



Department of Education
2024-2025
Student Handbook



UC SANTA BARBARA
The Gevirtz School
Graduate School of Education

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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 available on the GGSE website, under the Current Students tab located at the top of the site. If you have special needs regarding these materials, please contact the Education Program Office at (805) 893-4511

THE DEPARTMENT OF EDUCATION

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 members, and events 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, provides a comprehensive listing of financial support, and supplies additional information about enrollment. The *Student Handbook* provides an overview of academic programs and requirements that apply to Education students who are beginning this year.

Commitment to Diversity and Equity

In the pursuit of academic excellence, the Department of Education and the larger GGSE are 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 equity, diversity, and inclusion is essential to our scholarship, leadership, citizenship, and democracy. See the GGSE's 2020-2024 Strategic Plan for more information: https://education.ucsb.edu/sites/default/files/faculty_resources/gevirtz-strategic-plan-20-24.pdf. See also the GGSE's Dean's stated commitment to dismantling racism: <https://education.ucsb.edu/news/2020/taking-action-dismantle-racism-message-gevirtz-school-deans>.

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, to address the equally valued goals of equity and excellence in a manner consistent with our democratic society.

Department's Events and Activities

Fall Orientation

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 Graduate Student Association in Education (GSAE) hold a welcome-back-to-school and an end-of-year event. We also encourage students to attend 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 to build our community – introduce yourself to your colleagues, the faculty, and staff.
- ✚ Talk regularly to other students. They can share advice and important information. The officers of the Graduate Student Association in Education (GSAE) are a wonderful place to start.
- ✚ Familiarize yourself with the online resources at UCSB Library.
- ✚ Stay aware of financial aid deadlines. Visit the Graduate Division’s website, www.graddiv.ucsb.edu. Ask the GGSE Student Affairs Officer for more information. 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.
- ✚ Take advantage of the cultural, educational, and recreational events on campus. Get involved!

Department of Education Graduate Student Enrollment

| |
|---|
| Total Enrollment of Education Students for fall 2023-24 |
| Female Students = 71 |
| Male Students = 23 |
| International Students = 14 |
| African American/Black = 10 |
| American Indian/Alaska Native = 4 |
| Asian/Asian American = 21 |
| Hispanic/Latino = 37 |
| Native Hawaiian/Other Pacific Islander = 3 |
| White Caucasian = 52 |
| Multiple Races = 29 |

ADVISORS AND THE ADVISING PROCESS

A student's faculty 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 when selecting research projects. Most students meet with their advisor throughout the school year for advice and to keep their advisor informed of their progress. Should you wish to change your advisor (which is acceptable, and not uncommon) 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 the Student Affairs Office so that your student records may be updated.

HELPFUL: Students typically work with their initial advisor through the first year before requesting a change, but you may request a change if the need arises. If 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 on faculty time and availability. 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 about their background, research interests, and expectations for students.
- Sit in on a class your advisor is teaching so you learn their teaching style and the manner in which they communicate 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, so please plan ahead.

FACULTY ON SABBATICAL/LEAVE FOR 2024-2025

| FALL 2024 | WINTER 2025 | SPRING 2025 |
|---------------------|-------------|-------------------------|
| Andrew Maul | | Tarek Azzam |
| Rebeca Mireles-Rios | | Mian Wang, in-residence |
| | | |
| | | |
| | | |

FACULTY DIRECTORY

*All email addresses are @ucsb.edu

| Professor | Phone Ext. | Email | Office | Mailbox |
|--------------------------|------------|--|------------------------|---------|
| Adler-Kassner, Linda | 3006 | adlerkassner | 1117 | 3104 |
| Arrellano, Lucy | 8706 | lucya | 3111 | 3104 |
| Arya, Diana | 2185 | darya | 3151 | 3104 |
| Tarek Azzam | 3385 | tarekazzam | 3113 | 3104 |
| Bianchini, Julie | 3301 | jbianchi | 3153 | 3104 |
| Dewar, Tim | 2510 | dewar | 2218 | 3233 |
| Duque, Jason | Email | jason | 3210 | 3104 |
| Duran, Richard | 3555 | duvan | 3141 | 3104 |
| Fedders, Andrew, (chair) | 3711 | fedders | 3238 | 3233 |
| Harlow, Danielle | Email | dharlow | 3105 | 3104 |
| Kyratzis, Amy | 7078 | kyratzis | 3125 | 3104 |
| Lambert, Rachel | 4781 | rlambert | 3147 | 3104 |
| Lee, Jin Sook | 2872 | jslee | 3131 | 3104 |
| Lohwasser, Karin | 8091 | loh2o | 3206 | 3104 |
| Lunsford, Karen | | lunsford | 1521 South Hall | 3104 |
| Malone, Hui-Ling | 2293 | hmalone | 3139 | 3104 |
| Maul, Andrew | 7770 | amaul | 3109 | 3104 |
| Milem, Jeffrey | 3917 | jmilem | 3145 & 4127 | 4104 |
| Mireles-Rios, Rebeca | 8280 | rmireles | 3121 | 3104 |
| Nyeu , Maung Ting | 5423 | maungtingnyeu | 3149 | 3104 |
| Nylund-Gibson, Karen | 5165 | knylund | 3107 | 3104 |
| Ograin, Chris | 5356 | ograin | 3246 | 3104 |
| Puente, Mayra | 7199 | mayrapuente | 3135 | 3104 |
| Roberts, Sarah | Email | sroberts | | 3104 |
| Romo, Laura | 3081 | lromo | 3133 | 3104 |
| Sattin-Bajaj Carolyn | 3786 | carolynsattin-bajaj | 3117 | 3104 |
| Tichavakunda, Antar | 7118 | tichavakunda | 3137 | 3104 |
| van Es, Elizabeth | 5264 | evanes | 3145 | 3104 |
| Wang, Mian | 4110 | mwang | 3143 | 3104 |

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 faculty and staff who contribute to the functioning of the department. More information about Education faculty and staff 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, Professor and Jules Zimmer Dean's Chair
jmilem@ucsb.edu or 805.893.3917

Department of Education Chair

Andrew Fedders

Dr. Fedders has been serving as Chair of the Department of Education in the GGSE since July of 2024. As Chair, he has major responsibilities for coordinating the work of the faculty, creating teaching assignments, monitoring the curriculum and course offerings, administering the department's budget, hiring and supervising faculty, and coordinating review of the faculty for merit advancement and promotion. The Chair also works with students and GSAE leadership, and he is involved in student-related matters with the departmental Vice Chair and Graduate Advisor, including the assignment of the department's Teaching Assistants, review of students' progress, and addressing students' concerns while in the department. In addition to his role as Chair, Dr. Fedders engages in the typical tasks of a Teaching Professor in the department, consisting of teaching, advising students, professional activities, and university and public service. His primary teaching responsibilities are special education courses in the Teacher Education Program.

Dr. Fedders encourages students to involve themselves in the rich academic life of the Department, School, and University. A graduate education experience can be enriched and enhanced by your active participation and engagement in 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 in addition to the fulfillment of coursework and program progress milestones. You may contact him via email at afedders@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@ucsb.edu.

Department of Education Graduate Advisor
Andrew Maul

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 him by email at: amaul@ucsb.edu.

Department of Education Diversity Officer
Carolyn Sattin-Bajaj

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: carolynsattin-bajaj@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 (ESCs 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 brendal@ucsb.edu

- Department Administrator: Michael Coopersmith, ED 3105, mcoopersmith@ucsb.edu
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.

- Department Coordinator: Brenda Lavin, 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.

- TBD: ED 4121
Coordinates and administers grant proposals and awards.
- Tracey Velasquez: ED 4113, tracey@education.ucsb.edu
Contact for employment matters, including appointments, timecards and paychecks.
- Boris Palencia: ED 4101, bpalencia@ucsb.edu
Responsible for oversight of finances, contracts and grants administration, employment, and compliance.

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:

- *Brittany Mayse, Student Affairs Officer:* bmayse@ucsb.edu
- *Amy Meredith, Student Affairs Manager:* amymeredith@education.ucsb.edu
- *Gayle Gonzales:* glg@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/> (Forms and Information for Current GGSE Students)

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

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

<http://registrar.sa.ucsb.edu/> (Registrar's Office)

<https://www.graddiv.ucsb.edu/our-services/mentorship-inclusivity>

(Diversity in Graduate Education)

<https://diversity.ucsb.edu/> (UCSB's Diversity, Equity, and Inclusion Office)

<https://ombuds.ucsb.edu/> (UCSB's Office of the Ombuds)

<https://www.vcadmin.ucsb.edu/ada/welcome-accessibility-resources> (Accessibility Resources)

<http://www.sa.ucsb.edu/responding-to-distressed-students/welcome> (Distressed Students' Resources)

(<https://care.ucsb.edu/resources/ucsb-campus-information> (Sexual Violence Prevention and

Response) <http://studentconduct.sa.ucsb.edu/> (UCSB Office of Student Conduct)

OVERVIEW OF 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. have the option of obtaining a master's degree in the course of fulfilling doctoral requirements. Students who enter with a master's degree may choose not to obtain a master's degree in the Department of Education, but 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 the approval of both the professor who teaches the required course and of the student's advisor.

The course requirements described on the Department of Education website are intended as a minimum. Students, particularly Ph.D. students, typically take additional courses that expand upon their personal area(s) of interest. This may entail taking courses in related departments outside of Education, possibly as part of an Interdisciplinary Doctoral Emphasis. Students are encouraged to explore their options throughout the campus.

PROGRAM REQUIREMENTS: Ph.D.

The doctoral program in Education prepares doctoral students within 3 broad Program Areas:

- Culture, Language and Human Development (CLHD)
- Learning, Teaching, and Teacher Education (LTTE)
- Policy, Program Evaluation, and Research Methods (PPRM)

Course Requirements

All Education graduate students are required to take two proseminar courses and three core courses. They will take two research methodology courses in common and then choose from a menu of additional methods courses. Each student will also take courses in an advanced course pathway and additional elective courses. All courses that count toward requirements must be taken for a letter grade and passed with a B or better (with the exception of courses only offered on an S/U basis).

- Proseminars:
- 2-unit course as ED 200A (first-year one-quarter seminar)
 - 2-unit course as ED 200B (second-year community building events)
- Research Methods:
- Total of 5 research methods courses
 - All students are required to take ED 214A Introduction to Statistics and ED 221A Introduction to Qualitative Methods.
 - Quantitative courses to be used to fulfill the rest of the requirement are the following:
 - ED 214B Inferential Statistics
 - ED 214C Linear Models for Data Analysis
 - ED 216A Advanced Multivariate Statistics
 - ED 216B Factor Analysis
 - ED 216F Structural Equation Models
 - ED 217A Constructing Measures
 - ED 217B Analyzing and Validating Measures
 - ED 217C Philosophy of Measurement
 - Qualitative courses to be used to fulfill the rest of the requirement are the following:
 - ED 221B Qualitative Interviewing
 - ED 221CC Observational Research
 - ED 221D Video Analysis
 - ED 221EE Discourse Analysis in Educational Settings
 - ED 221F Community Ethnography
 - ED 221GG Case Study Methods: Research and Practice
 - ED 221H Design-Based Research and Research-Based Design
 - ED 224AA Interactional Ethnography
 - ED 224B Narrative Analysis
 - ED 224CC Textual Analysis

If you already have a substantial background in research methodology, it is possible to waive the introductory courses, with the consent of both the advisor and the instructor of the relevant course. Other appropriate

research methods courses can also be substituted for courses on these lists.

- Core Courses: • 3 courses, one course in each of the three Program Areas
- Advanced Courses: • 6 courses from advanced program pathways, with courses within a given advanced pathway strongly recommended but not required
- 3 courses as electives (to be determined with the advisor, to be taken from any department, and to not include independent study courses)

Program Areas and Core Courses

As introduced above, the doctoral program in the Education Department consists of three Program Areas. A handful of faculty are affiliated with more than one area. Each Program Area will offer one Core course each year that all Education doctoral students are required to take.

a. Program Area: Culture, Language, and Human Development (CLHD)

Program Area Faculty: Diana Arya, Jason Duque, Richard Duran, Danielle Harlow, Amy Kyratzis, Jin Sook Lee, Rebeca Mireles-Rios, Laura Romo and Mian Wang.

Core Course ED 211G Theories in Human Development: This course presents a comprehensive overview of the major theoretical perspectives that guide research and thinking on human growth and language across cultures and contexts. Students will discuss and analyze selected theories guiding the scientific study of cognitive development, social development, and lifespan development.

b. Program Area: Learning, Teaching, and Teacher Education (LTTE)

Program Area Faculty: Diana Arya, Julie Bianchini, Tim Dewar, Jason Duque, Richard Duran, Andrew Fedders, Danielle Harlow, Amy Kyratzis, Rachel Lambert, Jin Sook Lee, Karin Lohwasser, Hui-Ling Malone, Amber Moran, Chris Ograin, Yukari Okamoto, Sarah Roberts, and Mian Wang

Core Course ED 210 Teaching, Learning and Teacher Education: This course provides an overview of critical issues in teaching, learning, and teacher education. The course begins with an exploration of the role of schools in society. We then engage in analysis of the learners in school to understand the socioemotional needs of students as well as the range of individual differences including disability. The class spends multiple weeks unpacking learning theories, applying these theories to teaching in content areas. For each learning theory, we ask, "What is the role of the learner in this theory? What is the role of the teacher?" Finally, the class explores the learning and development of teachers, from teacher education to in-service.

c. Program Area: Policy, Program Evaluation, and Research Methods (PPRM)

Program Area Faculty: Tarek Azzam, Andrew Maul, Jeff Milem, Karen Nylund-Gibson, and Carolyn Sattin-Bajaj, Lucy Arellano, Mayra Puente, Antar Tichavakunda

Core Course ED 220 Program Evaluation 1: This course is an overview of the field of program evaluation and its various aspects (i.e., planning, collecting, analyzing information, and reporting) as well as various evaluation strategies (i.e., qualitative, quantitative, formative, and summative). It includes study of experimental and quasi-experimental designs.

Sub-Program Area Advanced Course Pathways

Because Education is interdisciplinary, there are many defined areas of expertise. Each Program Area has identified two to four advanced course pathways designed to develop depth of expertise in a particular area. Each advanced course pathway includes six course “slots.” In a few cases, two courses are listed as “or” options for a given slot. A number of courses intentionally overlap between pathways. It should be noted that it is not required that PhD students strictly stick to courses from one of the pathways shown here, but substitutions or individual plans of study should be discussed with the advisor. Ideally, students are encouraged to take one course from a given pathway each quarter for two years. Students work with their advisors to identify five additional elective courses (which may be from other departments).

a. Program Area: Culture, Language, and Human Development (CLHD): Advanced Pathways

1. Human Development

ED 209A Seminar in Language Development **OR** ED 202A Bilingual Language Development
ED 209B Seminar in Social Development
ED 209C Cognitive Development
ED 209H Physical Development and Health
ED 276 Immigrant Education and Literacy Development
ED 277 Latino Children and Their Families

2. Language, Culture, & Literacies

ED 202B Seminar in Language Socialization **OR** ED 202A Bilingual Language Development
ED 202I Literacy Assessment (currently Assessment of Writing)
ED 205 Anthropology of Education
ED 210E Sociocultural Learning Theory
ED 270F Second Language Learning and Educational Contexts
ED 270H Language, Culture and Learning

b. Learning, Teaching, and Teacher Education (LTTE) Advanced Pathways

1. STEM Education

ED 210B Introduction to Children's Thinking
ED 258J Seminar in Curriculum: Development and Analysis
ED 286C Learning Theories and Instructional Practices in STEM (currently Learning Theories and Instructional Practices in Science Education)
ED 279 Foundations of Teacher Education (currently Perspectives on Teacher Education and Professional Development)
ED 287 Research in Informal STEM Education **OR** ED 256 Technology in Learning Contexts
ED 293 Equity in STEM (currently Mathematics: Cultural Comparisons)

2. Special Education

ED 222F Inclusive Education
ED 228 M or N Research in Teaching, Learning and Assessment in Special Education I (Focus on students with Extensive Support Needs) **OR** (NEW) Research in Teaching, Learning and Assessment in Special Education II (Focus on Learning Disabilities, ADHD, and Emotional Disabilities)

ED 222D Law, Ethics and History of Special Education
ED 228E Families and Disabilities
Two additional courses from another LTTE pathway

3. Teacher Education

ED 222F Inclusive Education
Teacher Education Research /Practice Practicum
ED 203A Foundations of Education in the US (currently Foundations of Education)
ED 210E Foundations of Sociocultural Learning Theory
ED 279 Foundations of Teacher Education (currently Perspectives on Teacher Education and Professional Development)
ED 284 Teacher Knowing and Learning

4. Literacy Education

ED 202I Literacy Assessment (currently Assessment of Writing)
ED 202C Development of Academic Literacies (currently Development of Writing Abilities)
ED 203A Foundations of Education in the US (currently Foundations of Education)
ED 210E Foundations of Sociocultural Learning Theory
ED 258J Seminar in Curriculum: Development and Analysis
ED 270H Language, Culture and Learning

c. Program Area: Policy, Program Evaluation, and Research Methods (PPRM) Advanced Pathways

1. Quantitative Research Methods

ED 225 Evaluation Procedures
ED 227 Mixed Methods
ED 216B Factor Analysis
ED 216F Structural Equation Modeling
ED 217B Analyzing and Validating Measures
ED 217C Philosophy of Measurement

2. Policy and Leadership

ED 205 Anthropological/Sociological Perspectives on Education
ED 201G Applied Causal Inference
ED 240A Education Policy
ED 242A Organizational Theories
ED 247A Educational Leadership
ED 276 Immigrant Education and Literacy Development

Milestone Requirements

All students are expected to complete the five milestones listed below, roughly at the pace of one milestone per year in the program (although this can vary substantially, and specific expectations and timelines should be discussed with the advisor). Also, see the section “Ph.D. Time to Degree” for more information. Because Education is an interdisciplinary field, milestones 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 their 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 Program 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 research project because that is when it is generally conducted. Students in the M.A./Ph.D. and Ph.D. programs must complete this milestone.

Note that an IRP and M.A. research project should be identical 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 Plan 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 (also called a “Comprehensive Examination,” or just “Comps”) 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, the student 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 the committee, must decide whether to pursue Plan A or Plan B for the written portion of the 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.

| Plan A | Plan B |
|--|---|
| 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. | An examination of three questions formed by the committee, or by the student in consultation with the committee. A time limit is determined in advance by the committee for the |

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 approximately the length of a typical 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 rationale 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 (typically lasting 30-45 minutes) are typically 2.5 to 3 hours in length in total; defenses without a public component are typically about 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. It is the student's responsibility for coordinating the date, time, and location of the defense.

At the end of the defense, the committee will determine if the defense is passed, and if revisions are needed to the dissertation. 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.

- 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.

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.

| Milestone | When Typically Completed | Campus Deadlines |
|---|---------------------------|------------------|
| 1. Research Apprenticeship | 3rd Quarter | |
| 2. Independent Research Project | 6th Quarter | MA: 12th Quarter |
| 3. Qualifying Examination (Advancement to Candidacy) | 9th Quarter | 12th Quarter |
| 4. Dissertation Proposal | 10th Quarter-15th Quarter | |
| 5. Dissertation Defense | 15th Quarter-18th Quarter | 18th Quarter |

Ph.D. 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.

| Program Learning Outcomes |
|--|
| <p>PLO Area: Core Knowledge</p> <ol style="list-style-type: none">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.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. |
| <p>PLO Area: Research Methods and Analysis</p> <ol style="list-style-type: none">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.4. Systematically analyze and critically evaluate data to come up with appropriate findings and interpretations. |
| <p>PLO Area: Independent Research</p> <ol style="list-style-type: none">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. |
| <p>PLO Area: Academic Communication</p> <ol style="list-style-type: none">7. Review and cogently synthesize relevant literature.8. Structure a coherent academic argument that presents and evaluates evidence to support claims.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. |
| <p>PLO Area: Professionalism</p> <ol style="list-style-type: none">11. Demonstrate the ability to identify pressing educational questions and problems, and communicate relevant aspects of them to the general public.12. Demonstrate knowledge of and adherence to the ethical standards of the American Educational Research Association, and the Institutional Review Board. |

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 (AERA). 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 3 broad Program Areas:

- Culture, Language and Human Development (CLHD)
- Learning, Teaching, and Teacher Education (LTTE)
- Policy, Program Evaluation, and Research Methods (PPRM)

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 core courses, and 3 advanced pathways courses. The professional master's requirements are 1 research methodology course, 3 core courses, 3 advanced pathways courses, and 2 additional courses as electives that can be through independent study. The minimum number of units for both master's degrees is 36. All courses that count towards requirements must be taken for a letter grade, and passed with a B or better (with the exception of courses only offered on an S/U basis). After fulfilling the course requirements, master's students will take independent study units to conduct research or prepare for the comprehensive examination.

1. **Research Master's (Strand 1)**

Research Methodology Courses: Students are required to complete 3 research methodology courses: both introductory courses and a third, more advanced course in either quantitative methodology or qualitative methodology. (see the list of courses below)

Core Courses: Students must take 3 core courses, one course from each of the three Program Areas: (1) Culture, Language, and Human Development; (2) Learning, Teaching, and Teacher Education; and (3) Policy, Program Evaluation, and Research Methods. (see the list of courses below)

Advanced Courses: Students are required to take 3 courses from Advanced Program Pathways, with courses within one pathway strongly recommended but not required. (see the list of courses below)

2. **Professional Master's (Strand 2)**

Research Methodology Courses: Students are required to complete 1 introductory research methodology course in either quantitative methodology or qualitative methodology. (see the list of courses below)

Core Courses: Students must take 3 core courses, one course from each of the three Program Areas: (1) Culture, Language, and

Human Development; (2) Learning, Teaching, and Teacher Education; and (3) Policy, Program Evaluation, and Research Methods. (see the list of courses below)

Advanced Courses: Students are required to take 3 courses from Advanced Program Pathways, with courses within one pathway strongly recommended but not required. Students are also required to take 2 additional courses as electives (to be determined with the advisor, to be taken from any department, and to not include independent study courses). (see the list of courses below)

List of MA Courses

Research Methods Courses:

- Total of 3 research methods courses for Strand 1 and 1 research methods course for Strand 2
- Both introductory research methods courses (ED 214A Introduction to Statistics and ED 221A Introduction to Qualitative Methods) for Strand 1; either of these two courses for Strand 2.
- Quantitative courses to be used to fulfill the rest of the requirement for Strand 1 are the following:
 - ED 214B Inferential Statistics
 - ED 214C Linear Models for Data Analysis
 - ED 216A Advanced Multivariate Statistics
 - ED 216B Factor Analysis
 - ED 216F Structural Equation Models
 - ED 217A Constructing Measures
 - ED 217B Analyzing and Validating Measures
 - ED 217C Philosophy of Measurement
- Qualitative courses to be used to fulfill the rest of the requirement for Strand 1 are the following:
 - ED 221B Qualitative Interviewing
 - ED 221CC Observational Research
 - ED 221D Video Analysis
 - ED 221EE Discourse Analysis in Educational Settings
 - ED 221F Community Ethnography
 - ED 221GG Case Study Methods: Research and Practice
 - ED 221H Design-Based Research and Research-Based Design
 - ED 224AA Interactional Ethnography
 - ED 224B Narrative Analysis
 - ED 224CC Textual Analysis

Core Courses:

Core Course ED 211G Theories in Human Development: This course presents a comprehensive overview of the major theoretical perspectives that guide research and thinking on human growth and language across cultures and contexts. Students will discuss and analyze selected theories guiding the scientific study of cognitive development, social development, and lifespan development.

Core Course Teaching, Learning and Teacher Education: This course provides an overview of critical issues in teaching, learning, and teacher education. The course begins with an exploration of the role of schools in society. We then engage in analysis of the learners in school to understand the socioemotional needs of students as well as the range of

individual differences including disability. The class spends multiple weeks unpacking learning theories, applying these theories to teaching in content areas. For each learning theory, we ask, "What is the role of the learner in this theory? What is the role of the teacher?" Finally, the class explores the learning and development of teachers, from teacher education to in-service.

Core Course ED 220 Program Evaluation 1: This course is an overview of the field of program evaluation and its various aspects (i.e., planning, collecting, analyzing information, and reporting) as well as various evaluation strategies (i.e., qualitative, quantitative, formative, and summative). It includes study of experimental and quasi-experimental designs.

Advanced Courses:

a. Program Area: Culture, Language, and Human Development (CLHD): Advanced Pathways

1. Human Development

ED 209A Seminar in Language Development **OR** ED 202A Bilingual Language Development
ED 209B Seminar in Social Development
ED 209C Cognitive Development
ED 209H Physical Development and Health
ED 276 Immigrant Education and Literacy Development
ED 277 Latino Children and Their Families

3. Language, Culture, & Literacies

ED 202B Seminar in Language Socialization **OR** ED 202A Bilingual Language Development
ED 202I Literacy Assessment (currently Assessment of Writing)
ED 205 Anthropology of Education
ED 210E Sociocultural Learning Theory
ED 270F Second Language Learning and Educational Contexts
ED 270H Language, Culture and Learning

b. Learning, Teaching, and Teacher Education (LTTE) Advanced Pathways

1. STEM Education

ED 210B Introduction to Children's Thinking
ED 258J Seminar in Curriculum: Development and Analysis
ED 286C Learning Theories and Instructional Practices in STEM (currently Learning Theories and Instructional Practices in Science Education)
ED 279 Foundations of Teacher Education (currently Perspectives on Teacher Education and Professional Development)
ED 287 Research in Informal STEM Education **OR** ED 256 Technology in Learning Contexts
ED 293 Equity in STEM (currently Mathematics: Cultural Comparisons)

2. Special Education

Inclusive Education
Research in Teaching, Learning and Assessment in Special Education I (Focus on students with Extensive Support Needs) **OR** (NEW) Research in Teaching, Learning and Assessment in Special Education II (Focus on Learning Disabilities, ADHD, and Emotional Disabilities)

ED 222D Law, Ethics and History of Special Education
ED 228E Families and Disabilities
Two additional courses from another LTTE pathway

3. Teacher Education

ED 222F Inclusive Education
ED 281 A, B, C Teacher Education Research/Practice Practicum
ED 203A Foundations of Education in the US (currently Foundations of Education)
ED 210E Foundations of Sociocultural Learning Theory
ED 279 Foundations of Teacher Education (currently Perspectives on Teacher Education and Professional Development)
ED 284 Teacher Knowing and Learning

4. Literacy Education

ED 202I Literacy Assessment (currently Assessment of Writing)
ED 202C Development of Academic Literacies (currently Development of Writing Abilities)
ED 203A Foundations of Education in the US (currently Foundations of Education)
ED 210E Foundations of Sociocultural Learning Theory
ED 258J Seminar in Curriculum: Development and Analysis
ED 270H Language, Culture and Learning

c. Program Area: Policy, Program Evaluation, and Research Methods (PPRM) Advanced Pathways

1. Quantitative Research Methods

ED 225 Evaluation Procedures
ED 227 Mixed Methods
ED 216B Factor Analysis
ED 216F Structural Equation Modeling
ED 217B Analyzing and Validating Measures
ED 217C Philosophy of Measurement

2. Policy and Leadership

ED 205 Anthropological/Sociological Perspectives on Education
ED 201G Applied Causal Inference
ED 240A Education Policy
ED 242A Organizational Theories
ED 247A Educational Leadership
ED 276 Immigrant Education and Literacy Development

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

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. At least two of the three members shall be from the Education 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.

M.A. Program Learning Outcomes (PLOs)

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.

| Program Learning Outcomes for M.A. Research Strand |
|---|
| <p>PLO Area: Core Knowledge</p> <ol style="list-style-type: none">1. Demonstrate knowledge of current educational research and/or theory within at least one area of the discipline. |
| <p>PLO Area: Research Methods and Analysis</p> <ol style="list-style-type: none">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.3. Systematically analyze and critically evaluate data to come up with appropriate findings and interpretations. |
| <p>PLO Area: Independent Research</p> <ol style="list-style-type: none">4. Design and implement a study using appropriate research questions, methods, and techniques. |
| <p>PLO Area: Academic Communication</p> <ol style="list-style-type: none">5. Review and cogently synthesize relevant literature.6. Structure a coherent academic argument that presents and evaluates evidence to support claims. |
| <p>PLO Area: Professionalism</p> <ol style="list-style-type: none">11. Demonstrate knowledge of and adherence to the ethical standards of the American Educational Research Association, and the Institutional Review Board. |

Program Learning Outcomes for M.A. Professional Strand

PLO Area: Core Knowledge

1. Demonstrate knowledge of current educational research and/or theory within at least one area of the discipline.

PLO Area: Research Methods and Analysis

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.

PLO Area: Academic Communication

3. Structure a coherent academic argument that presents and evaluates evidence to support claims.

PLO Area: Professionalism

4. Demonstrate knowledge of and adherence to the ethical standards of the American Educational Research Association, and the Institutional Review Board.
5. Demonstrate the ability to identify pressing educational questions and problems, and communicate relevant aspects of them to the general public.
6. Apply educational literature to inform professional practice.

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 (AERA). 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

Courses

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.

ED 596, 597, 598, and 599

All students should enroll in a section of either ED 596, 597, 598, or 599 every quarter with their advisor listed as the instructor of record (see below for the distinctions between these courses). The purpose of this is to (a) formalize work on milestones and other study done in the course of graduate studies beyond what is covered in classes, and (b) help ensure that students have enough units every quarter. These courses require the completion of a "[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. These courses are taken on a S/U basis only.

ED 596 Directed Reading and Research - general independent study course for MA and PhD students who have not yet advanced to doctoral candidacy.

ED 597 Individual Study for Comprehensive Exam - independent study course for MA and PhD students preparing for their comp exam.

ED 598 Master's Thesis Research and Preparation - independent study course for Masters students working on their thesis.

ED 599 PhD Dissertation Preparation - independent study course for PhD students working on their dissertation.

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.

Discuss with your advisor the appropriate grading option to choose in courses which give you an option. Note that all courses taken to fulfill requirements should be taken for a grade if possible. Also, scholarship

and fellowship applications may 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 extend an incomplete, inform the Student Affairs Officer and complete the appropriate paperwork.

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 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 biliteracy, 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 Multiliteracy; 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 Laura Marqués-Pascual: lmrques@spanport.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. Rebeca Mireles-Rios at (805) 893-8280 or by email at rmireles@ucsb.edu.

Climate Sciences and Climate Change

<http://geog.ucsb.edu/>

This interdepartmental PhD emphasis in Climate Sciences and Climate Change provides doctoral students a broader understanding of the physical principles governing climate on earth, climate changes associated with natural variability and anthropogenic forcings, and the impacts of climate change on the environment and society. The PhD emphasis provides graduate students with both core training opportunities to gain access to methodological expertise across UCSB, as well as to interact with faculty, researchers and graduate students in disciplines other than their own. Furthermore, the PhD Emphasis provides graduate students opportunities to learn how to effectively teach Climate Sciences and Climate Change. The emphasis is administered in the Department of Geography. For more information, please contact Dr. Danielle Harlow, danielle.harlow@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. For more information, please contact Dr. Andrew Maul at amaul@ucsb.edu.

[Environment and Society](http://www.es.ucsb.edu/phd)
<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, darya@education.ucsb.edu or Dr. Danielle Harlow, danielle.harlow@education.ucsb.edu for more information.

[Feminist Studies](http://www.femst.ucsb.edu/graduate/doctoral-emphasis)
<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.

[Global Studies](http://www.global.ucsb.edu/phd)
<http://www.global.ucsb.edu/phd>

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. For additional information, email Javiera Barandiaran, jba@global.ucsb.edu.

Language, Interaction and Social Organization (LISO)

<http://www.liso.ucsb.edu/edu>

Language Interaction and Social Organization 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. Jason Duque, and Dr. Amy Kyratzis. For information, please contact Dr. Amy Kyratzis at (805) 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>

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>. Any questions may be addressed to Dr. Paul Rogers Director of the Emphasis, at paulrogers@writing.ucsb.edu

GRADUATE STUDENT ASSOCIATION IN EDUCATION (GSAE)

The Graduate Student Association in Education (GSAE) is an official student leadership group 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 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:

- Attend general open-session meetings of the GSAE (determined each quarter).
- Serve on subcommittees related to (e.g. departmental mentorship program, event planning, conference organizing, etc.)
- Support other students by serving as mentors to new or junior peers.
- Contact the GSAE at education-gsae@ucsb.edu

Other opportunities arise throughout the year based on scheduled activities. For the latest news, calendar, employment opportunities and GSAE details go to our Facebook page: "GGSE GSAE."

GSAE 2024-2025 Mission:

As a body of student representatives, the GSAE consists of elected officers as well as the general student population. Decisions are made by consensus, with all members having a voice in decision making. The purpose of the association is to promote student participation in a manner that serves and supports the individual needs of students. Some of the responsibilities of GSAE are to relay campus information to new and continuing students and create opportunities for structured conversations around important topics. To this end, GSAE forwards information about community events and social organizing to new and continuing students. Importantly, GSAE works to build community amongst students, staff, and faculty.

Position descriptions/responsibilities:

President Responsibilities

- Organize and lead GSAE meetings in such a way that is productive and positive for GSAE team members as well as the larger GGSE community
- Serve as a representative for all Ed Students by attending Ed faculty meetings
- Student representative to the GGSE faculty executive committee
- Primary contact point for GGSE students
- Be able to answer or connect students to necessary resources
- Spearhead organization of GGSE Research Symposium
- Manage subcommittees as they develop to meet community needs

Vice President of Budget and Finance Responsibilities

- Track the GSAE budget
- Work with the 4th floor to keep GSAE finances in check
- Serve as a reference for students requesting information about reimbursements (e.g. conference registration or travel expenses) or department fellowships
- Organize fundraisers for GSAE and keep track of attendance to GSAE events
- Coordinate consistent attendance from GSAE at GSA meetings to raise money for GSAE

Vice President of Social and Community Building Responsibilities

- Organize community events among Education graduate students and faculty in our department
 - E.g. Fall Dinner, Happy Hours, Social Brews, community service events, and anything else the GSAE decides on
- Coordinate writing groups, virtual events, and colloquia on topics of interest to the Education department
- Adopt a flexible model of social action in order to address the needs of students as they change

Vice President of Communication and Marketing Responsibilities

- Advertise events the GSAE and wider UCSB community are holding or supporting with the rest of the Ed community
- Communicate with GGSE Director of Communications
- Collaborate with *VP of Social and Community Building* to design flyers and emails
- Manage GSAE's social media and online communication platforms such as the GSAE website, Instagram, Facebook, etc.
- Work to create an open communication between students and GSAE, GGSE, and broad UCSB campus community

Subcommittee members: Designed to include members of the broader GGSE community in the development of GSAE initiatives, subcommittee members are invited to assist with and manage any other goals or events that GSAE wishes to sponsor. Subcommittee members might work to maintain the mentorship program between new and continuing students in fall quarter, assist with the departmental conference call for proposals in the winter quarter, or help coordinate the departmental conference in spring quarter.

Subcommittees will expand and develop as needed by the GSAE organization. These representatives are non-elected, volunteer-based members and serve to help create a larger community of engagement amongst Education students.

2024-2025 GSAE Representatives

Ali Muller & Travis Candieas, - Co-Presidents
 Marcela Alvarez - Vice President of Finance and Logistics
 Nicole Mapp - Vice President of Social and Community Building
 Liliana Garcia – Vice President of Communication

Officer Duties

| | |
|---|--|
| <p>Presidents: <i>Ali, Travis</i></p> <ul style="list-style-type: none"> ➤ Manage GSAE email ➤ Attend Faculty meetings ➤ Maintain administration correspondence with department members and campus affiliates ➤ Keep Drive organized | <p>VP Finance and Logistics: <i>Marcela</i></p> <ul style="list-style-type: none"> ➤ Manage allocated budget ➤ Fundraising management & ideas ➤ Apparel & T-Shirt Creation |
| <p>VP Social & Community Building: <i>Nicole</i></p> <ul style="list-style-type: none"> ➤ Welcome Back & Start of Quarter Event (collab w/ Jing) ➤ Weekly/Bi-Weekly events (Social Brew) ➤ Fall Festival ➤ Passive & Active Programming | <p>VP Communication: <i>Liliana</i></p> <ul style="list-style-type: none"> ➤ Publicize events/departmental updates ➤ Social Media Accounts ➤ GSAE Website ➤ GGSE student bio collection ➤ Coordinate with George on publicity matters |

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 <http://education.ucsb.edu/education-current-students>.

Specific to our department, there is a page for student bios. It is optional that you take part in this listing, but we hope you will. If you are interested, please provide a bio (with approximately 100 words, **not to exceed 150 words**). Please follow this format: "[Your full name], is a [M.Ed., Ph.D., etc.] student with a research focus on [topic] working with Dr. [professor's name]."

The rest is yours to write, but please do so in third person. You also have the choice whether or not to include your email address and/or account through Academia.edu or ResearchGate.net. You can view the existing list and bio examples here: <http://education.ucsb.edu/education-current-students>. The GSAE collects these bios and your photo during the beginning of the school year.

The GGSE Google Calendar

You can access the GGSE Google Calendar from the top line of every page of GGSE website. It's also here: <https://education.ucsb.edu/calendar>. You can add the public calendar to your own Google calendar. If you have an event to share, please email Maria Zate (mzate@ucsb.edu) so she can add it.

Social Media

The Gevirtz School is active on social media. Be sure to follow our accounts for the most up-to-date school-wide happenings, news, and celebrations. Our handles are as follows:

Facebook: UC Santa Barbara Gevirtz School

X (formerly Twitter): @GGSEUCSB

Instagram: @UCSBGevirtzSchool

Threads: @UCSBGevirtz School

LinkedIn: Gevirtz Graduate School of Education

And You

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. They allow you to do the following: to follow and be followed by others interested in the same areas of research, to access your profile at any time so you can update it, to link to online articles you write, or to post a professional photo. Most importantly, this page will remain with you once you graduate so you can keep building it throughout your career.

If you have questions or concerns about the website, news tips to disseminate widely, issues of publicity, the use of images or the logo of the school, or care to know how to deal with the media, connect with the school's Director of Communications, Maria Zate (mzate@ucsb.edu).

FELLOWSHIPS, TASHIPS, AND OTHER STUDENT EMPLOYMENT

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

The Vice Chair, Dr. Karen Nylund-Gibson, or Program staff will notify students via their Education email accounts, inviting them to apply as 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 two calls for travel grant applications: one in early fall for travel between July 1st and December 31st, and one in spring quarter for travel between January 1st and June 30th.

Becoming a TA

Teaching Assistant positions are determined by the Education Chair, Dr. Fedders, 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. The 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. Nylund-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: <http://www.graddiv.ucsb.edu/financial/employment/academic-appointments>.

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

Your description of duties will be provided by the Instructor of Record.

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. Access may vary following UCSB Campus COVID protocols. Please check the GGSE homepage for current Building Entrance Guidelines and Procedures.

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: Please 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 prefer.

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 brendal@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. Email Gayle at glg@ucsb.edu to inquire. Or refer to the Education webpage under Current Students: <https://education.ucsb.edu/current-students>.

Classroom and Conference Room Amenities

If you have technology difficulties in your classroom, contact the ITG Help Desk at (805) 893-8031 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. 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 ED 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 ED 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 Boris Palencia for information about this.

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 ED3104.

Evaluation System for Courses and Instructions

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. Evaluation 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 a list of courses that will be evaluated for that quarter. Evaluation surveys are completed online.

Loaner Equipment

If you need a connector or other equipment, loaners are available from the Education Program Office.

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. A list of your mailbox number can be found posted on the wall adjacent to the mailboxes.

- 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. There are mailboxes in front of the Coral Tree Café or on 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

IMPORTANT: Campus access is currently limited. All Graduate Student Rooms are subject to Building Entrance Guidelines. View updated guidelines on the [GGSE homepage](#). The descriptions below refer to pre-COVID amenities.

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 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 available 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

Need help? help@education.ucsb.edu

Phone: 805-893-8031

Walk in: ED 4201

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 loan technology equipment. *Please email the help desk or speak with someone in room 4201.*

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 who are 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 (805) 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 online and 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 (MCC) host groups and events of interest on campus. Event schedules are posted on <http://wgse.sa.ucsb.edu/Women/> and <http://mcc.sa.ucsb.edu>, respectively.

The Women's Center and Multicultural Center (MCC) 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 someone to accompany you.

Student Health Services

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 – 2024-25 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. Courses used to fulfill requirements 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.

| COURSE REQUIREMENTS | | | |
|---|---|-------|-------|
| COURSE # | COURSE NAME | UNITS | GRADE |
| RESEARCH METHODOLOGY (five courses required from list below) Must take the 2 introductory courses and then 3 courses selected from the other primary areas: Quantitative Methodology and Qualitative Methodology. | | | |
| Introductory Courses | | | |
| ED 214A | Introductory Statistics | 4.0 | |
| ED 221A | Introduction to Qualitative Research Methods | 4.0 | |
| Quantitative Methodology | | | |
| ED 214B | Inferential Statistics | 4.0 | |
| ED 214C | Linear Models for Data Analysis | 4.0 | |
| ED 215B | Psychometrics | 4.0 | |
| ED 216A | Advanced Multivariate Statistics | 4.0 | |
| ED 216B | Factor Analysis | 4.0 | |
| ED 216F | Structural Equation Models | 4.0 | |
| ED 217A | Constructing Measures | 4.0 | |
| ED 217B | Analyzing and Validating Measures | 4.0 | |
| ED 217C | Philosophy of Measurement | 4.0 | |
| 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 | |
| ED 224CC | Textual Analysis | 4.0 | |

| PROSEMINAR (one course required) | | | |
|---|---|-----|--|
| ED 200A | Education Proseminar | 2.0 | |
| ED 200B | Education Proseminar Year 2 | 2.0 | |
| CORE COURSE REQUIREMENTS (three courses required) | | | |
| ED 211G | Theories in Human Development | 4.0 | |
| ED 210 | Introduction to Learning, Teaching, and Teacher Education | 4.0 | |
| ED 220 | Program Evaluation 1 | 4.0 | |
| | Advanced Course Pathway Requirement (six courses required; courses within a given advanced pathway strongly recommended but not required) | | |
| | (1a) CLHD Pathway: Human Development | | |
| ED 209A OR ED 202A | Seminar in Language Development OR Bilingual Language Development | 4.0 | |
| ED 209B | Seminar in Social Development | 4.0 | |
| ED 209C | Cognitive Development | 4.0 | |
| ED 209H | Physical Development and Health | 4.0 | |
| ED 276 | Immigrant Education and Literacy Development | 4.0 | |
| ED 277 | Latino Children and Their Families | 4.0 | |
| ED 242A | Organizational Theories | 4.0 | |
| | (1b) CLHD Pathway: Language, Culture, and Literacies | | |
| ED 212B OR ED 202A | Seminar in Language Socialization OR Bilingual Language Development | 4.0 | |
| ED 202I | Literacy Assessment (currently Assessment of Writing | 4.0 | |
| ED 205 | Anthropology of Education | 4.0 | |
| ED 210E | Sociocultural Learning Theory | 4.0 | |
| ED 270F | Second Language Learning and Educational Contexts | 4.0 | |
| ED 270H | Language, Culture and Learning | 4.0 | |
| | (2a) LTTE Pathway: STEM Education | | |
| ED 210B | Introduction to Children’s Thinking | 4.0 | |
| ED 258J | Seminar in Curriculum: Development and Analysis | 4.0 | |
| ED 286C | Learning Theories and Instructional Practices in STEM | 4.0 | |

| | | | |
|--------------------|---|-----|--|
| ED 279 | Foundations of Teacher Education (currently Perspectives on Teacher Education and Professional Development) | 4.0 | |
| ED 287 OR ED 256 | Research in Informal STEM Education OR Technology in Learning Contexts | 4.0 | |
| ED 293 | Equity in STEM (currently Mathematics: Cultural Comparisons) | 4.0 | |
| | (2b) LTTE Pathway: Special Education | | |
| ED 222F | Inclusive Education | 4.0 | |
| ED 228M OR ED 228N | Research in Teaching, Learning and Assessment in Special Education OR Research in Teaching, Learning and Assessment in Special Education II | 4.0 | |
| ED 222D | Law, Ethics and History of Special Education | 4.0 | |
| ED 228E | Families and Disabilities | 4.0 | |
| | Additional courses from another LTTE pathway | 4.0 | |
| | Additional courses from another LTTE pathway | 4.0 | |
| | (2c) LTTE Pathway: Teacher Education | | |
| ED 222F | Inclusive Education | 4.0 | |
| New | Teacher Education Research/Practice Practicum | 4.0 | |
| ED 203A | Foundations of Education in the US (currently Foundations of Education) | 4.0 | |
| ED 210E | Foundations of Sociocultural Learning Theory | 4.0 | |
| ED 279 | Foundations of Teacher Education (currently Perspectives on Teacher Education and Professional Development) | 4.0 | |
| Ed 284 | Teacher Knowing and Learning | 4.0 | |
| | (2d) LTTE Pathway: Literacy Education | | |
| ED 202I | Literacy Assessment (currently Assessment of Writing) | 4.0 | |
| ED 202C | Development of Academic Literacies (currently Development of Writing Abilities) | 4.0 | |
| ED 203A | Foundations of Education in the US (currently Foundations of Education) | 4.0 | |
| ED 210E | Foundations of Sociocultural Learning Theory | 4.0 | |
| ED 258J | Seminar in Curriculum: Development and Analysis | 4.0 | |
| ED 270H | Language, Culture and Learning | 4.0 | |
| | (3a) PPRM Pathway: Quantitative Research Methods | | |
| ED 225 | Evaluation Procedures | 4.0 | |

| | | | |
|-----------------------------------|--|-----|--|
| ED 227 | Mixed Methods | 4.0 | |
| ED 216B | Factor Analysis | 4.0 | |
| ED 216F | Structural Equation Modeling | 4.0 | |
| ED 217B | Analyzing and Validating Measures | 4.0 | |
| ED 217C | Philosophy of Measurement | 4.0 | |
| | (3b) PPRM Pathway: Policy and Leadership | | |
| ED 205 | Anthropological/Sociological Perspectives on Education | 4.0 | |
| ED 240A | Education Policy | 4.0 | |
| ED 242A | Organizational Theories | 4.0 | |
| ED 247A Educational Leadership | Educational Leadership | 4.0 | |
| ED 276 | Immigrant Education and Literacy Development | 4.0 | |
| | Electives (three courses required with faculty advisor approval, to be taken from any department, and cannot include independent study courses) | | |

| QUARTER | DEPARTMENT MILESTONE |
|---------|-------------------------------|
| | Research Apprenticeship |
| | Independent Research Project |
| | Qualifying Exams |
| | Dissertation Proposal Defense |
| | Doctoral Dissertation Defense |

| FOR GRADUATE DIVISION USE ONLY | |
|-------------------------------------|--|
| Residence Requirement (6 quarters) | |
| No Incomplete Grades | |
| 3.0 or Better GPA Overall | |
| PHD Degree Awarded (quarter): _____ | |

MASTER'S OF ARTS – EDUCATION – 2024-25 – Degree Checklists

Strand I: Plan I – Thesis & Plan II – Project

Strand II: Plan II – Project or Exam

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. Courses used to fulfill requirements must be passed with a grade of B or better. A minimum of 36.0 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

| COURSE REQUIREMENTS | | | |
|---|---|-------|-------|
| COURSE # | COURSE NAME | UNITS | GRADE |
| RESEARCH METHODOLOGY (three courses required from list below) Must take the 2 introductory courses and then 1 course selected from either of the two other primary areas: Quantitative Methodology and Qualitative Methodology. | | | |
| | Introductory Courses | | |
| ED 214A | Introductory Statistics | 4.0 | |
| ED 221A | Introduction to Qualitative Research Methods | 4.0 | |
| | Quantitative Methodology | | |
| ED 214B | Inferential Statistics | 4.0 | |
| ED 214C | Linear Models for Data Analysis | 4.0 | |
| ED 216A | Advanced Multivariate Statistics | 4.0 | |
| ED 216B | Factor Analysis | 4.0 | |
| ED 216F | Structural Equation Models | 4.0 | |
| ED 217A | Constructing Measures | 4.0 | |
| ED 217B | Analyzing and Validating Measures | 4.0 | |
| ED 217C | Philosophy of Measurement | 4.0 | |
| | 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 | |
| ED 224CC | Textual Analysis | 4.0 | |

| CORE COURSE REQUIREMENTS (three courses required) | | | |
|---|---|-----|--|
| ED 211G | Theories in Human Development | 4.0 | |
| ED 210 | Introduction to Learning, Teaching, and Teacher Education | 4.0 | |
| ED 220 | Program Evaluation | 4.0 | |
| | ADVANCED COURSE PATHWAY REQUIREMENTS (three courses from Advanced Program Pathways, with courses within one pathway strongly recommended but not required) | | |
| | (1a) CLHD pathway: Human Development | | |
| ED 209A OR ED 202A | Seminar in Social Development OR Bilingual Language Development | 4.0 | |
| ED 209B | Seminar in Social Development | 4.0 | |
| ED 209C | Cognitive Development | 4.0 | |
| ED 209H | Physical Development and Health | 4.0 | |
| ED 276 | Immigrant Education and Literacy Development | 4.0 | |
| ED 277 | Latino Children and Their Families | 4.0 | |
| ED 202B OR 202A | Seminar in Language Socialization OR Bilingual Language Development | 4.0 | |
| ED 202 | Literacy Assessment (currently Assessment of Writing) | 4.0 | |
| ED 205 | Anthropology of Education | 4.0 | |
| ED 210E | Sociocultural Learning Theory | 4.0 | |
| ED 270F | Second Language Learning and Educational Contexts | 4.0 | |
| ED 270H | Language, Culture and Learning | 4.0 | |
| | (2a) LTTE Pathway: STEM Education | | |
| ED 210B | Introduction to Children's Thinking | 4.0 | |
| ED 258J | Seminar in Curriculum: Development and Analysis | 4.0 | |
| ED 286C | Learning Theories and Instructional Practices in STEM (currently Learning Theories and Instructional Practices in Science Education) | 4.0 | |
| ED 279 | Foundations of Teacher Education (currently Perspectives on Teacher Education and Professional Development) | 4.0 | |
| ED 287 OR ED 256 | Research in Informal STEM Education OR Technology in Learning Contexts | 4.0 | |
| ED 293 | Equity in STEM (currently Mathematics: Cultural Comparisons) | 4.0 | |
| | (2b) LTTE Pathway: Special Education | | |

| | | | |
|--------------------|---|-----|--|
| ED 222F | Inclusive Education | 4.0 | |
| ED 228M OR 228N | Research in Teaching, Learning and Assessment in Special Education 1 OR Research in Teaching, Learning and Assessment in Special Education II | | |
| ED 222D | Law, Ethics and History of Special Education | 4.0 | |
| ED 228E | Families and Disabilities | 4.0 | |
| | Additional courses from another LTTE pathway | 4.0 | |
| | Additional courses from another LTTE pathway | 4.0 | |
| | (2c) LTTE Pathway : Teacher Education | | |
| ED 222 | Inclusive Education | 4.0 | |
| New | Teacher Education Research/Practice Practicum | 4.0 | |
| ED 203A | Foundations of Education in the US (currently Foundations of Education) | 4.0 | |
| ED 210E | Foundations of Sociocultural Learning Theory | 4.0 | |
| ED 279 | Foundations of Teacher Education (currently Perspectives on Teacher Education and Professional Development) | 4.0 | |
| ED 284 | Teacher Knowing and Learning | 4.0 | |
| | (2d) LTTE Pathway: Literacy Education | | |
| ED 202I | Literacy Assessment (currently Assessment of Writing) | 4.0 | |
| ED 202C | Development of Academic Literacies (currently Development of Writing Abilities) | 4.0 | |
| ED 203A | Foundations of Education in the US (currently Foundations of Education) | 4.0 | |
| ED 210E | Foundations of Sociocultural Learning Theory | 4.0 | |
| ED 258J | Seminar in Curriculum: Development and Analysis | 4.0 | |
| ED 270H | Language, Culture and Learning | 4.0 | |
| | (3a) PPRM Pathway: Quantitative Research | | |
| ED 225 | Evaluation Procedures | 4.0 | |

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|------------|--|-----|--|
| ED 227 | Mixed Methods | 4.0 | |
| ED 216B | Factor Analysis | 4.0 | |
| ED 216F | Structural Equation Modeling | 4.0 | |
| ED 217B | Analyzing and Validating Measures | 4.0 | |
| ED 217C | Philosophy of Measurement | 4.0 | |
| | (3b) PPRM Pathway: Policy and Leadership | | |
| ED 205 | Anthropological/Sociological Perspectives on Education | 4.0 | |
| ED 240A | Education Policy | 4.0 | |
| ED 242A | Organizational Theories | 4.0 | |
| ED 247A | Educational Leadership | 4.0 | |
| ED 276 | Immigrant Education and Literacy Development | 4.0 | |
| Quarter | Department Milestone | | |
| | Research Apprenticeship | | |
| MM/DD/YYYY | Independent Research Project or Thesis | | |
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STRAND II: Professional M.A. CURRICULUM REQUIREMENTS

| COURSE REQUIREMENTS | | | |
|---|---|-------|-------|
| COURSE # | COURSE NAME | UNITS | GRADE |
| RESEARCH METHODOLOGY (one course required from list below) | | | |
| Introductory Courses | | | |
| ED 214A | Introductory Statistics | 4.0 | |
| ED 221A | Introduction to Qualitative Research Methods | 4.0 | |
| CORE COURSE REQUIREMENTS (three courses required) | | | |
| Ed 211G | Theories in Human Development | 4.0 | |
| ED 210 | Introduction to Learning, Teaching and Teacher Education | 4.0 | |
| ED 220 | Program Evaluation 1 | 4.0 | |
| ADVANCED COURSE PATHWAY REQUIREMENTS (three courses from Advanced Program Pathways, with courses within one pathway strongly recommended but not required) | | | |
| (1a) CLHD Pathway: Human Development | | | |
| ED 209A OR ED 202A | Seminar in Language Development OR Bilingual Language Development | 4.0 | |
| ED 209B | Seminar in Social Development | 4.0 | |
| ED 209C | Cognitive Development | | |
| ED 209H | Physical Development and Health | 4.0 | |
| ED 276 | Immigrant Education and Literacy Development | 4.0 | |
| ED 256 | Technology and Learning Contexts | 4.0 | |
| ED 277 | Latino Children and Their Families | 4.0 | |
| (1b) CLHD Pathway: Language, Culture, and Literacies | | | |
| ED 202B OR ED 202A | Seminar in Language Socialization OR Bilingual Language Development | 4.0 | |
| ED 202 | Literacy Assessment (currently Assessment of Writing) | 4.0 | |
| ED 205 | Anthropology of Education | 4.0 | |
| ED 210E | Sociocultural Learning Theory | 4.0 | |
| ED 270F | Second Language Learning and Educational Contexts | 4.0 | |
| ED 270H | Language, Culture and Learning | 4.0 | |
| (2a) LTTE Pathway: STEM Education | | | |
| ED 210B | Introduction to Children’s Thinking | 4.0 | |
| ED 258J | Seminar in Curriculum : Development and Analysis | 4.0 | |

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|--------------------|---|-----|--|
| ED 286C | Learning Theories and Instructional Practices in STEM (currently Learning Theories and Instructional Practices in Science Education) | 4.0 | |
| ED 279 | Foundations of Teacher Education (currently Perspectives on Teacher Education and Professional Development) | 4.0 | |
| ED 287 OR ED 256 | Research in Informal STEM Education OR Technology in Learning Contexts | 4.0 | |
| ED 293 | Equity in STEM (currently Mathematics: Cultural Comparisons) | 4.0 | |
| | (2b) LTTE Pathway: Special Education | | |
| ED 222 | Inclusive Education | 4.0 | |
| ED 228M OR ED 228N | Research in Teaching, Learning and Assessment in Special Education 1 OR Research in Teaching, Learning and Assessment in Special Education II | | |
| ED 222D | Law, Ethics and History of Special Education | 4.0 | |
| ED 228E | Families and Disabilities | 4.0 | |
| | Additional courses from another LTTE pathway | 4.0 | |
| | Additional courses from another LTTE pathway | 4.0 | |
| | (2c) LTTE Pathway: Teacher Education | | |
| ED 222 | Inclusive Education | 4.0 | |
| New | Teacher Education Research/Practice Practicum | 4.0 | |
| ED 203A | Foundations of Education in the US (currently Foundations of Education) | 4.0 | |
| ED 210E | Foundations of Sociocultural Learning Theory | 4.0 | |
| ED 279 | Foundations of Teacher Education (currently Perspectives on Teacher Education and Professional Development) | 4.0 | |
| ED 284 | Teacher Knowing and Learning | 4.0 | |
| | (2d) LTTE Pathway: Literacy Education | | |
| ED 202I | Literacy Assessment (currently Assessment of Writing) | 4.0 | |
| ED 202C | Development of Academic Literacies (currently Foundations of Education) | 4.0 | |
| ED 203A | Foundations of Education in the US (currently Foundations of Education) | 4.0 | |

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|---------|---|-----|--|
| ED 210E | Foundations of Sociocultural Learning Theory | 4.0 | |
| ED 258J | Seminar in Curriculum: Development and Analysis | 4.0 | |
| ED 270H | Language, Culture and Learning | 4.0 | |
| | (3a) PPRM Pathway: Quantitative Research Methods | | |
| ED 225 | Evaluation Procedures | 4.0 | |
| ED 227 | Mixed Methods | 4.0 | |
| ED 216B | Factor Analysis | 4.0 | |
| ED 216F | Structural Equation Modeling | 4.0 | |
| ED 217B | Analyzing and Validating Measures | 4.0 | |
| ED 217C | Philosophy of Measurement | 4.0 | |
| | (3b) PPRM Pathway: Policy and Leadership | | |
| ED 205 | Anthropological/Sociological Perspectives on Education | 4.0 | |
| ED 240A | Education Policy | 4.0 | |
| ED 242A | Organizational Theories | 4.0 | |
| ED 247A | Educational Leadership | 4.0 | |
| ED 276 | Immigrant Education and Literacy Development | 4.0 | |

ELECTIVES
 (two courses to be determined with the advisor, to be taken from any department, and cannot include independent study courses)

| QUARTER | DEPARTMENT MILESTONE |
|---------|--------------------------|
| | Research Project or Exam |

| FOR GRADUATE DIVISION USE ONLY | |
|---|--|
| Residence requirement- minimum 3 quarters | |
| Required units completed = 40 (Strand I) or 36 (Strand II) | |
| Language requirement satisfied | |
| No grades of I, NR, or NG | |
| 3.0 or better GPA overall | |
| B or better in all courses (200 or above) | |
| Registered quarter of degree or filing fee LOA: | |
| Master's Form I / COI and Committee entered | |
| Master's Thesis date received (signature page/e-filed and entered in SReg): | |
| Master's Thesis submission fee: | |
| ProQuest ID _____ Permission Letters - uploaded? | |
| M.A. Degree Awarded (conferral date): _____ | |

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), you will need an approval code to enroll on GOLD. Your admission is at the sole discretion of the instructor. 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, please contact the Education Program Office.

How do I find out what the office hours are for Education faculty?

Office Hours for Education faculty members 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 department chair is Dr. Andrew Fedders. You may drop off your document in his 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 him at afedders@ucsb.edu to make sure he is available to sign it. If Dr. Fedders is not available to sign for you, Vice Chair Dr. Karen Nylund-Gibson (knylund@education.ucsb.edu) or Graduate Advisor Dr. Andrew Maul (amaul@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 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 Gayle at glg@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 Education Program Assistant in ED 3103, progoffice@education.ucsb.edu, will assist you in checking out any equipment.

I brought food to campus. Is there a refrigerator I can use for this?

There is a refrigerator in ED 3116, the room next to the Blue Room Lounge. Students and faculty sometimes leave leftovers from meetings out on the table afterwards to share. ED 3116 has a sink, 2 microwaves, and a tea kettle 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 requests, 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?

Please email Maria Zate at mzate@ucsb.edu with assistance in advertising your defense.

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 Michael Coopersmith at mcoopersmith@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?

Filtered water stations are available on each floor.

Where can I park my bike?

Please 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. 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. Only items small enough to be placed in the bins will be picked up. You may contact ITG in room 4201 on the 4th floor for larger items.