research project process, with the appropriate paperwork signed and submitted to the Student Affairs Office.

**Qualifying Exam**

The Qualifying Examination serves to advance a student to doctoral candidacy. Students should demonstrate a number of competencies through their exam: They should be well-versed in relevant knowledge bases, aware of both trends and gaps in the literature, prepared to build the conceptual and methodological bases needed for their dissertation, and use appropriate academic discourse to convey their ideas both orally and in writing. This is an important milestone since, among other things, it signals the completion of coursework, declaration of a field of scholarship, and eligibility for certain fellowships.

A Qualifying Examination can take the form of Plan A or Plan B below. A master’s exam, project, or thesis cannot serve as the qualifying exam.

Completion of this milestone is accomplished with the following steps:

1. In consultation with the student’s faculty advisor, the student should write a brief description of the three areas of knowledge that she or he will prepare for the
examination. Each description should speak to the following questions: What are the major issues in this area? Why is it important for the field? For each of the three areas, the student will also prepare a categorized reading list of 10 to 30 publications. The exact number of publications required per list will vary depending on the student’s research focus, faculty advisor, and committee members.

2. In conjunction with the student’s faculty advisor, he or she will form a committee of at least two additional members who are senate faculty (Assistant, Associate, or Professor, or Lecturer PSOE, or SOE), one of whom must be from the Department of Education. The student may have additional members from the Education Department or other campus departments as well. The student should give invited faculty a copy of their descriptions and reading lists. Once faculty have agreed to serve on the student’s committee, he or she should inform the Student Affairs Office for the appropriate paperwork to be processed.

3. The other members of the student’s committee will review the descriptions and reading lists, suggesting revisions and additions.

4. Students, in consultation with his or her committee, must decide whether to pursue Plan A or Plan B for the written portion of the Candidacy Examination. Whether Plan A or B is selected, all students must adhere to the following: (a) The papers/exams must be of sufficiently high quality. (b) Unless otherwise agreed to by the committee, the papers/exams will adhere in all matters of style to the Publication Manual of the American Psychological Association (latest edition). (c) The papers/exams must be written without consultation or feedback from the faculty advisor or other members of the committee. (d) Each paper/exam should range from 10 to 30 pages.

<table>
<thead>
<tr>
<th>Plan A</th>
<th>Plan B</th>
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</thead>
<tbody>
<tr>
<td>For each area of knowledge, a paper that critically reviews the literature. The student submits these papers to the committee when he or she believes it is complete. There is no timeline for Plan A.</td>
<td>An examination of three questions formed by the committee. A time limit is determined in advance by the committee for the completion of the exam. Typically, the time limit is 1 to 4 weeks.</td>
</tr>
</tbody>
</table>

5. Students must submit their papers/exams to their committee a minimum of 10 days before their defense.

6. An oral examination is required across the UC system. Typically, 2 hours are scheduled. For each paper/exam, a student can receive either (a) a pass or (b) a no pass. A student can revise papers/exams that are deemed no pass once, without ongoing feedback from the committee. If a student is unable to pass after a second defense, it constitutes a failure. A student who passes both the written and oral portions for the Qualifying Examination then advances to candidacy. Again, appropriate forms (Doctoral Degree Form I and Doctoral Degree Form II for establishing the Qualifying Examination
committee and for registering that the student has passed the examination) are obtained from the Student Affairs Office.

**Dissertation Proposal**

A doctoral dissertation is a document reporting a piece of original research conducted independently by the student. Students, in consultation with their advisor, should decide to organize their dissertation in one of two formats: traditional dissertation (in social science research) or the three-paper dissertation. This decision should be made prior to the Dissertation Proposal.

**Traditional Dissertation in the Social Sciences**

A traditional dissertation is a coherent text. The number of chapters varies by field and focus. One possible structure is outlined below.

- Chapter 1: Introduction
- Chapter 2: Literature Review and Conceptual Framework
- Chapter 3: Methods
- Chapter 4: Results
- Chapter 5: Discussion

**Three-Paper Dissertation**

The three-paper dissertation consists of three separate, publishable, research papers. The papers should be the length of a normal journal article for the field of study. The papers are free standing: They each have all the elements of a manuscript, including introduction, methods, results, discussion, and references. However, the three papers are interrelated in that they share some common theme. The three papers are the middle chapters of the dissertation and the first and last chapters help to tie the papers together.

- Chapter 1: Introduction
- Chapter 2: Paper 1
- Chapter 3: Paper 2
- Chapter 4: Paper 3
- Chapter 5: Discussion

During the proposal, the student is responsible for providing a rational for the topic and the three different areas covered in the three papers. For each paper, the student should provide research questions addressed by the paper, the dataset, and proposed method used to answer the research question. The papers do not need to be published before the thesis is approved and submitted.

Completion of this milestone is accomplished with the following steps:
1. In conjunction with the student’s advisor, the student should conceptualize the dissertation study and develop a detailed proposal for the work, including a description of the problem or issue to be addressed, a review of the pertinent literature, and a description of the procedures by which the study will be conducted. The structure of the proposal will vary, depending on the structure of dissertation selected.

2. The committee is normally nominated prior to advancing to candidacy, although changes may be made. Students should submit any committee changes to the Student Affairs Office for paperwork processing.

3. The committee should be given a minimum of 7 days to read the proposal.

4. The student meets with the committee to review the proposal. This meeting is typically 2 hours in length. The student may be expected to give an oral presentation, outlining the rationale, purpose, and method of the project. As a result of this meeting, the committee will decide if the proposal may be approved in its current form or if changes must be made. When the proposal is accepted, the committee must sign the Dissertation Proposal Approval Form that can be obtained in the Department of Education Program Office and filed there.

Dissertation

As stated above, a doctoral dissertation is a document reporting a piece of original research conducted independently by the student. In the writing of the dissertation, unless otherwise agreed to by the faculty committee, the student will adhere in all matters of style to the Publication Manual of the American Psychological Association (latest edition). The student should read Filing Your Dissertation Project on the Graduate Division’s website at http://www.graddiv.ucsb.edu/academic/Filing-Your-Thesis-Dissertation-DMA-Document before beginning work. Completion of the dissertation is accomplished with the following steps.

1. Conduct the work necessary to complete the dissertation in the accepted proposal. Continued interaction with the student’s faculty advisor is advisable, both as he or she conducts data collection and analysis and as he or she composes drafts of components of the dissertation. It may also be appropriate to consult with other members of the student’s committee on specific areas related to their expertise.

2. As stated above, students have two options for the format of their dissertation: (a) a cohesive text, or (b) three journal articles bounded by an introduction and a conclusion. Although the format of the dissertation, including chapters and/or sections where appropriate, is normally governed by the content and worked out with the advice of the dissertation committee, specific elements as described in the Graduate Division’s Dissertation Template Guide must be included. When submitting the dissertation to the committee, all elements of the document should be included (e.g., figures, references, footnotes, appendices, etc.).
3. Committee members must be given 10 days to review a student’s dissertation before the defense. A student should check with each faculty if a hard or electronic copy is preferred.

4. Students have the option to hold a public defense of their dissertation. Dissertation defenses that include a public component are typically 2.5 to 3 hours in length; defenses without a public component are typically 2 hours. The dissertation defense typically involves a formal oral presentation of the project by the student and a series of questions by the faculty. However, because defenses vary, a student should talk with her or his committee about their expectations prior to the defense. In particular, a student should discuss with his or her committee whether a formal presentation is needed if there is or is not a public defense component. It is the student’s responsibility for coordinating the establishment of the date, time, and location of the oral defense.

A dissertation defense consists of both an oral and written component. At the end of this defense, the committee will determine whether the oral and written components of the dissertation are (a) passed or (b) not passed. A student can revise both components of the dissertation until they are passed. If a student does not revise the written and/or oral portions of the dissertation defense to expected and appropriate levels, the student can fail. Adopting an optimistic stance, the student should take to the defense meeting (a) at least three printed copies of the original Signature Page from the dissertation, to be signed by the committee members, and (b) a Doctoral Degree Form III, obtained from the Student Affairs Office, and signed by the committee members signifying passage of the dissertation.

5. Students file their dissertation with the appropriate offices on campus, following instructions in Filing Your Dissertation Project from the Graduate Division. Deadlines to submit doctoral dissertations to the Graduate Division for graduation dates are listed in the University’s schedule and can also be obtained from the Student Affairs Office. If students are trying to meet specific deadlines, they should plan to conduct their dissertation defense on a date that offers sufficient time before the deadlines occur to allow for revisions that the committee might require.

6. As part of the dissertation defense, faculty will complete the below rubric. Students are expected to bring the rubric with them to the defense. Students also might find the rubric helpful in planning, organizing, and writing their dissertation. The rubric is part of the Education Department’s ongoing effort to assess its Program Learning Outcomes (see additional information below.)
Additional Information for Ph.D. Students

Degree Checklist

A Degree Checklist that summarizes all of these requirements is given at the end of this handbook.

Committee Membership

The Ph.D. committee is approved by and responsible to the Graduate Dean under policies established by the Graduate Council. The committee consists of at least three UC Academic Senate members, with a tenure-track faculty member from the student’s major (home) department serving as chair or co-chair. At least two members of every doctoral committee must be tenure-track faculty. The majority of the three members shall be from the student’s UCSB major (home) department. Recommendation of the appointment of additional members to the doctoral committee is at the discretion of the department.

Ph.D. Time to Degree

Students' life situations make the time necessary to complete their degrees vary greatly. However, the Graduate Division has established guidelines for key milestones in the Ph.D. program. All students are expected to take their Qualifying Examination and Advance to Candidacy by the end of their fourth year in the program. Students who do not make this deadline may be placed on academic probation. In addition, it is expected that most students in the Ph.D. Program in Education will complete their degrees within 6 years. Students should consult with their advisors and the SAO about these deadlines; adjustments may be possible depending upon individual circumstances such as certain leaves of absence.

<table>
<thead>
<tr>
<th>Milestone</th>
<th>When Typically Completed</th>
<th>Campus Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research Apprenticeship</td>
<td>3rd Quarter</td>
<td></td>
</tr>
<tr>
<td>2. Independent Research Project</td>
<td>6th Quarter-9th Quarter</td>
<td>MA: 12th Quarter</td>
</tr>
<tr>
<td>3. Residency</td>
<td>6th Quarter</td>
<td></td>
</tr>
<tr>
<td>4. Qualifying Examination</td>
<td>9th Quarter-12th Quarter</td>
<td>12th Quarter</td>
</tr>
<tr>
<td>(Advancement to Candidacy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Dissertation Proposal</td>
<td>10th Quarter-15th Quarter</td>
<td></td>
</tr>
<tr>
<td>6. Dissertation Defense</td>
<td>15th Quarter-18th Quarter</td>
<td>18th Quarter</td>
</tr>
</tbody>
</table>
### Program Learning Outcomes (PLOs)

As a doctoral program, we are committed to providing you with competencies that will help with future careers, whether you pursue a career in college/university teaching, research, administration or other fields. The Program Learning Outcomes list the competencies we have incorporated into our training through both courses and milestones. From time to time, we may ask you to give us feedback about how well we are supporting you in achieving these PLOs.

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLO Area: Core Knowledge</strong></td>
</tr>
<tr>
<td>1. Demonstrate general knowledge of educational research and theory consistent with that of a faculty member in a department of education at a research university.</td>
</tr>
<tr>
<td>2. Demonstrate extensive specialized knowledge of a sub-field (e.g., mathematics education, educational leadership, special education, language and literacy education, etc.) of educational research and theory sufficient to carry out substantive independent research in that sub-field.</td>
</tr>
<tr>
<td><strong>PLO Area: Research Methods and Analysis</strong></td>
</tr>
<tr>
<td>3. Identify and demonstrate knowledge of a select range of qualitative and quantitative methodologies typically used in education research and their underlying epistemology, and critically read research that uses these methods.</td>
</tr>
<tr>
<td>4. Systematically analyze and critically evaluate data to come up with appropriate findings and interpretations.</td>
</tr>
<tr>
<td><strong>PLO Area: Independent Research</strong></td>
</tr>
<tr>
<td>5. Frame an empirical research study guided by theory and prior research.</td>
</tr>
<tr>
<td>6. Design and implement a study using appropriate research questions, methods, and techniques.</td>
</tr>
<tr>
<td><strong>PLO Area: Academic Communication</strong></td>
</tr>
<tr>
<td>7. Review and cogently synthesize relevant literature.</td>
</tr>
<tr>
<td>8. Structure a coherent academic argument that presents and evaluates evidence to support claims.</td>
</tr>
</tbody>
</table>
9. Prepare proposals (e.g., conferences, fellowships, and grants) and manuscripts that meet the standards of the profession and respond appropriately to recommendations for revision.

10. Prepare and deliver presentations that meet the standards of professional conferences.

**PLO Area: Professionalism**

11. Demonstrate the ability to identify pressing educational questions and problems, and communicate relevant aspects of them to the general public.

Student Name:
Committee Members:
Directions to Student: Please bring this form to your dissertation defense meeting. It is your committee’s responsibility to fill out the form and return it.

Directions to Committee Members:
Please fill out all sections of this form at the end of the dissertation defense. The ratings given for the student should be based upon the consensus of the committee. For each Learning Outcome, please rate the Dissertation Draft at the time of the Defense and the Final Dissertation Assuming all Required Revisions are done. Please put an X in the appropriate boxes to rate the dissertation on the scale from ‘Did not meet expectations’ to ‘Exceeded expectations’ for each Learning Outcome. Although you cannot know for sure how well the revisions will be done, please evaluate the likely quality of the final product at the end of the defense. All information will be kept confidential and only reviewed by the PLO sub-committee of the department Curriculum Committee. Please return form to the Education Program Office, 3103 Education.

PLO Area: Independent Research
5. Frame an empirical research study guided by theory and prior research.
6. Design and implement a study using appropriate research questions, methods, and techniques.

PLO 5: APPLICATION OF THEORETICAL FRAMEWORK

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Potential markers of quality</th>
<th>Did not meet expectations</th>
<th>Partially met expectations</th>
<th>Met expectations</th>
<th>Exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 5 Application of theoretical framework</td>
<td>-Explicit statement of which theories used. -Models derived from theory. -Theory used to help operationalize concepts, applied in analysis. -More than 1 theory used. -Use of a consistent framework throughout</td>
<td>Does not define theoretical framework; utilizes inappropriate theoretical framework; inappropriately applies theoretical framework</td>
<td>Defines theoretical framework insufficiently; applies theoretical framework inadequately</td>
<td>Defines theoretical framework; applies theoretical framework appropriately</td>
<td>Clearly defines theoretical framework; explains application of theoretical framework thoroughly; utilizes theoretical framework in novel ways</td>
</tr>
</tbody>
</table>
### PLO 5: UTILIZATION OF PRIOR RESEARCH

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Potential Markers of Quality</th>
<th>Did not meet expectations</th>
<th>Partially met expectations</th>
<th>Met expectations</th>
<th>Exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 5 Utilization of prior research</td>
<td>- Cited research relevant to each research question. - Included research similar to type of research done in project. - Does not include irrelevant research. - Current research as well as seminal studies. - Synthesis</td>
<td>Does not utilize prior research; utilizes irrelevant prior research; demonstrates lack of understanding of prior research</td>
<td>Utilizes some relevant prior research; demonstrates limited understanding of prior research</td>
<td>Utilizes relevant prior research; demonstrates an understanding of prior research</td>
<td>Utilizes wide range of relevant prior research; demonstrates very thorough understanding of prior research</td>
</tr>
</tbody>
</table>

| Dissertations Draft at time of defense | | | | | |

| Final dissertation assuming all required revisions are done | | | | | |

*Department of Graduate Education Student Handbook, fall 2019*
**PLO 6 USE OF APPROPRIATE RESEARCH QUESTIONS**

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Potential Markers of Quality</th>
<th>Did not meet expectations</th>
<th>Partially met expectations</th>
<th>Met expectation</th>
<th>Exceeded expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLO 6 Use of appropriate research questions</strong></td>
<td>- Answerable research questions (i.e. not too broad or too many). - Research questions are clearly addressed in Results and Discussion sections - Research questions are clearly worded - Research questions have sub-questions that help to address the larger research question. - Research questions address gaps in the literature or are innovative through use of theory/methods - Consequential research questions</td>
<td>Does not clearly define scope of research questions</td>
<td>Defines scope of research questions incompletely</td>
<td>Defines scope of research questions completely</td>
<td>Very effectively defines scope of research questions</td>
</tr>
<tr>
<td>Dissertation Draft at time of defense</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PLO 6 UTILIZATION OF RESEARCH METHODS

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Potential Markers of Quality</th>
<th>Did not meet expectations</th>
<th>Partially met expectations</th>
<th>Met expectations</th>
<th>Exceeded expectations</th>
</tr>
</thead>
</table>
| PLO 6 Utilization of research methods | - Clear rationale given for the research methods used.  
                                       - Methods are appropriate to the research questions.  
                                       - Multiple methods, as appropriate.  
                                       - Clearly describes steps/components of analysis.  
                                       - Appropriate amount of data used to answer research questions.  
                                       - Rigorous designs  
                                       - Complexity, depth of analysis | Demonstrates little understanding of research methods; methods chosen not well suited to research questions | Shows basic level of competence in utilization of methods; methods loosely fit research questions | Applies methods in appropriate ways; methods fit research questions | Demonstrates very thorough understanding of methods; approach is well designed and shows depth and breadth of research methods |

Dissertation draft at time of defense

Final Dissertation assuming all required revisions are done

COMMENTs (optional):
Participation in Professional Organizations

One aspect of academic life is an active participation in professional organizations. Students are advised to pick one or two organizations to join. One of interest to most GGSE students is the American Educational Research Association. Most professional organizations have very inexpensive student membership fees, which include subscriptions to professional journals. It may also be worthwhile to attend academic and professional conferences. Most major organizations will hold their conference on the west coast at regular intervals. Other organizations have regional branches with local conferences. Students are encouraged to begin presenting at conferences as early as possible. Second year and master’s projects are appropriate pieces of research to present in addition to dissertation research.

PROGRAM REQUIREMENTS: M.A.

The master’s program in Education prepares master’s students within 7 broad research areas:

- Culture and Development
- Language and Literacy
- Learning, Culture, and Technology Studies
- Policy, Leadership, and Research Methods
- Science and Mathematics Education
- Special Education, Disabilities, and Risk Studies
- Teacher Education and Professional Development

Course Requirements

Master’s students entering the program will have the choice of pursuing one of two tracks: the research master’s track or the professional master’s track. The research master’s is intended for students who plan to complete a doctoral degree in Education, either at UCSB or at another institution. Doctoral students who do not already have a master’s degree in education will be required to fulfill these requirements, which are a subset of the doctoral requirements. The professional master’s is a degree for students who do not plan to obtain a doctorate. The research master’s degree requirements are 3 research methodology courses, 3 breadth courses, and 3 electives. The professional master’s requirements are 1 research methodology course, 3 breadth courses, 4 electives, and 4 additional units that can be through independent study or one more elective. The minimum number of units for both master’s degrees is 36. After fulfilling the course requirements, master’s students will take independent study units to conduct research or prepare for the comprehensive examination. The breadth course requirements for both tracks are listed in the table below.
Breadth Course Requirements: M.A. Research and Professional Tracks
(3 courses required from the list below. Choose 1 course from 3 of the 4 breadth menus below.)

(1) Language, Culture and Society
   ED 202A Bilingual Language Development 4.0
   ED 205 Anthropological Perspectives on Education 4.0
   ED 210E Foundations of Sociocultural Learning Theory 4.0
   ED 210F Cultural Psychology: Contemporary Sociocultural Theory 4.0
   ED 270H Language, Culture, and Learning 4.0
   ED 271 Cultural Studies in Education 4.0

(2) Learning and Teaching
   ED 210A Advances in the Learning Sciences and Education 4.0
   ED 219B Research on Classroom Teaching 4.0
   ED 256 Technology and Learning Contexts 4.0
   ED 258J Seminar in Curriculum: Development and Analysis 4.0
   ED 282 Research Along the Learning to Teach Continuum: Teacher Education, Induction, and Professional Development 4.0

(3) Policy, Organization, and Leadership
   ED 240A Educational Policy 4.0
   ED 241 Economics of Education 4.0
   ED 242A Organizational Theories 4.0
   ED 247A Educational Leadership 4.0

(4) Development
   ED 210B Introduction to Children’s Thinking 4.0
   ED 211B Development: Infancy and Early Childhood 4.0
   ED 211C Development: Middle Childhood to Adolescence 4.0
   ED 211G Theories in Human Development 4.0
   ED 222A Introduction to Exceptional Children 4.0
   ED 228E Families and Disabilities 4.0

Research Methodology Course Requirements: M.A. Research Track
(3 courses required from the lists below. Must take the 2 introductory courses and then 1 course selected from either area: Quantitative and Qualitative.)

(1) Introductory Courses
   ED 214A Introductory Statistics 4.0
   ED 221A Introduction to Qualitative Research Methods 4.0
(2) Quantitative Methodology
   ED 214B Inferential Statistics 4.0
   ED 214C Linear Models for Data 4.0
   ED 215B Psychometrics 4.0
   ED 215C Psychometrics: Item Response Theory
   ED 216A Advanced Multivariate Statistics 4.0
   ED 216B Factor Analysis 4.0
   ED 216C Hierarchical Linear Models 4.0
   ED 216F Structural Equation Modeling 4.0
   ED 217A Constructing Measures 4.0
   ED 217B Analyzing and Validating Measures

(3) Qualitative Methodology
   ED 221B Qualitative Interviewing 4.0
   ED 221CC Observation 4.0
   ED 221D Video Analysis 4.0
   ED 221EE Discourse Analysis in Educational Settings 4.0
   ED 221F Community Ethnography 4.0
   ED 221GG Case Study Methods: Research and Practice 4.0
   ED 221H Design-Based Research and Research-Based Design 4.0
   ED 224AA Interactional Ethnography 4.0
   ED 224B Narrative Analysis 4.0
   ED 224CC Textual Analysis 4.0

If you already have a substantial background in methodology, it is possible to waive the introductory courses. Other appropriate research methods courses can also be substituted for courses on these lists.

Research Methodology Course Requirements: M.A. Professional Track
(1 course required from the list below.)

(1) Introductory Courses
   ED 214A Introductory Statistics 4.0 OR
   ED 221A Introduction to Qualitative Research Methods 4.0

If you already have a substantial background in methodology, it is possible to waive the introductory course. Other appropriate research methods courses can also be substituted for courses on this list.
Milestone Requirements

In addition to courses, master’s students must complete additional milestones as noted below.

M.A. Research Track

(1) Research Apprenticeship

One of the most important goals of the program is to prepare students to conduct original research in the field of education. This training is provided continually throughout the graduate program and commences with a research apprenticeship upon a student’s admission to the program. During the first year, each student is required to participate in a research apprenticeship under the guidance of his/her faculty advisor or another qualified faculty member. The purpose of the apprenticeship is to acquaint the student with the hands-on conduct of research by participating in the research activities of a faculty mentor. The apprenticeship experience provides the opportunity to learn how educational research questions may be formulated and investigated and how the pursuit of research is tied to the needs of the educational community. As part of the apprenticeship experience, the student will also learn how faculty researchers evaluate the substance and quality of their research through means such as peer review of research proposals, publications, and other forms of dissemination, and through feedback from educational practitioners and policy makers.

Students are expected to negotiate placement in a research apprenticeship with a faculty member during their first year of enrollment in the emphasis. This requirement can be fulfilled through work as a research assistant, through a joint project with a faculty member, or through a variety of other arrangements. Upon completion of this apprenticeship, students should ensure that the Completion of Research Apprenticeship form is obtained from the Department of Education Program Office, signed by the supervising faculty member, and filed there.

(2) Research Project

Students can choose to do a Thesis or Research Project to receive their master’s degree. This entails different paperwork depending upon whether the student wants to obtain the master’s degree through Master’s Plan 1 (thesis option) or Master’s Plan 2 (research project option) as described in the Graduate Division’s Graduate Handbook. Students should discuss with their advisor and should consult with the Student Affairs Office about which plan they wish to pursue and the procedures that will need to be followed. Most students within the Gevirtz School choose Master’s Plan 2.

More specifically, you will need three faculty members to supervise your research project.

a. You may choose to file your research project as a thesis with the library. This means that you will be required to thoroughly edit your thesis to conform to the
requirements of the University for filing a thesis with the library. This is called Plan 1 (thesis option) in Graduate Division’s terminology.

b. You may choose NOT to file your thesis. This is called Plan 2 (project option) in Graduate Division’s terminology.

**M.A. Professional Track**

(1) Research Project or Comprehensive Exam

The professional master’s gives the choice of either a Research Project (described above) or a Comprehensive Exam designed by the student’s faculty committee. Both the Research Project and Comprehensive Examination (a content exam) satisfy the Graduate Division’s requirement for Strand II of the master’s degree. Appropriate paperwork should be obtained from the Student Affairs Office prior to taking the comprehensive exam. The committee, in conjunction with the student, will determine the nature of the exam. An oral component of the exam is required.

**Additional Information for Master’s Students**

**Degree Checklist**

A Degree Checklist that summarizes all of these requirements is given at the end of this handbook.

**Committee Membership**

The M.A. committee consists of at least three UC Academic Senate members, with a tenure-track faculty member from the student’s major (home) department serving as chair or co-chair. At least two members of every master’s committee must be tenure-track faculty. The majority of the three members shall be from the student’s UCSB major (home) department. Recommendation of the appointment of additional members to the thesis committee is at the discretion of the department.

**M.A. Time to Degree**

The M.A. degree is normally completed in 4 to 6 quarters by a full-time student who is not working outside of the University. Students who take fewer than 12 units per quarter or who work full-time off campus may require more time. The Graduate Council has established that students should complete the master’s degree within 4 years. Students who combine the Research M.A. (Strand I) with a subsequent Ph.D. in the Department should complete their graduate studies in 6 years.
Program Learning Outcomes (PLOs) As a graduate program, we are committed to providing you with competencies that will help with future careers, whether you pursue a career in college/university teaching, research, administration or other fields. The Program Learning Outcomes list the competencies we have incorporated into our training through both courses and milestones. From time to time, we may ask you to give us feedback about how well we are supporting you in achieving these PLOs.

<table>
<thead>
<tr>
<th>Program Learning Outcomes for M.A. Research Strand</th>
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<tbody>
<tr>
<td><strong>PLO Area: Core Knowledge</strong></td>
</tr>
<tr>
<td>1. Demonstrate knowledge of current educational research and/or theory within at least one area of the discipline.</td>
</tr>
<tr>
<td><strong>PLO Area: Research Methods and Analysis</strong></td>
</tr>
<tr>
<td>2. Identify and demonstrate knowledge of a select range of qualitative and/or quantitative methodologies typically used in education research critically read research that uses these methods.</td>
</tr>
<tr>
<td>3. Systematically analyze and critically evaluate data to come up with appropriate findings and interpretations.</td>
</tr>
<tr>
<td><strong>PLO Area: Independent Research</strong></td>
</tr>
<tr>
<td>4. Design and implement a study using appropriate research questions, methods, and techniques.</td>
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<tr>
<td><strong>PLO Area: Academic Communication</strong></td>
</tr>
<tr>
<td>5. Review and cogently synthesize relevant literature.</td>
</tr>
<tr>
<td>6. Structure a coherent academic argument that presents and evaluates evidence to support claims.</td>
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<tr>
<td><strong>PLO Area: Professionalism</strong></td>
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### Program Learning Outcomes for M.A. Professional Strand

<table>
<thead>
<tr>
<th>PLO Area: Core Knowledge</th>
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<tbody>
<tr>
<td>1. Demonstrate knowledge of current educational research and/or theory within at least one area of the discipline.</td>
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<tr>
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<tr>
<th>PLO Area: Academic Communication</th>
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<tr>
<td>3. Structure a coherent academic argument that presents and evaluates evidence to support claims.</td>
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<tr>
<th>PLO Area: Professionalism</th>
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<tr>
<td>5. Demonstrate the ability to identify pressing educational questions and problems, and communicate relevant aspects of them to the general public.</td>
</tr>
<tr>
<td>6. Apply educational literature to inform professional practice.</td>
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</table>

### Participation in Professional Organizations

One aspect of academic life is an active participation in professional organizations. Students are advised to pick one or two organizations to join. One of interest to most GGSE students is the American Educational Research Association. Most professional organizations have very inexpensive student membership fees, which include subscriptions to professional journals. It may also be worthwhile to attend academic and professional conferences. Most major organizations will hold their conference on the west coast at regular intervals. Other organizations have regional branches with local conferences. Students are encouraged to begin presenting at conferences as early as possible. Second year and master’s projects are appropriate pieces of research to present in addition to dissertation research.
MORE INFORMATION ABOUT COURSES AND MILESTONES

Course Enrollment

Students are required to be enrolled in all courses by the 3rd week of the quarter. It is strongly recommended that students enroll for 12 units each quarter, which can include appropriate independent study units for research projects. Because all UCSB graduate students are considered full time students, the minimum number of units is 8.

The ED 596 Course

This Independent Study and Research course is the only course that requires a signed “Proposal for Individual Study” form first before you can register. Forms are available for download on the GGSE website or at the Program Office. Once completed and signed by both the student and instructor, students must return it to the Program Office for an approval code for GOLD. It will be emailed to them generally on the same day.

IMPORTANT: The Program staff will NOT route forms for students. If the office is closed, you may leave your completed form in the Education Program Office mailbox in ED 3104 (top left).

Course Grading Options

The University of California has two grading systems. Some courses are established with specific grading requirements, either a letter grade or Satisfactory/Unsatisfactory (S/U) grade. However, some courses allow the student to choose which grading option she or he wishes, either a letter grade or S/U. Many seminars within the Department of Education are offered as S/U with no letter grade possible.

Discuss with your advisor the appropriate grading option to choose in courses which give you an option. Many scholarship and fellowship applications take a student’s grade point average into consideration when making their determination. Therefore, it may be to your advantage to take as many courses for a letter grade as possible.

Course Incompletes

If a student needs to take an incomplete (this decision is made in consultation with the instructor of the course), the student must obtain an Incomplete Petition form from the Office of the Registrar, complete it, and return the form to the Registrar. In the absence of this petition, a grade of F, NP, or U will be recorded. Incomplete grades must be completed by the end of the first quarter following the incomplete class or the incomplete will automatically change to a failing grade. Once the student has completed all outstanding work and submitted it to the instructor, the faculty will change the student’s grade from “I” to the final grade for the course in the eGrades system. If students need to
Information Required in Syllabi

The below important information should be included at the end of all Education course syllabi.

Individual Differences and Accommodations
UCSB is committed to providing reasonable academic accommodations to students with disabilities (http://www.ada.ucsb.edu). If you anticipate experiencing difficulty in this course for any reason, please consult with the instructor. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact the Disabled Students Program as soon as possible. Any student wishing to receive accommodations for a verified disability should request academic accommodations through the Disabled Students Program (http://dsp.sa.ucsb.edu, 893-2668) as soon as possible.

Academic integrity/Responsible Scholarship
Honesty and integrity in all academic work are essential for a valuable educational experience. The Office of Judicial Affairs has policies, tips, and resources for proper citation use, recognizing actions considered to be cheating or other forms of academic theft, and students’ responsibilities, available on their website at: http://judicialaffairs.sa.ucsb.edu. Students are responsible for educating themselves on the policies and to abide by them.

Religious Observances
UCSB is committed to providing reasonable academic accommodations to allow students observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is your responsibility to inform me as soon as possible of any intended absences for religious observances.

Copyright and Course Recording Policy
All course materials (class lectures and discussions, handouts, examinations, web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, the California Civil Code. The UC Policy 102.23 expressly prohibits students (and all other persons) from distributing or selling.
Discrimination and Sexual Harassment

As a faculty member, I am required to report discrimination, sexual harassment, or sexual violence involving students. All UC employees including faculty and supervisors (except those specifically identified as confidential employees) are required to notify the Title IX office if anyone in the University community brings information about, or an employee becomes aware of, a possible incident of discrimination, sexual violence, or sexual harassment. Such reports are not confidential and all parties must be named.

The Title IX Compliance and Sexual Harassment Policy Compliance Office (TIX/SHPC) provides assistance in preventing and resolving & investigating complaints of sexual harassment/sexual violence and gender discrimination. It is also illegal to discriminate against a woman because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth: http://www.oesh.ucsb.edu/.

If you believe you may be experiencing discrimination, exclusion from or denial of benefits of any program at UCSB, on the basis of your sex, gender or gender presentation, the TIX/SHPC is available to receive and respond to your complaint.

If you would like confidential support, the CARE: Campus Advocacy, Resources, and Education program can provide confidential emotional support, connect you with medical care, give you options for filing a report, help you understand your legal rights, facilitate housing needs, and connect survivors to campus and
community funding sources. Resources can be found at: http://sexualviolence.ucsb.edu/get.help/

Distressed Students
UCSB is committed to providing a quality learning environment for its students. It is not uncommon for students to encounter emotional and mentally stressful challenges over the course of their studies. Sometimes these challenges are sufficiently acute that they deserve the attention of professionals trained to provide referral or direct health services. The Student Mental Health Coordination Services (SMHCS) office is a user friendly, single point of contact for our campus community to report concerns about students in distress or a student distressing others. As the department that collects all information regarding distressed student concerns, SMHCS provides coordination of care, interventions, social support, and follow-up services from a network of campus resources. The SMHCS office provides a comprehensive Distressed Students Guide found on the Internet at http://www.sa.ucsb.edu/responding-to-distressed-students/welcome and can be contacted by phone at 893-3030 during regular work hours or at 893-4411 (after hours).

Milestone Form Requirements

Various forms are required to document your progress through graduate school. These forms are usually associated with completing your degree milestones and forming a master’s or doctoral committee. You may download them from the GGSE website or pick them up from the Student Affairs and/or Program Offices. Who to file them with is specified on each form. It is the student’s responsibility to make sure all forms get filed.

IMPORTANT: The Program staff will NOT route forms for students. If the office is closed, you may leave your completed form in the Education Program Office mailbox in ED 3104 (top left).

Student Progress

Student progress is monitored regularly by faculty advisors, the Graduate Advisor, the Student Affairs Office, and Graduate Division. We all have the goal of supporting students to complete their graduate program in a timely way. The following are monitored: enrollment each quarter in the required number of units (at least 8), grade point average (must be a 3.0, i.e., B or better), second-year degree check, and completion of major milestones within campus time frames (four years for completing the master’s degree and advancing to candidacy, six years for completing the doctoral degree). Students are given an advisory notification when they are approaching one of their milestone deadlines. If
elapsed time to specific degree milestones is exceeded, students may be placed on warning or probation by Graduate Division.

**Degree Checks**: Refer to the GGSE Student Guidelines. To request a degree check, contact Maritza Fuljencio in the Student Affairs Office.
INTERDISCIPLINARY PH.D. EMPHASES

There are 10 interdisciplinary emphases that doctoral students in Education may add to their major within the GGSE. They are: Applied Linguistics; Black Studies; Cognitive Science; Environment and Society; Feminist Studies; Global Studies; Information, Technology and Society; Language, Interaction and Social Organization (LISO); Quantitative Methods in the Social Sciences (QMSS); and Writing Studies. These programs enable students to work with a variety of faculty from different departments on campus while developing expertise in fields which cross traditional disciplinary boundaries. More information about the requirements for each emphasis is given below.

**Applied Linguistics**

http://www.appliedlinguistics.ucsb.edu/

The field of applied linguistics is a growing and vibrant one in universities nationally and internationally. Applied linguistics is an interdisciplinary field of research and instruction that provides theoretical and descriptive foundations for the empirical investigation of language-related issues, especially those of language education (first-language, second-language, foreign-language, and heritage-language teaching and learning), but also issues of bilingualism and bi-literacy, language planning and policy, language assessment, translation and interpretation, lexicography, rhetoric, and composition. Students who demonstrate competence in these areas increase their opportunities for employment, as many job descriptions indicate a preference for candidates with an emphasis in applied linguistics or second language acquisition. Also, with the ever-increasing number of second language learners at the K-20 levels, it is essential for all teachers and educational researchers to have a fundamental understanding of language learning and teaching theories and practices.

Students pursuing a Ph.D. in Comparative Literature, East Asian Languages and Cultural Studies, Education, Linguistics, and Spanish and Portuguese may petition to add an emphasis in applied linguistics. The interdisciplinary program in applied linguistics involves over 30 faculty members in 10 departments on campus.

Students who petition to add the emphasis must fulfill the following requirements in addition to the requirements for the Ph.D. in their home department: (1) a minimum of two courses taken from the core group of applied linguistics courses, which provide them with the basics of linguistics, second language acquisition theories, second/foreign language teaching methodologies, and practical applications of theory to teaching (Second Language Acquisition Theory and Research; Second Language Teaching Methodology; Foreign/Second Language Teaching Practicum; Topics in Applied Linguistics); (2) a minimum of two courses in one of five sub-areas (Linguistics, Discourse, Second Language Acquisition; Language and Society, Socio-cultural Perspectives, Multilingualism and Multi-literacy; Language, Literacy and Composition Studies; Language and Cognition, Psycholinguistics; Language Acquisition Using Technology); (3) required independent study
(4 units), taken with an appropriate faculty member, leading to a research paper describing theoretical, empirical, or applied work in applied linguistics.

In addition to the course and unit requirements described above (including the research paper), a Ph.D. qualifying examination (or a separate exam) will test the student’s knowledge within the applied linguistics emphasis. At least one faculty member of the applied linguistics program shall participate in the qualifying (or separate) examination. Students are also strongly encouraged to attend the Applied Linguistics lecture series and will be asked to present their research papers informally as part of the lecture series.

Additional information may be found at: www.appliedlinguistics.ucsb.edu. Questions may be directed to Dr. Jin Sook Lee, Director of the Emphasis, at jslee@ucsb.edu.

Black Studies
http://www.blackstudies.ucsb.edu/programs/graduate
The Black Studies Department at the University of California at Santa Barbara has launched the Black Studies Emphasis (BSE) for students enrolled in doctoral programs in the departments of Communications, History, Feminist Studies, Political Science, Sociology, and Chicana and Chicano Studies (in the College of Letters and Science), and the department of Education (in the Gevirtz Graduate School of Education). Faculties in these units routinely work together exchanging scholarly perspectives, launching interdisciplinary projects, and training graduate students. The BSE builds on our university’s great strengths in Race Studies, Comparative Ethnicity, and the Black experience, and positions UCSB as a leader in Black Studies and Social Justice research and pedagogy. Students are required to successfully complete five (5) courses, designed to develop a critical and analytical understanding of racial theory and pedagogy as well as the study of Black people in local and global contexts. In addition to course work, candidates must select a Black Studies faculty member to serve on their dissertation committee. Applications may be submitted at any stage in a candidates’ doctoral work and will be considered throughout the academic year. Black Studies Emphasis students are encouraged to apply to TA Black Studies undergraduate courses as part of their training in Black Studies pedagogies, methodologies, and subject matter.

For more information, please contact Dr. Betsy Brenner at (805) 893-7118 or by email at betsy@education.ucsb.edu.

Cognitive Science
http://cogsci.ucsb.edu/
The graduate emphasis in Cognitive Science at UC, Santa Barbara is an interdisciplinary program that may be added by students completing doctoral training in Anthropology, Communications, Computer Science, Education, Electrical and Computer Engineering, English, Geography, Linguistics, Music, Philosophy, Psychological & Brain Sciences, Religious Studies, and Sociology.
Cognitive Science is an interdisciplinary field that has emerged during the past few decades at the intersection of a number of existing disciplines, including psychology, linguistics, computer science, anthropology, philosophy, neuroscience and education. It can be defined as the interdisciplinary study of thinking, perception, and intelligent behavior, as determined jointly by the nature of the environment and by the internal architecture of the intelligent agent, whether human, animal or machine.

Please email Dr. Yukari Okamoto at yukari@education.ucsb.edu, or Dr. Betsy Brenner at (805) 893-7118 or at betsy@education.ucsb.edu for more information.

Environment and Society
http://www.es.ucsb.edu/phd

The Interdepartmental PhD Emphasis in Environment and Society (IEES) is a new PhD emphasis, launched in 2014, with the goal of providing UCSB doctoral students an opportunity to receive training and mentorship in interdisciplinary environmental studies and sciences beyond the scope of their normal degree programs. Students that join the emphasis and complete all of the requirements will receive a certificate analogous to an undergraduate minor. IEES is administered by an advisory board of faculty from across campus and is based in the Environmental Studies Program.

Please contact Dr. Diana Arya at (805) 893-2185 or at darya@education.ucsb.edu, or Dr. Danielle Harlow at dharlow@education.ucsb.edu for more information.

Feminist Studies
http://www.femst.ucsb.edu/graduate/doctoral-emphasis

Feminist Studies is an interdisciplinary field that produces cutting-edge research and fosters innovative teaching. The subject matter of feminist studies is more than women: research and teaching focus on the ways that relations of gender, intersecting with race, class, ethnicity, sexuality, nation, ability, and other differences, affect every aspect of society. The Department of Feminist Studies, with ten core and 50 affiliated faculty members, offers a multifaceted curriculum that invites students to deepen their understanding of diverse women’s lives, cultures, and histories in the United States and around the globe. Participation in the Feminist Studies Interdisciplinary Doctoral Emphasis offers Education doctoral students the opportunity to expand the theoretical grounding of their research through core courses in the Feminist Studies Department and to participate in a community that shares an interest in how gender intersects with other aspects of society.

For more information, please contact Dr. Julie Bianchini at (805) 893-4110 or by email at jbianchi@education.ucsb.edu.
The Global and International Studies Program hosts an interdisciplinary Ph.D. Emphasis with a consortium of participating departments. The Global Emphasis allows students to design a course of study focused on international and transnational issues, processes, and flows. Ph.D. Emphasis students receive guidance and mentoring from the Global Studies faculty as they prepare their dissertations, and the Global Emphasis is recognized when they are awarded the doctorate.

The participating departments are Anthropology, Communications, Comparative Literature, Education, English, Film and Media, Geography, History, Political Science, Religion, and Sociology. Courses for the emphasis are taught within each of these departments.

Professor Betsy Brenner is the representative for the Department of Education. For additional information, email Maritza Flujencio at maritza@global.ucsb.edu.

Language Interaction and Social Organization (LISO) provides a framework within which three distinct but related approaches to the study of interaction and social organization can be brought together. The three approaches are: the ethnographic study of naturally occurring interaction; interactional functional linguistics, which studies the structure of natural languages and the properties of language in use; and the study of sequentially organized activities carried out through the medium of language.

All three approaches emphasize the importance of language use in concrete situations as a fundamental resource for human action and social organization, and recognize the crucial role that close, detailed description of real-time human activities play in building a knowledge base adequate for the scientific study of language, human interaction, and social organization.

In addition to satisfying the Ph.D. requirements of their home department, the emphasis requires three quarters of the LISO seminar in any combination of: Linguistics 274, Education 274, Sociology 274, or Communications, plus three elective courses (at least one from each of the participating departments other than the student’s home department).

Affiliated Education faculty are: Dr. Charles Bazerman, Dr. Jason Duque and Dr. Amy Kyratzis. For information, please contact Dr. Amy Kyratzis at (085) 893-7078 or at kyratzis@education.ucsb.edu.
Quantitative Methods in the Social Sciences (QMSS)
http://www.qmss.ucsb.edu/

Conducting quantitative social science research requires competence in certain core design and analysis methods that are common across social science disciplines. In addition, some specialized methodologies have emerged from research applications that are unique to social science fields. At most universities, social science instruction and research takes place in many separate units spread throughout the campus and discourages the sharing of resources and ideas. The overarching purpose of the QMSS program is to overcome these barriers by creating a unifying administrative structure that capitalizes on UCSB’s strengths to create a unique interdisciplinary program. The QMSS emphasis offers UCSB an effective strategy for rapidly consolidating diverse expertise into a strong, highly visible program. The following departments participate in the QMSS: Anthropology, Communication, Economics, Education, Geography, Political Science, Psychological and Brain Sciences, Sociology, and Statistics and Applied Probability.

Please contact Dr. Karen Nylund-Gibson at (805) 893-5165 or at knylund@education.ucsb.edu, or Dr. Andrew Maul at amaul@education.ucsb.edu for more information.

Information Technology and Society Ph.D. Emphasis (IT&S)
http://www.cits.ucsb.edu/education

The optional Ph.D. emphasis in Information Technology and Society Ph.D. Emphasis is a degree supplement that provides multi-disciplinary training for graduate students planning dissertations dealing with the societal implications of technology. The study of technology and society is inherently multi-disciplinary. Most scholars working in this area ground their investigations and claims in a home discipline and methodology, but find themselves of necessity exploring literatures and paradigms from other disciplines as well. In some cases, the tools necessary for understanding problems fully are spread across disciplines, and in others it is simply the case that many scholars have arrived at an examination of the same phenomenon from different directions. For doctoral students preparing for dissertation work and in progress on dissertations dealing with information technology and society, a systematic introduction to the paradigms and literature relevant to their interests from outside their home department is vital to cutting-edge scholarship.

A doctoral emphasis provides the curriculum for approaching these broader intellectual terrains. A structured introduction to thinking and research from other perspectives has both short- and long-term benefits. In the short run, it can help students frame dissertation questions in novel, creative ways and can give them broader tools for answering them. An official marker or designation of multi-disciplinary training attached to a doctorate in an established discipline is an advantage on the academic job market. Interest in hiring scholars with expertise in information technology and society is clear at many universities. In the longer term, multi-disciplinary exposure from graduate school can prove very useful.
to mid-career scholars expanding their networks at universities and moving into positions of administration and campus decision-making, because it provides a basis for understanding the larger workings of the academy. Almost invariably those in positions of responsibility at universities evince an appreciation for multiple approaches to intellectual life.

For further information or questions, please contact the Information Technology & Society PhD Emphasis Director, Dr. Miriam Metzger, at metzger@comm.ucsb.edu.

**Writing Studies**

[http://www.writing.ucsb.edu/academics/graduate/phd-emphasis](http://www.writing.ucsb.edu/academics/graduate/phd-emphasis)

The Writing Studies PhD Emphasis is hosted by UCSB’s Writing Program, and contributing units currently include the Gevirtz Graduate School of Education, and the Departments of Comparative Literature, English, Feminist Studies, and Linguistics. Writing Studies is a research-based field broadly focused on analyzing the production, consumption, and circulation of writing in specific contexts. The field incorporates subspecialties such as composition and rhetoric, computers and writing, English education, second language writing, genre studies, and textual analysis. It is both interdisciplinary and international, attracting researchers from diverse programs and countries. Upon completing the Emphasis, participants will have knowledge of the disciplinary history, theories, and methods of Writing Studies; a better understanding of the roles that writing plays within the development and perpetuation of communities (and their values); a sense of how writing can enhance teaching and how to incorporate writing activities to facilitate student learning in any discipline; and experience in an area that is attractive to employers. The Emphasis is noted officially as part of the doctorate.

For requirements, please see: [http://www.writing.ucsb.edu/academics/graduate/phd-emphasis](http://www.writing.ucsb.edu/academics/graduate/phd-emphasis). Any questions should be addressed to Dr. Karen Lunsford, Director of the Emphasis, at klunsford@writing.ucsb.edu.
The Graduate Students Association in Education (GSAE) is one of two official student leadership groups within the Gevirtz Graduate School of Education (GGSE) that exists to promote and represent the administrative, academic, and student affairs interests of students in the GGSE and to the UCSB campus community. GSAE elected officers and the general student population make decisions by consensus to promote student participation in a manner that is rewarding, challenging, and supportive. Activities supported by the GSAE include providing student mentorship, relaying school and campus information, and organizing events of interest to the GGSE community.

To become involved in the GGSE community, to make suggestions, or share ideas, all students are encouraged to:

- Attend general open-session meetings of the GSAE (determined each quarter).
- Volunteer for student-centered events.
- Support other students by serving as mentors to new or junior peers.
- Contact the GSAE at gsa@education.ucsb.edu.

Other opportunities arise throughout the year based on scheduled activities. For additional information, refer to the GSAE Council webpage at gsa.weebly.com. For the latest news, calendar, employment opportunities, and GSAE details, go to our Facebook page: UCSB Gevirtz School Grad Students.

**GSAE Council Officers 2019-2020**

- **Stephanie Arguera** - President
- **John Cano** - Vice President, Records and Finance
- **Meghan Macias** - Vice President, Social and Community Building
- **Samantha Harris** – Vice President Communication and Marketing
- **Jing Yu** – International Student Representative
THE GGSE WEBSITE, SOCIAL MEDIA, AND YOU

Much of the information you might need during your time at the Gevirtz School can be found on the Current Students page of the GGSE website. You can find that link on the very top line of every page of the website, but the page’s address is: https://education.ucsb.edu/current-students.

If you ever have any questions or concerns about the website, issues of publicity, the use of images or the logo of the school, or care to know how to deal with the media, contact the school’s Communications Coordinator, George Yatchisin, at george@education.ucsb.edu. The school is active on social media. Look under the Social Media page on the GGSE webpage.

Twitter

We ask that if you are on Twitter, please follow the school @GGSEucsb and the Department @UCSB_Dept_of_Ed. If you post Tweets about the school, please use #ggse.

Facebook

If you have not done so already, please like/follow both the School’s Facebook page at https://www.facebook.com/ucsb.ggse/ and the Education Department’s Facebook page at http://www.facebook.com/UCSBDepartmentOfEducation. Feel free to share your recent news with the department. We will post accolades, awards, conference presentations, and articles pertaining to the Education Department’s students and faculty.

Student Bios

Note that there is a page on the Education website for student bios: https://education.ucsb.edu/education/current-students. It is optional that you take part in this listing, but we hope that you will. The Education Department updates the Student Bios once a year in October. You will receive an email asking you to submit a maximum of 200 words about yourself and your academic interests. If you’d like to send a photo of yourself you may. We ask that you follow the template provided and punctuate all of your information exactly as you wish to see it.

Academia.com or ResearchGate.net

We recommend that students consider creating a presence on Academia.edu or ResearchGate.net. These services are like LinkedIn, but for those in higher education. These resources allow you direct access so you can update your profile at any time, to follow and be followed by others interested in the same areas of research, to link to online articles you write, and to post a photo. Most importantly, this page will remain with you once you graduate so you can keep building it throughout your career.
Useful Financial Websites

GGSE Financial Aid: http://education.ucsb.edu/current-students
UCSB Gradpost Funding Information: http://gradpost.ucsb.edu/money
UCSB Graduate Division Financial Support: http://www.graddiv.ucsb.edu/financial/

UCSB provides three main types of support for graduate students: fellowship or merit-based support, academic apprentice personnel positions (e.g., Teaching Assistant and Graduate Student Researcher), and need-based support offered through the Financial Aid Office. Students may also seek personal employment.

Fellowships

Campus-Wide Fellowships (CAFs)

Campus-wide fellowships are administered through the Graduate Division. There are several campus-wide fellowship competitions, particularly to support research expenses and students working on their dissertation. Doctoral students who have advanced to candidacy can also apply to the Graduate Division and the Academic Senate for grants to attend conferences. Please see the Graduate Division website for Financial Support for more information and the deadlines, or contact them directly at (805) 893-4653.

Fellowship Processes in Education

Vice Chair, Dr. Karen Nylund-Gibson, or Program staff will notify students via their Education email accounts, inviting them to apply as the fellowships become available. Calls for fellowship applications are spread out during the academic year (e.g., Special Awards in Fall, Continuing Students Block Grants in Winter/Spring).

In making its decisions from the many applications, the Education Fellowship Committee takes into account a variety of factors, including the specific fellowship criteria and academic merit (e.g., GPA, student progress, year in the program, other accomplishments, and level of prior support). The criteria can change from year to year and from fellowship to fellowship, depending upon the terms of the fellowship guidelines and the applicant pool. Students may contact the Vice Chair with questions.

The Department of Education also provides students with travel grants if they have had a paper accepted for presentation at a conference. Each student may receive one travel grant per academic year; however, priority is given to doctoral students who have
advanced to candidacy. Moreover, eligible students are encouraged to apply for the Academic Senate Travel Grant before applying for the Department’s travel grant. There will be 2 calls for travel grant applications: One in early Fall for travel between July 1st-December 31st, and one in January for travel between January 1st-June 30th.

Becoming a TA

Teaching Assistant positions are determined by the Education Chair, Dr. Bianchini, in collaboration with the academic needs of the faculty who are teaching these course(s). If interested in serving as a TA, please fill out and submit the annual TA Application distributed electronically each Spring. First-year students are infrequently selected for TA positions unless it is part of a fellowship award. Education students are often hired as TAs by other campus departments. Please check their websites to apply. Most applications are due in Spring quarter for the following academic year, but opportunities open throughout the year as well. When Education receives employment announcements from other departments for their TA positions or for other needs, such as tutoring, these are circulated using your Education email address. Examples of other departments who frequently hire Education students are the following: Black Studies, Asian American Studies, Chicana/o Studies, ISBER, Communications, and Sociology.

If you are hired by another campus department, they will initiate the necessary Employment Eligibility Verification form for you, which is sent to Education. Your departmental liaison for this and for any other employment questions is Program staff. Vice Chair, Dr. Karen-Nylund Gibson, will review and approve all employment eligibility requests for the Department of Education. If your employment requires a Request for Exception to Employment Policy, Dr. Gibson will initiate this for you and be in contact with you and your advisor for the specific academic explanations that are needed.

Graduate Division has strict policies on graduate student employment. If you are considering employment on campus, please take a moment to review the information on their webpage about academic employment for students:


Please note that when applying for some university positions, an applicant authorizes the hiring agency to access their academic record for the purpose of confirming enrollment status and related eligibility for student employment.
Mandatory TA Orientation Training

The **TA Orientation Training** is a campus-wide training **offered once a year** at the beginning of each Fall quarter for incoming students.

**IMPORTANT:** This training is **mandatory** for all Education students to take. If you haven’t completed this, you will not be hired as a TA. For more information, please refer to the Graduate Division or Instructional Development websites. Amy Meredith in the Student Affairs Office is sent a list of all students who have attended as confirmation.

Additional TA Information

**TA Description of Duties and Logs**
Your description of duties will be provided by the Instructor of Record. It is the TAs’ responsibility to document their work on a TA Log and return it to their instructors.

**Education’s Mailing Address**
GGSE Department of Education
University of California, Santa Barbara
Santa Barbara, CA 93106-9490

**UCSB’s Campus Mail**
If sending something to another campus department, you’ll need the department’s name and their 4-digit mail code (after the campus zip code of 93106). These codes are unique to each department and UCSB Mail Services will **NOT** deliver it without this. Education’s mail code is **9490**.

**Education Building Hours**
The building is open 7:30am to 7:30pm Monday through Thursday and 7:30 to 5:00pm on Friday. The building is locked in the evenings and on weekends, so you’ll need your Access Card to enter.

**Classroom Access as a TA**
Prior to your first class meeting, see the SAO office in ED 4100 for a Key Authorization form to gain access to your classroom. A TA’s classroom access is encoded to Access Cards by Amy Meredith on a quarterly basis after you are hired.

**IMPORTANT:** Remember to shut off lights and lock the classroom door when your class is over!
Using Your Education Email
All office correspondence is sent via this GGSE email account. You may forward this one to your personal one if you’d like.

Approval Codes
For a student to enroll in a course that is full, the instructor’s permission is required. If approved, the instructor provides the approval code to enroll directly to the student.

IMPORTANT: Instructors obtain approval codes using eGrades. TAs will not have access to eGrades unless they are given proxy access from the Instructor of Record. If a faculty member has given you access, you’ll be able to view, print, and email the approval codes to individual students as well as post grades. See the Registrar’s webpage for more information: http://registrar.sa.ucsb.edu/.

ED 99, ED 199, and ED 199RA Requests
If an undergraduate student wishes to enroll in ED 99, ED 199, or ED 199RA, there is no form, but it requires the instructor’s permission before an approval code can be issued to register on GOLD.

IMPORTANT: TAs cannot approve these individual study courses. Refer the student to the instructor. The instructor must email progoffice@education.ucsb.edu and the Program staff will email the approval code directly to the student.

Room Reservations in the Education Building
SAO manages all room reservations for the GGSE. Call Veronica at (805) 893-2137 to inquire. Or refer to the Education webpage under Current Students: https://education.ucsb.edu/current-students.

Classroom and Conference Room Amenities
Refer to ITG’s wiki page for this: https://wiki.education.ucsb.edu/wiki/Education_classrooms.
If you have technology difficulties in your classroom, contact the ITG Help Desk at x8031 or email: help@education.ucsb.edu

Textbooks or Desk Copies
Your instructors request this for their TAs. However, please verify with the instructor that this has been done for you, since textbooks are ordered weeks in advance of the quarter and you could be left without one. For instructions and information contact: progoffice@education.ucsb.edu. The Program staff in ED 3103 orders the texts for Education’s instructors.
Meeting with Students
ED 3202 and 3148 are the shared office spaces designated for TAs, Associates, and Lecturers to meet with their students. These offices remain unlocked for your use and because they are shared, please do **NOT** store any personal belongings there. A meeting schedule is posted on the doors at the beginning of each quarter. Reserve your meeting times by the first week of classes. It is first come, first served.

- **Are you a TA for another campus department?** Those Education students who have found TA employment in another department should **first check with that department** for a meeting space. However, if they don’t have a room available for you to use, email progoffice@education.ucsb.edu with your day/time needs. You may be able to use ED 3202 or 3148. Since demand varies from quarter to quarter, we’ll confirm if your day/time slot is available for your use.
- Please don’t leave food or food wrappers in these rooms as they create an ant problem.
- **IMPORTANT:** Priority will be given to TAs for the Department of Education.

Copying
TAs are responsible for their own class copying needs. Instructors can provide you with their user code for the Bizhub copier in ED 3104. The scanner use is limited to faculty and staff; inquire about this if necessary. ED 3104 is always unlocked, but after hours, your Access Card is required to enter the building.

- For copier problems or paper needs, see one of the Program staff.
- If the machine jams and can’t be repaired, your instructor’s copy code should be useable in the TEP and CCSP copiers to use in a pinch.
- If you have a LARGE quantity of papers to copy (200 or more), these should be done using SB Printers at the UCEN. Contact Kelly Hayton for information about this.

Faxing
The Department of Education’s FAX number is (805) 893-7264. The machine is located in ED 3104. Dial “9” first if it’s going off campus. Otherwise, you need only the 4-digit extension used by other departments. The FAX machine will take a few minutes to transmit. You will **NOT** receive verification that your FAX was successfully received.

Course Papers
If you need to collect or return student papers for your class, the Education Program Office can assist by designating a file tray for you on the counter in the ED 3104 mailroom. Remember to let your students know where to go to pick up or drop off papers. If you need a tray for your class, please email progoffice@education.ucsb.edu and provide the following information:

- Instructor’s name and TA’s name
- Course number including your section
Paperwork will be kept in the trays only until the end of each quarter. All leftover papers will be discarded after the quarter’s grades have been posted.

Pick-Ups and Drop-Offs for Students
If you have something to leave for your students to pick up (such as a book or other personal document), here are your options:

- Single items: The Education Program Office, ED 3103, has a Hold for Pick-Up basket that is accessible during normal office hours or you can see Brenda for access.
- For multiple class items, leave them in your course file tray (see the above instructions).
- You may also opt to use your own (shared) student mailbox in ED 3104.

Evaluation System for Courses and Instructions (ESCI)
Also known as the ESCIs, the Department of Education requires that all TAs distribute course evaluations to their students, regardless of how many students are in the class, or how much of your time is spent directly in contact with them. Results from these evaluations are essential to your work and will be used for determining the effectiveness of a course and any future TA assignments. Your ESCI results may also be requested by other campus departments or by future employers when seeking a position off campus.

Near the conclusion of each quarter, instructors and TAs will be emailed to pick up their course evaluations from ED 3104 for distribution.

IMPORTANT: Do you have a class that ends earlier than the other classes during the quarter? Contact the Program Office at progoffice@education.ucsb.edu and they will arrange for you to pick up your ESCI packet in advance.

IMPORTANT: It is the TA’s responsibility to pick up and arrange for distribution to their students before their last class. Designate a student courier to return the completed ESCI packet to the ED 3103 Program Office as soon as possible after the class. The deadline for these to be returned will be noted on the Cover Sheet:

- ESCIs are confidential and anonymous. TAs should leave the classroom while students complete them.
- ESCI results will be emailed to you within 3 weeks of class grades being posted.
- If you have forgotten to pick up your ESCI packet to distribute to your class, you will NOT be evaluated for that course.

Loaner Equipment
If you need a connector or other equipment, loaners are available from the Education Program Office. See ITG’s wiki page for information about Loaners:
https://wiki.education.ucsb.edu/wiki/Loaner_equipment_list.
To reserve something, contact progoffice@education.ucsb.edu. If you are returning a Mac connector (“Dongle”) after office hours, please leave it in the Education Program Office mailbox in ED 3104 (top left).

Classroom and Supplies Needs
If you have a need for supplies in one of the first-floor classrooms, responsibility for maintaining the classrooms changes quarterly, so check with a Program staff member if you are in need of pens, erasers, or board cleaners. Flip charts are also available. For facilities needs such as temperature control or cleanup requests, contact a Program staff member and a service order will be placed.

Payroll Questions
The payroll person for all of GGSE is Tracey Velasquez. If you have any timecard or payroll questions, these should be directed to her at tracey@education.ucsb.edu.

Additional TA Employment
If you are employed in other campus departments, your hiring department must initiate the necessary paperwork for you and should either email or campus mail an Employment Eligibility form to the Education Program staff to obtain the Vice Chair’s signature approval. If an Exception to Employment is required for you, our Vice Chair, Dr. Karen-Nylund Gibson, will initiate this (NOT your hiring department). She will be in contact with you and/or your advisor to ask for an Academic Justification before you’ll be approved to work.

IMPORTANT: If you have more than one job offer at the same time, decide which one you want and advise the department you are declining. Email or copy Program staff about this so there are no duplicates; you’ll be approved for the correct department and get paid. Please refer to the Graduate Division webpage for information about academic appointments in general: http://www.graddiv.ucsb.edu/financial/employment/academic-appointments.

Graduate Student Researchers
Graduate students are encouraged to seek out opportunities to become Graduate Student Researchers on research projects. Students should first talk to their advisor about the possibilities of obtaining such a position. On rare occasions, faculty members will send out emails to Education students if they have an unfilled GSR position.

Employment After Graduation
Full time academic employment opportunities for those who are about to graduate with an M.A. or Ph.D. or who are postdoctoral scholars are posted on the GGSE webpage: http://education.ucsb.edu/current-students/educ-employment-opportunities.
INFORMATION ABOUT EMAILS AND ROOMS

Information about Emails

Education Email Accounts

All Education students are given an Education email account by ITG. Usernames and passwords are distributed at Orientation in your Student Handbook. This is the GGSE’s primary method of communication.

IMPORTANT: PLEASE USE THIS EMAIL ADDRESS FOR ALL CORRESPONDENCE!

All departmental correspondence is distributed to students through this account, so check your Education email frequently. Examples of correspondence are the following: fellowship announcements and awards, academic information and deadlines, course updates, employment opportunities, events, and lectures. Your faculty advisor will also utilize this email while working with you.

Optionally, you may choose to forward your Education email to your personal account.

Email Announcement Requests

Education students sometimes inquire about circulating an email to their fellow students using the Education email system. Please note that emails of a personal nature, such as for housing, charitable projects, etc., will not be sent. Only those deemed to be of academic interest to our students, for example, your defense if you wish to invite the public, will be sent.

If you have something you would like to forward to your colleagues, you may forward your email to progoffice@education.ucsb.edu. Each submission will be reviewed and sent at the Department’s discretion. Please be specific as to whether you’d like only Education students to receive your email, or if you would like Education faculty, TEP, and/or CCSP students to receive it as well.

Another option might be to contact the GSAE about using their email network.

Mailboxes

All Department of Education faculty and students have a mailbox located in ED 3104. Student mailboxes are shared, so please check your mailbox frequently as a courtesy to those who share it with you. The mailroom is open and can be accessed during regular Education building hours:
7:30 am to 7:30 pm on Monday through Thursday and 7:30 am to 5:00 pm on Friday.
The Education building is locked on Saturday and Sunday, so you will need your Security Access Card to get into the building.

- Use your mailbox for messages and other materials, such as books, letters, course information and papers, and GGSE announcements.
- Don’t leave valuables in your mailbox or use it for mail of a personal, confidential nature, such as bills or other correspondence that would normally go to your home address.
- **Campus mail** for other UCSB departments may be left in the bin on the table and it will be sent for you. **Please do not leave any U.S. Mail with postage stamps or pre-paid postage.**
- Mail with stamps (or prepaid envelopes) must be deposited at a Postal Service mailbox. On campus, there’s one in front of the Coral Tree Café or at the lower level of the UCEN.
- The ED 3104 mailroom’s bulletin board is used for postings of Education and campus activities, lectures, and miscellaneous job opportunities. Students may use it for personal postings (such as a need for a roommate/apartment or other assistance), but please be sure to date your note, as the bulletin board is cleared regularly.

**Graduate Student Rooms**

**The Ed Lounge – ED 3134 (aka The Blue Room)**

This lounge is available for use by students, faculty, and staff and is always open. It is a good place to study, watch TV, or just eat your lunch. The lounge is not available to reserve but can be used on a first come, first served basis for informal student gatherings.

**The Graduate Student Work Room – ED 3140**

This room is available to all Education graduate students **who need a place to study or to collaborate.** The room is open during regular building hours. It has a computer, printer, and scanner. It also has lockers (as does Ada’s Lab). To reserve a locker, see Veronica in the Student Affairs Office, ED 4100. There are also various other resources available to students in this room, including journals.

When using this room, please note the following:

- There is no custodial cleanup. Please be courteous and deposit all food trash in receptacles outside of this room due to ongoing ant problems.
- Secure your personal belongings (laptops, books, and study materials) when finished. The building has had thefts, so use your locker for valuables when you are not in the room.
- Desks are available first come, first served.
- The room is to remain unlocked!
Ada’s Lab – ED 1211

Ada’s Lab is a 24/7 computer room for all GGSE students located on the first floor. You will need to be granted access via your Security Access Card. This room also has lockers. To reserve a locker, see Veronica in the Student Affairs Office, ED 4100.

INFORMATION TECHNOLOGY GROUP (ITG) RESOURCES

The ITG Help Desk is located on the 4th floor of the Education building in ED 4203. Techs are there to assist you with your technology needs during the following hours:

**Academic Year:** 8:00 am to 8:00 pm Monday through Thursday and 8:00 am to 5:00 pm Friday.
**Summer Hours:** 8:00 am to 5:00 pm Monday through Friday

**IMPORTANT NOTE**

Because ITG is constantly working on upgrading and improving GGSE’s technologies, always refer to the following ITG resource pages for the most up-to-date information on services:

- ITG Website: [http://education.ucsb.edu/itg](http://education.ucsb.edu/itg)
- ITG Help Desk: [help@education.ucsb.edu](mailto:help@education.ucsb.edu) or call (805) 893-8031
- ITG Wiki: [https://wiki.education.ucsb.edu/wiki/Main_Page](https://wiki.education.ucsb.edu/wiki/Main_Page)

See the New Users FAQ Page to help you get started:
- [https://wiki.education.ucsb.edu/wiki/New_user_FAQ](https://wiki.education.ucsb.edu/wiki/New_user_FAQ)

- There is a Student Technology Fee assessed at $2.50 per unit for both graduate and undergraduate students. See ITG’s Computing webpage for the latest information.

- **ITG does not loan technology equipment.** Email [progoffice@education.ucsb.edu](mailto:progoffice@education.ucsb.edu) or see the Education Program Assistant for this.

- For technical assistance with set-up of applications, such as PowerPoint, Skype, etc., for a meeting, email the Help Desk. You may also schedule this in advance with them and they’ll reserve a time for you.
APPEALS AND GRIEVANCES

Should problems occur, effort should be made to resolve them. Discussions regarding a problem can begin with the faculty member concerned. Issues can also be taken up with the Graduate Advisor, Vice Chair, or Department Chair. If still unresolved, issues relating to TA/GSR employment should be brought before the Dean of the Gevirtz Graduate School of Education. The Graduate Division is an additional source for information for graduate students unsure about proper grievance procedures or who have questions about policies affecting their graduate careers. Further, academic issues relating to status or progress towards the degree may be brought to the attention of the Dean of the Graduate Division. Finally, the Office of Equal Opportunity and the Sexual Harassment Office are located in Phelps Hall, Room 3217A, or available by phone at 893-2701. See their website: https://oeosh.ucsb.edu/.

Handling of Informal Complaints for General GGSE Matters

The persons designated to handle such procedures include the Graduate Advisor, Vice Chair or the Department Chair. Students may select the person who they feel most comfortable with or who they feel can be most helpful with the problem at hand. The person they speak to will handle the complaint with utmost discretion and will not speak to the involved party(ies) without explicit permission of the complainant. However, if the complaint is of a nature that must be reported to University personnel or becomes a formal complaint, this confidentiality cannot be assured.

The Office of the Ombuds is another independent resource available, which offers confidential, neutral, and informal dispute resolution services to all members of the UCSB community. Please note that because of the unique, informal, problem-solving role of the Office, speaking to the Office about a concern does not constitute “notice” to the University that the problem exists nor is speaking to the Office a step in any applicable grievance process. For more information about the Ombuds services, go to the following web page: www.ombuds.ucsb.edu.

Formal Complaint Procedures for General GGSE Matters

Once a complaint has been brought to the Charges Officer of the Santa Barbara Division of the University of California Academic Senate by either the accused or by the recipient of the complaint, the Academic Senate Procedures will be in effect and the GGSE will cooperate in these procedures as requested to do so.
CAMPUS RESOURCES

Parking

For the most current parking information and fees, see the Transportation and Parking Services webpage: http://www.tps.ucsb.edu/. Permits may be purchased online. Graduate students are eligible for an annual Night & Weekend parking permit for free, because the cost is covered by a quarterly $5.00 lock-in fee. A Night & Weekend permit allows parking on campus Monday through Friday from 5:00 pm until 7:30 am the next morning, and all day Saturday and Sunday. See the Parking website for more information.

For students who are employed at 45% or higher, please check the TPS’s TAP website for information about transportation “deals”: https://www.tps.ucsb.edu/commuter-options/why-join-tap.

Publications

The UCSB General Catalog, http://my.sa.ucsb.edu/catalog/current/Index.aspx, and the UCSB Schedule of Classes, https://my.sa.ucsb.edu/public/curriculum/coursesearch.aspx, are often good references. But for the most updated information which may include course changes or cancellations, always refer to our Courses page; the link is at the top of the GGSE webpage.

The Student Affairs Office produces the Student Guidelines contained in this handbook and on the GGSE website. It provides the basics about the graduate student policies and procedures.

The Daily Nexus (campus newspaper), http://www.dailynexus.com/, and the weekly Santa Barbara Independent (available at newsstands) are free sources of information about the campus, the community, and local events.

Career Services

Career Services will start a reference file for you and handle the mailing of your files as well as advise you on your resume as you prepare to enter the job market. It is a service one may begin at any time, but in the higher education job market, consideration begins only once you advance to candidacy.

See the following website for a complete list of services offered to graduate students, http://career.sa.ucsb.edu/gradstudents, or call them at (805) 893-4412.
The Women's Center and Multicultural Center

The Women’s Center and Multicultural Center host groups and events of interest on campus. Their event schedules are posted on http://wgse.sa.ucsb.edu/Women/ and http://mcc.sa.ucsb.edu/, respectively.

Campus Learning Assistance Services (CLAS)

CLAS provides free writing improvement sessions with general writing support for graduate as well as undergraduate students. This may be of special interest to students who are non-native English speakers. See http://clas.sa.ucsb.edu/ or call them at (805) 893-3269.

UCSB Alert System

The campus has an emergency alert notification system that will send critical information to you via your cell phone or by email. All students are automatically registered for this.

Escort Service

The Community Service Organization (CSO) offers nighttime escort services on campus or in Isla Vista. Pick up any blue campus emergency phone or call (805) 893-2000 to arrange for this.

Student Health

See their full range of services for graduate students at http://studenthealth.sa.ucsb.edu/. In addition to the University Health Services benefits, there is an Eye Clinic at (805) 893-3170 and a Dental Clinic at (805) 893-2891 where students may obtain services. The Student Health Pharmacy sells over-the-counter medicines at a discount to registered students. All services can be paid for by using your UCSB Access card or can be charged to your BARC account. No cash or credit cards are accepted.

Counseling and Psychological Services

The mission of Counseling and Psychological Services (CAPS) is to assist Student Affairs and the University as a whole in helping the student body achieve academic, social, and personal success. Through the provision of mental health services, CAPS strives to help ensure that students – as well as the larger campus community – remain healthy in this pursuit of success. CAPS promotes the emotional well-being of students through individual and group psychotherapy, crisis intervention, and stress management services. CAPS also provides consultation to the campus community, including students, faculty, staff, and parents. Its objective is to help in the creation and maintenance of a healthy campus environment. CAPS educates, supports, advocates, and helps foster a culture of
acceptance and appreciation of human differences. In the provision of services, CAPS staff members strive to offer a safe, inclusive, and affirming environment for all.

At CAPS, they offer personal counseling services to currently registered UCSB students. Some accommodations may be made for students not currently registered, or withdrawn, who intend to return to UCSB. The appointment desk staff at CAPS will assess the eligibility of all persons seeking personal counseling services. There are also group counseling opportunities and a variety of other supports for mental health. See the website http://caps.sa.ucsb.edu/caps-home for more information or call at (805) 893-4411.
DOCTOR OF PHILOSOPHY – EDUCATION – 2019-20 Degree Checklist

In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the Graduate Education section of the UCSB General Catalog. Students enrolled in the Ph.D. program must satisfy the following departmental requirements. Core courses must be passed with a grade of B or better. Students who wish to complete the M.A. along the way should review the M.A. checklist. Time-to-degree includes: 4 years to advance to candidacy, 6 years to complete the Ph.D.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
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<tbody>
<tr>
<td></td>
<td><strong>RESEARCH METHODOLOGY</strong> (five courses required from list below)**</td>
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<td>Must take the 2 introductory courses and then 3 courses selected from the other primary areas:</td>
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<td>Quantitative Methodology and Qualitative Methodology.</td>
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<td><strong>Introductory Courses</strong></td>
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<tr>
<td>ED 214A</td>
<td>Introductory Statistics</td>
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<tr>
<td>ED 221A</td>
<td>Introduction to Qualitative Research Methods</td>
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<td></td>
<td><strong>Quantitative Methodology</strong></td>
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<tr>
<td>ED 214B</td>
<td>Inferential Statistics</td>
<td>4.0</td>
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<tr>
<td>ED 214C</td>
<td>Linear Models for Data Analysis</td>
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<tr>
<td>ED 215B</td>
<td>Psychometrics</td>
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<tr>
<td>ED 215C</td>
<td>Psychometrics: Item Response Theory</td>
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<tr>
<td>ED 216A</td>
<td>Advanced Multivariate Statistics</td>
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<tr>
<td>ED 216B</td>
<td>Factor Analysis</td>
<td>4.0</td>
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<tr>
<td>ED 216C</td>
<td>Hierarchical Linear Models</td>
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<td>ED 216F</td>
<td>Structural Equation Models</td>
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<tr>
<td>ED 217A</td>
<td>Constructing Measures</td>
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<tr>
<td>ED 217B</td>
<td>Analyzing and Validating Measures</td>
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<tr>
<td>ED 218</td>
<td>Questionnaire Design</td>
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<td></td>
<td><strong>Qualitative Methodology</strong></td>
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<tr>
<td>ED 221B</td>
<td>Qualitative Interviewing</td>
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<tr>
<td>ED 221CC</td>
<td>Observational Research</td>
<td>4.0</td>
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<tr>
<td>ED 221D</td>
<td>Video Analysis</td>
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<td>ED 221EE</td>
<td>Discourse Analysis in Educational Settings</td>
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<tr>
<td>ED 221F</td>
<td>Community Ethnography</td>
<td>4.0</td>
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<tr>
<td>ED 221GG</td>
<td>Case Study Methods: Research and Practice</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
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<tr>
<td>ED 221H</td>
<td>Design-Based Research and Research-Based Design</td>
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<td>ED 224AA</td>
<td>Interactional Ethnography</td>
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<td>Narrative Analysis</td>
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**PROSEMINAR (one course required)**

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<tbody>
<tr>
<td>ED 200A</td>
<td>Education Proseminar</td>
<td>2.</td>
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</table>

**BREADTH REQUIREMENTS (three courses required from the lists below)**

Choose one course from 3 of the 4 breadth menus below.

**1) Language, Culture and Society**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ED 202A</td>
<td>Bilingual Language Development</td>
<td>4.0</td>
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<tr>
<td>ED 205</td>
<td>Anthropological Perspectives on Education</td>
<td>4.0</td>
</tr>
<tr>
<td>ED 210E</td>
<td>Foundations of Sociocultural Learning Theory</td>
<td>4.0</td>
</tr>
<tr>
<td>ED 210F</td>
<td>Cultural Psychology: Contemporary Sociocultural Theory</td>
<td>4.0</td>
</tr>
<tr>
<td>ED 270H</td>
<td>Language, Culture, and Learning</td>
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<tr>
<td>ED 271</td>
<td>Cultural Studies in Education</td>
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**2) Learning and Teaching**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ED 210A</td>
<td>Advances in the Learning Sciences and Education</td>
<td>4.0</td>
</tr>
<tr>
<td>ED 219B</td>
<td>Research on Classroom Teaching</td>
<td>4.0</td>
</tr>
<tr>
<td>ED 256</td>
<td>Technology and Learning Contexts</td>
<td>4.0</td>
</tr>
<tr>
<td>ED 258J</td>
<td>Seminar in Curriculum: Development and Analysis</td>
<td>4.0</td>
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<tr>
<td>ED 282</td>
<td>Research Along the Learning to Teach Continuum: Teacher Education, Induction, and Professional Development</td>
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**3) Policy, Organization, and Leadership**

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<th>Course Title</th>
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<tr>
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<td>Education Policy</td>
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<tr>
<td>ED 241</td>
<td>Economics of Education</td>
<td>4.0</td>
</tr>
<tr>
<td>ED 242A</td>
<td>Organizational Theories</td>
<td>4.0</td>
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<tr>
<td>ED 247A</td>
<td>Educational Leadership</td>
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**4) Development**

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>ED 210B</td>
<td>Introduction to Children’s Thinking</td>
<td>4.0</td>
</tr>
<tr>
<td>ED 211B</td>
<td>Development: Infancy and Early Childhood</td>
<td>4.0</td>
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<tr>
<td>ED 211C</td>
<td>Development: Middle Childhood to Adolescence</td>
<td>4.0</td>
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<tr>
<td>ED 211G</td>
<td>Theories in Human Development</td>
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</tr>
<tr>
<td>COURSE</td>
<td>COURSE NAME</td>
<td>UNITS</td>
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</tr>
<tr>
<td>ED 222A</td>
<td>Introduction to Exceptional Children</td>
<td>4.0</td>
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<tr>
<td>ED 228E</td>
<td>Families and Disabilities</td>
<td>4.0</td>
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**ELECTIVES** (five courses required with faculty advisor approval)

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<th>COURSE NAME</th>
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<table>
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<tr>
<th>QUARTER</th>
<th>DEPARTMENT MILESTONE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Research Apprenticeship</td>
</tr>
<tr>
<td></td>
<td>Independent Research Project</td>
</tr>
<tr>
<td></td>
<td>Qualifying Exams</td>
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<td></td>
<td>Dissertation Proposal Defense</td>
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<td>Doctoral Dissertation Defense</td>
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**FOR GRADUATE DIVISION USE ONLY**

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<tr>
<td>No Incomplete Grades</td>
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<td>3.0 or Better GPA Overall</td>
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**PHD Degree Awarded (quarter):**

[Note: The PHD Degree Awarded (quarter) section is left blank.]
In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the Graduate Education section of the UCSB General Catalog. There are two strands that a student may choose to follow: the Research Strand or the Professional Strand. Core courses must be passed with a grade of B or better. A minimum of 40.0 units is required for Strand I and a minimum of 36.0 units is required for Strand II. The time-to-degree for a M.A. is 4 years.

**STRAND I: RESEARCH M.A. CURRICULUM REQUIREMENTS**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>RESEARCH METHODOLOGY (three courses required from list below)</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Must take the 2 introductory courses and then 1 course selected from the other primary areas:</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Quantitative Methodology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 214A</td>
<td>Introductory Statistics</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 221A</td>
<td>Introduction to Qualitative Research Methods</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Qualitative Methodology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 214B</td>
<td>Inferential Statistics</td>
<td>4.0</td>
<td></td>
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<tr>
<td>ED 214C</td>
<td>Linear Models for Data Analysis</td>
<td>4.0</td>
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<tr>
<td>ED 215B</td>
<td>Psychometrics</td>
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<tr>
<td>ED 215C</td>
<td>Psychometrics: Item Response Theory</td>
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<tr>
<td>ED 216A</td>
<td>Advanced Multivariate Statistics</td>
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<tr>
<td>ED 216B</td>
<td>Factor Analysis</td>
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<td>ED 216C</td>
<td>Hierarchical Linear Models</td>
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<tr>
<td>ED 216F</td>
<td>Structural Equation Models</td>
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<tr>
<td>ED 217A</td>
<td>Constructing Measures</td>
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<tr>
<td>ED 217B</td>
<td>Analyzing and Validating Measures</td>
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<td>ED 221B</td>
<td>Qualitative Interviewing</td>
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<tr>
<td>ED 221CC</td>
<td>Observational Research</td>
<td>4.0</td>
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<td>ED 221D</td>
<td>Video Analysis</td>
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<td>ED 221EE</td>
<td>Discourse Analysis in Educational Settings</td>
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<tr>
<td>ED 221F</td>
<td>Community Ethnography</td>
<td>4.0</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>ED 221GG</td>
<td>Case Study Methods: Research and Practice</td>
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<td>ED 221H</td>
<td>Design-Based Research and Research-Based Design</td>
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<tr>
<td>ED 224AA</td>
<td>Interactional Ethnography</td>
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<td>ED 224B</td>
<td>Narrative Analysis</td>
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<tr>
<td>ED 224CC</td>
<td>Textual Analysis</td>
<td>4.0</td>
<td></td>
</tr>
</tbody>
</table>

**BREADTH REQUIREMENTS** (three courses required from the lists below)
Choose one course from 3 of the 4 breadth menus below.

1. **Language, Culture and Society**
   - ED 202A  Bilingual Language Development  4.0
   - ED 205  Anthropological Perspectives on Education  4.0
   - ED 210E  Foundations of Sociocultural Learning Theory  4.0
   - ED 210F  Cultural Psychology: Contemporary Sociocultural Theory  4.0
   - ED 270H  Language, Culture, and Learning  4.0
   - ED 271  Cultural Studies in Education  4.0

2. **Learning and Teaching**
   - ED 210A  Advances in the Learning Sciences and Education  4.0
   - ED 219B  Research on Classroom Teaching  4.0
   - ED 256  Technology and Learning Contexts  4.0
   - ED 258J  Seminar in Curriculum: Development and Analysis  4.0
   - ED 282  Research Along the Learning to Teach Continuum: Teacher Education, Induction, and Professional Development  4.0

3. **Policy, Organization, and Leadership**
   - ED 240A  Education Policy  4.0
   - ED 241  Economics of Education  4.0
   - ED 242A  Organizational Theories  4.0
   - ED 247A  Educational Leadership  4.0

4. **Development**
   - ED 210B  Introduction to Children’s Thinking  4.0
   - ED 211B  Development: Infancy and Early Childhood  4.0
   - ED 211C  Development: Middle Childhood to Adolescence  4.0
   - ED 211G  Theories in Human Development  4.0
   - ED 222A  Introduction to Exceptional Children  4.0
**ED 228E** Families and Disabilities  

**ELECTIVES**  
(three courses required with Faculty Adviser Approval)

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
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<tr>
<th>QUARTER</th>
<th>DEPARTMENT MILESTONE</th>
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<tbody>
<tr>
<td></td>
<td>Research Apprenticeship</td>
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<td>Independent Research Project or Thesis</td>
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**STRAND II: PROFESSIONAL M.A. CURRICULUM REQUIREMENTS**

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
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<tbody>
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**RESEARCH METHODOLOGY (one course required from list below)**

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<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>ED 214A</td>
<td>Introductory Statistics</td>
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</tr>
<tr>
<td>ED 221A</td>
<td>Introduction to Qualitative Research Methods</td>
<td>4.0</td>
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</table>

**BREADTH REQUIREMENTS (three courses required from the lists below)**

Choose one course from 3 of the 4 breadth menus

*(1) Language, Culture and Society*

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
</tr>
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<tbody>
<tr>
<td>ED 202A</td>
<td>Bilingual Language Development</td>
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<td>ED 205</td>
<td>Anthropological Perspectives on Education</td>
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<tr>
<td>ED 210E</td>
<td>Foundations of Sociocultural Learning Theory</td>
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<td>ED 210F</td>
<td>Cultural Psychology: Contemporary Sociocultural Theory</td>
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<tr>
<td>ED 270H</td>
<td>Language, Culture, and Learning</td>
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<tr>
<td>ED 271</td>
<td>Cultural Studies in Education</td>
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*(2) Learning and Teaching*

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<th>COURSE NAME</th>
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<th>GRADE</th>
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<tr>
<td>ED 210A</td>
<td>Advances in the Learning Sciences and Education</td>
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<td>ED 219B</td>
<td>Research on Classroom Teaching</td>
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<tr>
<td>ED 256</td>
<td>Technology and Learning Contexts</td>
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<tr>
<td>ED 258J</td>
<td>Seminar in Curriculum: Development and Analysis</td>
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<tr>
<td>ED 282</td>
<td>Research Along the Learning to Teach Continuum: Teacher Education, Induction, and Professional Development</td>
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<td>ED 240A</td>
<td>Education Policy</td>
<td>4.0</td>
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<td>Economics of Education</td>
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<td>ED 242A</td>
<td>Organizational Theories</td>
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<td>ED 247A</td>
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<td><em>(3) Policy, Organization, and Leadership</em></td>
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<td>ED 240A</td>
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<td>Economics of Education</td>
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<td>ED 247A</td>
<td>Educational Leadership</td>
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<td>Development: Infancy and Early Childhood</td>
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<td>ED 211G</td>
<td>Theories in Human Development</td>
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<td>ED 222A</td>
<td>Introduction to Exceptioned Children</td>
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<tr>
<td>ED 228E</td>
<td>Families and Disabilities</td>
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<td><strong>ELECTIVES</strong> (five courses required with faculty advisor approval, four units may be obtained through an Independent Study Course)</td>
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<td></td>
<td><strong>for graduate division use only</strong></td>
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<tr>
<td></td>
<td><strong>Residence requirement- minimum 3 quarters</strong></td>
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<tr>
<td></td>
<td><strong>Required units completed = 40 (Strand I) or 36 (Strand II)</strong></td>
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<tr>
<td></td>
<td><strong>Language requirement satisfied</strong></td>
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<tr>
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<td><strong>No grades of I, NR, or NG</strong></td>
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<tr>
<td></td>
<td><strong>3.0 or better GPA overall</strong></td>
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<tr>
<td></td>
<td><strong>B or better in all core courses (200 or above)</strong></td>
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<td></td>
<td><strong>Registered quarter of degree or filing fee LOA:</strong></td>
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<td><strong>Master’s Form I / COI and Committee entered</strong></td>
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<td><strong>M.A. Degree Awarded (conferral date): __________</strong></td>
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</tbody>
</table>
FREQUENTLY ASKED QUESTIONS

How do I get into a course that is full?
If a course is full or it says “restricted” (there’s a limit on class size or a prerequisite), an approval code will be needed for you to enroll on GOLD. Your admission is at the sole discretion of the instructor, so contact her/him/they. If the instructor agrees to admit you, he/she/they will provide you with an approval code. Instructor contact information is available on the GGSE webpage under the Faculty listings. For assistance locating an email address for a TA or a course marked Staff, contact the Education Program Office.

How do I find out what the office hours are for Education faculty?
Office Hours for the Education faculty are posted quarterly outside the ED 3103 Education Program Office. They are also posted on the Education webpage under Contacts.

Where can I find course syllabi?
Course syllabi are accessible on the Education Courses webpage. Use the dropdown menu to locate the course you want. Click on the course number and you’ll see Materials/View Course Materials. Syllabi are under this link. If you do not see the link, no syllabus was received from the instructor and you must contact her or him directly for this information.

How do I get the Chair’s signature?
Our Chair is Dr. Julie Bianchini. You may drop off your document in her faculty mailbox in ED 3104. Once signed, the Program staff will notify you to come pick it up. If it is time sensitive, it would be wise to email her at jbianchi@education.ucsb.edu to make sure she is available to sign it. If Dr. Bianchini is not available to sign for you, Vice Chair Dr. Karen Nylund-Gibson (knylund@education.ucsb.edu) or Graduate Advisor Dr. Yukari Okamoto (yukari@education.ucsb.edu) also have signature authority and may be able to help.

I’ve changed my name/married/moved or have a new phone number or email. Who can update this for me?
If you have a correction to your personal information, first change it in your GOLD account. Changes made here will be forwarded to the Department of Education, though not immediately. It is also recommended that you contact the Student Affairs Office; they will update your records for this should you have some academic issue pending before the GOLD update is received.

How do I reserve a meeting room?
Room reservations in the Education building are NOT handled by the Program Office. Email veronicamunoz@ucsb.edu with your request. She’ll need the following information from you:

- Name
- Department
- Phone #
• Email address
• Event (e.g., dissertation defense)
• Event date/s
• Time (begin and end times)
• Minimum room capacity (How many people are expected to attend?)
• Preferred room (if any, such as the video conferencing room)

Specific room sizes and amenities are listed on ITG’s Wiki page. Plan ahead! Many rooms are reserved months in advance. You’ll be emailed a confirmation once your room is reserved.

I need to borrow a connector, laptop, video camera, tripod, etc. Who do I ask?
The Ed Program Assistant in ED 3103, progoffice@education.ucsb.edu, will assist you to check out any equipment.

I brought food to campus. Is there a refrigerator I can use for this?
There is a dorm-size refrigerator in ED 3116, the room next to the Blue Room Lounge, so space is limited for your perishables. Students and faculty sometimes leave leftovers from meetings out on the table afterwards to share. ED 3116 has a sink, 2 microwaves, and a teakettle to use. There are no dishes or utensils available so please bring what you’ll need. No custodial clean-up is done in this room; we ask that you help to keep it clean.

I need to leave something for one of the faculty. Where can I do this?
All Education faculty have a mailbox in the ED 3104 Mailroom; you may leave it there. If it’s too large for the mailbox or is something you’d rather not leave in an unsecure location, please see one of the Program staff members. We’ll be glad to see that the faculty member gets it.

How can I send an email message to all the Education students?
If you’d like to notify GGSE students of an event or other topic of interest, you may forward your email request to Program staff. We make every effort to respect your email privacy but due to the volume of emails students receive, not every request can be accommodated. They’ll be reviewed on a case-by-case basis and we’ll do our best to be of assistance to our student community. The GSAE may be able to assist you or you could use the bulletin board in the ED 3104 Mailroom.

I’d like to invite others to my dissertation public defense meeting. How can I do that?
Email your flyer or information to progoffice@education.ucsb.edu and specify which group you’d like to email it to. For example, do you want it sent to only Education students and/or faculty? Do you wish to include CCSP? Students are responsible for posting and removing any flyers in the building lobby locations. Please do NOT post them on the walls!

My instructor asked me to return an ESCI packet from our class. Where do I leave it?
At the end of each quarter, all students are asked to complete a confidential Course Evaluation (ESCI) for their class. If your instructor has asked you to be the “courier” for these, once the comments are completed, please immediately return the packet(s) to the...
Education Program Office, ED 3103. You can slide them under the door if the office is closed.

How do I receive an Academic Senate Travel Grant?
Graduate students may receive a Doctoral Student Travel Grant award once during their academic career. These are NOT managed through Education, but directly through the Academic Senate. For information and how to apply, see their webpage: https://senate.ucsb.edu/grants/. To turn in any reimbursement paperwork for your award, please contact Terri Hille at thille@education.ucsb.edu.

How do I get a locker?
You can reserve a locker in Ada’s Lab (ED 1211) or in the Graduate Work Room (ED 3140). See Brenda in room 3103 for a form to reserve one. There is a $10 refundable fee paid by either cash or check. A lock is provided.

Where can I find filtered water and fill my water bottle in the GGSE building?
Water fountains are available on each floor, but only the water dispenser on the 2nd floor by the west stairwell door is currently filtered. There is a new water dispenser being installed on the 3rd floor by the TEP office, which will be filtered as well.

Where can I park my bike?
Do NOT bring your bike into the Education building. There are bike racks at the end of the building outside of Ada’s lab. Please do not ride your bicycles on the walkways around the building as this is patrolled by Campus Police and the fine can be $194.

Is there a Lost & Found in the Education building?
No, there is no lost and found in the GGSE. Found items will not be retained. Per campus policy, all found items will be sent to the campus Lost & Found located in North Hall Room 1131. Contact them at (805) 893-3843 or check their weblink for info: http://www.police.ucsb.edu/contact-us/lost-and-found.

Free books and journals are in ED 3134
Faculty and students will sometimes leave books or journals in the box on the table in this room. They are free and you are welcome to stop by and help yourself to them.

Where can I recycle electronics?
There are bins on the 3rd floor next to the elevator where you can deposit electronic items, batteries, CDs, VHS tapes, toner cartridges, etc., for recycling. Associated Students will pick them up.