

UC SAN DIEGO
DEPARTMENT OF LINGUISTICS

**GRADUATE
STUDENT
HANDBOOK**

2004-2005

This book belongs to: _____

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LINGUISTICS DEPARTMENT ROSTER - Fall 2004

<p><u>First Year Graduates</u> George Gibbard J Goard Peter Jenks Katie McGee Daniel Perez Laura Ross</p> <p><u>Second Year Graduates</u> Chi-ju Hsieh Laura Kertz Cindy Kilpatrick James Kirby Erin McPherson Neal Peters David Peterson Hannah Rohde Scott Weidman</p> <p><u>Second Year Graduates</u> Henry Beecher Karen Engel Shinichiro Fukuda Alex Li Mimu Tuszimura Dove Woeltjen</p> <p><u>Third Year Graduates</u> Na Young Kwon Gina Garding</p> <p><u>Fifth Year Graduates</u> Nicoleta Bateman Jeremy Boyd Lara Taylor</p> <p><u>Sixth-Year & Beyond Graduates</u> Daniel Brassil Anne Sumnicht Robin Thompson</p> <p><u>Non-Degree Student</u></p>	<p><u>Faculty</u> Farrell Ackerman Amalia Arvaniti Eric Bakovic Chris Barker Grant Goodall, LLP Director Andrew Kehler Robert Kluender, Chair John Moore David Perlmutter Maria Polinsky Sharon Rose</p> <p>Matthew Chen (emeritus) Ed Klima (emeritus) S.-Y. Kuroda (emeritus) Margaret Langdon (emeritus) Leonard Newmark (emeritus) Ronald Langacker (emeritus) Sanford Schane, (emeritus)</p> <p><u>Academic Coordinators Linguistics Language Program</u> Peggy Lott - ASL Elke Riebeling - German, Italian Françoise Santore - French Patty Zuker - Spanish</p> <p><u>Visiting Faculty</u></p> <p><u>Visiting Scholars</u></p> <p><u>Staff</u> Ezra Van Everbroeck, Programmer Analyst Dennis Fink, Laboratory Technician Alycia Randol, Graduate Student Coordinator Julie Holt, Mgmt. Services Officer Vicki King, Linguistics Language Program John Mantell, Phonetics Lab Technical Support Linda Murphy, Language Librarian Marc Silver, Programmer Lucie Wiseman, Fiscal Coordinator</p>
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LINGUISTICS OFFICES, McGill Hall 2004-2005

Last	Ext.	Room	Position	Last	Ext.	Room	Position
Ackerman, Farrell	41152	5336	Faculty	Moore, John	41155	5133	Faculty
Arvaniti, Amalia	48409	5234	Faculty				
Barker, Chris	41154	5135	Faculty	Murphy, Linda	40693	2130	S – Librarian
Beecher, Henry	42523	3324	Student	Newmark, Leonard	48239	3126F	Faculty - emeritus
Boyd, Jeremy	42523	3141	Student	Perez, Daniel	42523	3316	Student
Brassil, Daniel	42523	3336	Student	Perlmutter, David	41151	5342	Faculty
Chen, Matthew		3125B	Faculty - emeritus	Peters, Douglas Neal	42523	3330	Student
Fink, Dennis	42617	3126 I	S - Computer	Peterson, David	42523	3328	Student
Fukuda, Shin	23314	3334	Student				
Garding, Gina	42523	3336	Student	Polinsky, Maria	46228	5330	Faculty
Gibbard, George	42523	3330	Student	Randol, Alycia	41145	2123	S – Graduate Student Coordinator
Holt, Julie	43602	5237 A	S - MSO	Riebeling, Elke	40051	3125D	Acad. Coordinator
Hsieh, Chi-ju	42523	3318	Student	Rohde, Hannah	42523	3328	Student
Kehler, Andy	46239	5137	Faculty	Rose, Sharon	41156	5334	Faculty
Kertz, Laura	42523	3316	Student	Ross, Laura	42523	3316	Student
Kilpatrick, Cindy	42523	3326	Student	Santore, Francoise	40942	3125C	Acad. Coordinator
King, Lisa	42523	3314	Student	Schane, Sanford	41152	3125E	Faculty - Emeritus
King, Vicki	43605	2125	S - Language	Sumnicht, Anne	42523	3141	Student
Kirby, James	42523	3330	Student				
				Tanenbaum, Karen Engel	42523	3334	Student
Kluender, Robert	41150	5141	Faculty - Chair	Taylor, Lara	42523	3336	Student
Kluender Lab	(82) 21512	3130	Lab	Thompson, Robin	42523	2312	Student
Kuroda, S. Y.	(82) 22656	3125C	Faculty - Emeritus	Tsujimura, Mimu	42523	3338	Student
Kwon, Na Young	42523	3334	Student	Ueno, Mieko	42523	3125B	Student
Langacker, Ron	41153	3125D	Faculty - Emeritus	Van Everbroeck, Ezra	48239, 42523	3126D, 3314	S - Pt Prog & Student
Langdon, Margaret		3318	Faculty - Emeritus	Visiting Scholars	24906	HSS 1145H	Visiting Scholar
Language Program	43605	2125	2 nd Floor	Visitor Office	48409	5236	
Li, Alex	42523	3324	Student	Weidman, Scott	42523	3318	Student
Lott, Peggy	41624	3125B	Acad. Coordinator	Wiseman, Lucie	41146	5237	S - Fiscal
				Woeltjen, Dove	42523	3338	Student
Goard, J	42523	3330	Student	Zuker, Patricia	42525	3125A	Acad. Coordinator
Jenks, Peter	42523	3330	Student				
McGee, Katie	42523	3316	Student				
McPherson, Erin	42523	3328	Student				

**DEPARTMENT OF LINGUISTICS PROPOSED 2004-2005
TEACHING SCHEDULE**

See <http://ling.ucsd.edu/lingdept/sched2004-05.htm>

2004-2005 GRADUATE STUDENT TUITION FEES

See http://ogsr/financialinfo/gradstudent/tuition_fees/index.htm

ENROLLMENT AND REGISTRATION CALENDAR 2004-2005

See

<http://registrar.ucsd.edu/ver2/academics/calendars/ercalendar04-05.html>

INTRODUCTION

Welcome to the Department of Linguistics! The purpose of this UCSD Department of *Linguistics Graduate Student Handbook* is to provide graduate students with all the information needed to successfully complete the Ph.D. at UCSD, to present relevant policies of this department and university, and to offer some personal guidelines to make student life more rewarding.

This *Handbook* is intended to be used along with the Office of Graduate Studies and Research (OGSR) Handbook, which gives important information about grading policy, financial support, Normative Time, and many other topics. This handbook exists on the Linguistics home page on the World Wide Web. Please keep your Linguistics Handbook for reference in this and future years.

ORIENTATIONS & RECEPTIONS

Orientation sessions for new graduate students are held during the early part of the first week of school in the Fall. Incoming Linguistics graduate students are encouraged to attend the department's Welcome Day, and if employed in the Language Program, the LLP training seminar. The Office of Graduate Studies and Research holds a general information orientation. The International Center has an orientation session for all foreign graduate students and the Center for Teaching Development holds an orientation for new Teaching Assistants (TAs). Students should attend these if time permits. The Graduate Student Association (G.S.A.) will host a get-together (see flyers and/or email for date and location), offering an excellent opportunity for you to meet graduate students from many departments, enjoy food and music, and get information about graduate activities.

2004 Orientation Dates and Locations

International Center	Sept. 20, 3:00- 5:00 p.m.	International Center
Ling. Language Program Training	Sept. 20-23, Times Vary	McGill Hall 2 nd Floor
OGSR Orientation	Sept. 17, 12:30-4:40 p.m.	Center Hall
New TA Orientation (MANDATORY)	Sept. 17, 8:30-9:30 p.m.	Center Hall, Room 119

GENERAL INFORMATION

Advising

All incoming graduate students are assigned a graduate advisor. Farrell Ackerman will serve as the advisor for students entering in the Fall of 2004. Students typically retain the same advisor for the first year. You may change advisors by obtaining the new advisor's signature on an advisor form, which the Graduate Coordinator will give you.

Return the completed form to the Graduate Coordinator. Your advisor is your personal contact with the department; he/she will advise you regarding departmental requirements and your academic program. Each quarter you must see your advisor in conjunction with course enrollment. The orange course registration approval form should be taken to the advising session. Please have your advisor sign the form and return it to the Graduate Coordinator.

Documents You Should Have

- Current General Catalog (available at the Bookstore and online)
- Current Schedule of Classes (available online)
- OCSR Graduate Student Handbook

Student Organization

Students elect representatives to faculty meetings, the Graduate Council, and departmental committees, such as: Curriculum, Travel/Research Grants. They also help run the Colloquium series.

Departmental Language Lab/Library

The department collection of dissertations, basic linguistics texts and working papers are housed in the Language Lab/Library (MGH 2126), along with its language-teaching books and recordings. Although many items are restricted to lab-use only due to their nature, use or rarity, browsing is encouraged in person or online (<https://lang.ucsd.edu/public>). Inquiries and requests to borrow specific items should be directed to the Librarian or attendant at the Language Lab in person, by phone (x42418), or by e-mail to "lmurphy@ucsd.edu". A current UCSD ID card is required to borrow any item from the Language Lab, including class reserves.

Keys

Graduate students may be issued office, graduate lounge, and other building keys as appropriate. For assistance contact the Fiscal Coordinator in the Linguistics Office (MGH 5237).

Graduate Lounge

The department provides MGH 3340 as a lounge, mailroom and meeting place for the linguistics graduate students. The room has a refrigerator, microwave, TV, and phone answering machine. It is your responsibility to keep the room clean and neat - especially to clean out the refrigerator regularly.

Mail

The Linguistics Office has mail delivery and pickup service twice daily, at approximately 10:00 a.m. and 2:00 p.m. Mail for the graduate students is placed in the mailbox marked "Graduate Student Mail" in the faculty mailroom (MGH 5243, adjacent to the main office). Graduate students are responsible for collecting that mail and sorting it into the appropriate mailboxes in the third floor graduate lounge.

If you are a teaching assistant in the Linguistics Language Program, you will have another mailbox in MGH 2109 or 2117. It is very important that you check it regularly.

Bulletin Boards

The department has two public bulletin boards on the fifth floor of MGH. There you will find the latest information about course offerings, colloquia, lectures, call for papers, summer programs, research grant possibilities and jobs. Linguistics departments and language programs from other universities around the world send us literature, which is posted on the boards. This is also where you will find information about cancelled classes or changed classrooms.

Do not remove items from these boards. If you would like something posted, please give it to the Chair's Assistant. If you need a copy of something that is posted, we will be glad to make a photocopy for you.

Security

Thefts on campus are always a problem. Do not leave your belongings unattended, even for a short time. When you leave your office for any reason, LOCK YOUR DOOR. The building is open from 6:30 a.m. until 6:00 p.m., Monday-Friday. (Exception: See Second Floor Language Lab hours below.) If you work at

night after the building is closed, do not prop open stairwell doors. Escort service on campus is available by calling the Campus Police at extension 49255 (4WALK).

Smoking Policy

It is campus policy that smoking is prohibited in all UCSD buildings, including private offices, classrooms, restrooms and cafeterias. Smoking is not permitted on the 3rd floor walkway which goes over to the McGill Hall. It is, however, permitted on the 4th floor walkway where the smoke does not linger.

Department Hours of Operation

Linguistics Office, MGH 5237	Monday-Friday 8:00-12:00 - 1:00-4:30
Language Office, MGH 2125	Monday-Friday 9:00-12:00 - 1:00-4:30
Language Lab, (<i>starting Thursday, Sept. 23th</i>)	Monday-Thursday 9:00 a.m.-10:00 p.m. Friday 9:00 a.m.-5:00 p.m. Saturday - Closed Sunday 12:00-10:00 p.m.

REQUIREMENTS LEADING TO THE Ph.D. DEGREE IN LINGUISTICS

Courses

Graduate students must be enrolled in 12 units per academic quarter. Candidates for the Ph.D. must pass fifteen graduate courses prior to taking the qualifying examination. These required courses should normally be completed early in the graduate student's program of study. There are ten required courses which can be categorized into the following areas:

- Three courses in Syntax and Semantics: 221A, 221B, 230
- Three courses in Phonology and Phonetics: 210, 211A, 211B
- Three courses in Research Methods: 240, 241, 245
- One course in Research paper Writing: 293

All required courses must be taken for a letter grade except 293.

The required coursework is normally to be taken in residence, but students may petition to substitute equivalent courses taken elsewhere.

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

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

ultimately assess progress toward a mutually agreed upon research goal, such as the production of a research article, comps paper, or qualifying paper. After admission to candidacy, students should enroll in LIGN 299 for directed research, which is always to be taken S/U.

First year students will be assigned a common first year student advisor. By the end of their first year, students are to have identified a PhD advisor (possibly to change later). At this time, an overall course and research plan is to be agreed upon between the student and advisor, and signed by the advisor. In all years, quarterly course plans are to be signed by the current advisor as a prerequisite to registration.

Language Requirements

Reading Requirement

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

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

There are two ways to satisfy the reading requirement:

- a) By passing the appropriate MLA Cooperative Foreign Language Test with a raw score of 30 or better. This test is available for French, German, Italian, Spanish, and Russian; it is offered by the Language Program for linguistic graduate students every quarter. A student who can provide proof of having scored 30 or higher on the MLA (MA or MB) reading exam in a given language 5 years or less prior to the date of entry into the graduate program will have satisfied the reading proficiency requirement for that language.
- b) By passing a written translation exam. This is conducted by the linguistics faculty for the languages which they have sufficient knowledge. It consists of translating a 500-word passage from the language into English, using a dictionary. The time limit will be two hours.

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

Oral Proficiency

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

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

If the language to be tested is French, German, Spanish, or Italian, the requirement is normally satisfied by passing the oral portion of the regular undergraduate language proficiency examination administered by the Language Program ("Revelle College oral proficiency exam"). For all other languages, the student is expected to provide the department with some valid means of assessing oral proficiency. For native speakers of languages other than English, English automatically satisfies the requirement.

A graduate student who teaches in the language program may be deemed proficient in speaking the language that s/he teaches by the Director of the Language Program. In such cases, the Director will evaluate the student either through a personal interview in the language or else from having observed the student using the language in his/her teaching.

A graduate student who has passed an oral proficiency exam administered in cooperation with the Linguistics Department at UCSD 5 years or less prior to the date of entry into the graduate program will have satisfied the oral proficiency requirement for that language. Students are advised to satisfy this requirement as early as possible.

Research Papers

Before taking the qualifying examination and beginning dissertation research, students must submit two papers embodying original research for evaluation by the faculty. The first may be submitted at any time after the student's first quarter of graduate study, but no later than the seventh week of the sixth quarter. The second paper can be submitted at any time subsequent to submission of the first, but no later than the seventh week of the ninth quarter. Papers to be evaluated in a given quarter must be submitted by noon on Friday of the seventh week of that quarter. See "*Research Paper Procedures*" in this handbook.

Evaluations

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

The second (or comprehensive) evaluation (at the end of the sixth quarter) determines the student's fitness to continue in the Ph.D. program. It takes into account performance in coursework and ability to engage in original research in one area of linguistics as demonstrated in research paper 1. On the basis of this comprehensive evaluation, the faculty is to arrive at one of four decisions:

- a) The student has passed the comprehensive evaluation and will be encouraged to continue in the Ph.D. program.
- b) Research Paper 1 is not entirely acceptable. The student may rework the paper and resubmit it in the seventh week of the subsequent quarter, at which time the student will be reevaluated.
- c) The student has passed the comprehensive evaluation and will be awarded the M.A. degree (when all other requirements toward that degree are satisfied), but will not be permitted to continue towards the Ph.D.
- d) The student has failed and will be dropped from the program.

The third evaluation (at the end of the third year) focuses primarily on research paper 2; it determines the student's fitness for Ph.D.-level work from the standpoint of ability to carry out original research in more than one area of linguistics. The faculty is to arrive at one of three decisions:

- a) The student will be encouraged to continue in the Ph.D. program.
- b) Research Paper 2 is not entirely acceptable. The student may rework the paper and resubmit it in the seventh week of the subsequent quarter, at which time the student will be reevaluated.
- c) The student has failed and will be dropped from the program.

Students in years four and beyond will be evaluated each spring quarter.

Qualifying Examination

The qualifying examination is an oral examination in the student's area of specialization, as well as a discussion of the nature and feasibility of the projected dissertation. It is conducted by the prospective dissertation committee, which is selected by the thesis director in consultation with the student. Prior to the examination, the student must submit two documents to the committee:

- (i) a dissertation prospectus (about 5-10 pages);
- (ii) a research paper directly related to the projected dissertation work (this qualifying research paper may be based on one of the previous research papers).

To be eligible to take the qualifying examination, a student must have completed all requirements except the colloquium. (*See "Doctoral Committee" in this handbook.*)

COLLOQUIUM PRESENTATION

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

DISSERTATION

The candidate for the Ph.D. must write a dissertation incorporating the results of original and independent research carried on under the supervision of the doctoral committee. The candidate is recommended for the Doctor of Philosophy degree after having made a successful oral defense of the dissertation before the doctoral committee in a public meeting and after having the final typed version of the dissertation accepted by the Central University Library. (*See "Doctoral Committee" and "Dissertation Procedures" in this handbook.*)

Note: *Students in the Ph.D. Program may be awarded the M.A. in Linguistics upon satisfactory completion of the following:*

- *Twelve courses taken for a letter grade (with the exception of LIGN 293). Nine of these must be graduate courses in the Department of Linguistics at UCSD.*
- *Reading proficiency in any language except English subject to faculty approval.*
- *Passing the comprehensive evaluation (of coursework and research paper 1) at the end of the sixth quarter. (See "Master of Arts Degree Requirements" in this handbook.)*

REGISTRATION PROCEDURES

Registration at UCSD is a two step process including enrollment in classes and payment of fees.

New Students - Fall Quarter

Meet with your advisor in the department and with his or her guidance, decide which classes to take and have him/her sign the Course Registration Approval Form. This form must be submitted to the Graduate Advisor before you enroll in classes. Use Studentlink to enroll in the classes. Next, go to the Cashier, 401 University Center (just north of the Registrar), to pay fees or to verify that you do not owe fees.

If you haven't done so, go to 201 University Center (next to the Bursar's Office) to have your picture taken for a photo identification card. Hours are: Monday - Friday 9:00 a.m. - 4:00 p.m. It is best to go early if you wish to avoid long lines. The people in the photo office will tell you when and where to pick up your validated photo ID card (it should take a week).

Continuing Students

Continuing graduate students should use Studentlink to enroll during the specified enrollment period.

Meet with your faculty advisor during his/her office hours to discuss which courses to take the following quarter. Have your advisor approve your proposed schedule and have him/her sign the Course Registration Approval Form. This form must be submitted to the Graduate Advisor before you enroll in classes. Use Studentlink to enroll in the classes. **IMPORTANT:** Return the Course Registration Approval Form to the Graduate Coordinator.

Follow the instructions for Studentlink in the Schedule of Classes. If you need help, see the Graduate Coordinator.

After enrolling in classes, go to the Cashier's Office to pay fees before the deadline date.

GRADUATE STUDENT FILE

The graduate student file contains the following information:

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

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

STUDENT PETITIONS

OGSR General Petition

The graduate student General Petition is used to change present academic status or to request exceptions to policies and procedures pertaining to graduate studies. After consulting with the graduate advisor and department chairman, a student files a completed petition form with the Office of Graduate Studies and Research to request the following:

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

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

Departmental Petition

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

DOCTORAL COMMITTEE

At least three weeks prior to a scheduled qualifying examination, the student/advisor arranges for the appointment of the doctoral committee. This committee conducts the qualifying examination, supervises the preparation of and passes upon the dissertation, and administers the final examination (also called the dissertation defense).

The committee consists of five or more officers of instruction, no fewer than four of whom must hold professorial titles. The committee members must be chosen from two or more departments; at least two members must represent departments other than Linguistics, and one of these two must be a tenured UCSD faculty member.

Faculty holding joint appointments, such as an appointment in the Linguistics Department and in the Cognitive Science Department, may serve as an inside member for both departments, but an outside member for neither department.

A doctoral committee may be reconstituted with the approval of the department chairman and the dean of OGSR.

DISSERTATION

A draft of the doctoral dissertation should be submitted to each member of the doctoral committee at least four weeks before the final examination (also called the dissertation defense). The form of the final draft must conform to the procedures outlined in the pamphlet, *Instructions for the Preparation and Submission of Doctoral Dissertations and Masters' Theses*, which is mailed to candidates upon their advancement to candidacy.

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

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

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

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

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

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

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

MASTER OF ARTS DEGREE REQUIREMENTS

Students in the Ph.D. Program may be awarded the M.A. in Linguistics upon satisfactory completion of the following:

- Twelve courses taken for a letter grade (with the exception of LIGN 293). Nine of these must be graduate courses in the Dept. of Linguistics at UCSD. (Note: The three remaining courses may be taken outside of the department, subject to faculty approval.) One Ling 296 taken for a letter grade may be used toward satisfying the requirement.
- Reading knowledge of a language other than English subject to faculty approval.
- Passing the comprehensive evaluation (of coursework and Research Paper I) at the end of the sixth quarter.

The student must file an Application for Candidacy for the Thesis or Comprehensive Examination for the Degree of Master of Arts with the Graduate Coordinator and OGSR one quarter before completing the degree requirements. One quarter of academic residency is required between the filing of this form and the completion of the M.A. If this is not possible, a General Petition is required. When the requirements have been completed and the quarter of residency has been fulfilled, the Graduate Coordinator files the Final Report for the Degree of M.A. and the Degree and Diploma Application.

Duplication of graduate degrees is not allowed. If a student already has a Master of Arts in Linguistics, this department will not award a second M.A. in Linguistics.

NORMATIVE TIME (IN-CANDIDACY FEE GRANT)

The Normative Time Program is an incentive for you to attempt your qualifying exams as soon as possible so you can be advanced to candidacy. The program will pay your educational fee every quarter from the time you pass your qualifying exam until you reach normative time or complete the Ph.D. This "award" is called an In-Candidacy Fee Grant. Effective Fall 1997, non-resident Ph.D. students who have advanced to candidacy will receive a 75% reduction in (non-resident) tuition for up to three years. Campus policy will be to extend the time for up to three-quarters of approved leaves of absence.

In Linguistics, although we expect most students to complete the degree requirements in five years, our normative time is six years.

Students must be registered, must carry a full load (12 units) of courses each quarter, and pay tuition and fees, as required, to be eligible for the normative time educational fee payment. Doctoral students are allowed a maximum of three-quarters of leave of absence.

For instance, if you enter the program in September 1993 and pass the qualifying exam in June 1996, the Normative Time Program will pay your educational fees every quarter from Fall 1996 until you complete the Ph.D., or reach normative time (whichever comes first). So if you complete the Ph.D. in a total of five years, the program would end up paying 6 quarters of educational fees; if you need the full six years, the program would end up paying 9 quarters of educational fees.

Normative Time is calculated by OGSR. After you pass the qualifying exam they will notify you of your normative time status. The form they will send you shows your date of entry into the program, any leave you have taken, the date your fee grant will begin, and its expiration. (*See also the OGSR Graduate Student Handbook.*)

POLICY ON Ph.D. TIME LIMITS

In Spring, 1988, the Graduate Council approved the establishment of a new policy on Ph.D. time limits which became effective Winter 1990. The goal of this policy is to encourage students to complete their

Ph.D.'s and to stimulate faculty to guide their students so they can advance to candidacy and complete dissertations of high quality in a timely manner.

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

This policy applies to all students in the Ph.D. and D.M.A. programs. Ph.D. is used throughout; however.

Students appointed in instructional titles (Teaching Assistant, Language Assistant, or Associate) must be within the instructional appointment limits established by the Office of the President. Departments may approve a fifth and sixth year of instructional appointment for students advanced to Ph.D. candidacy.

Absolutely no exceptions beyond the sixth year (18 quarters) are permitted by University-wide policy.

To be eligible for readmission, the student must have been in good academic standing at the time he or she left the program and must satisfy departmental requirements for readmission. A department may provide a student who is leaving the program with a letter specifying the conditions under which the student will be readmitted. Departments may establish an absolute time limit for degree completion by a student who withdraws after which he or she will not be readmitted.

Ph.D. candidacy lapses when a student withdraws from a Ph.D. program. If a previously advanced student withdraws and is later readmitted, the doctoral committee members are asked by the student or department if they will continue serving on the doctoral committee; if they will not, the doctoral committee is reconstituted. The student is re-advanced to candidacy upon the recommendation of the doctoral committee (who may require the student to retake the qualifying examination) and upon payment of the candidacy fee, after which the student defends the dissertation.

Each Ph.D. student is to receive an annual substantive progress review. The review for pre-candidacy students is to be conducted by the student's advisor and signed by the advisor and the student.

Evaluations for in-candidacy students are to be conducted by at least three members of the student's dissertation committee and must bear the signature of those committee members, the student and the department chair. Continued approval for support is dependent upon the annual filing of a satisfactory evaluation with OGSR.

Students may not remain in campus housing after the expiration of normative time plus one year.

Parenting Leave

A graduate student who, is bearing a child, who has primary responsibility for the care of an infant immediately following birth, has a child under the age of five, or adopts a child under age five, and who is in good academic standing, will be granted, on request, a one-quarter extension of all unexpired Ph.D. time limits. During the quarter in which childbirth or adoption occurs, the graduate student may choose one of the following registration options:

1. Continue registering as a full-time graduate student and retain eligibility for support.
2. Reduce to part-time status (less than 12 units) and be eligible for up to 25% time employment on campus.
3. Take a leave of absence.

After the quarter in which childbirth or adoption occurs, a graduate student who has primary responsibility for caring for a child up to the age of five will be granted, on request, a leave of absence for the purpose of caring for the child for a maximum of two quarters; or three quarters, if a one quarter extension has not been granted, for the quarter in which childbirth or adoption occurred.

The total amount of time for which graduate students may receive extensions of time limits for parenting or childbearing may not exceed three quarters in a graduate student's career at UCSD. Approved leaves for

childbearing and parenting will not count in the three-quarter leave limit available to all graduate students.

Further information may be obtained from departments or from Rhonda James (x43709) rjames@ucsd.edu or Mary Allen mallen@ucsd.edu in the Office of Graduate Studies and Research.

Each Ph.D. program has three time limits:

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

In addition, each program has a Normative Time, the period within which students, under normal circumstances, are expected to complete requirements for the Ph.D. A student who advances to candidacy before the expiration of Normative Time may be eligible for the In-Candidacy Fee Grant (ICFG).

Departments may establish earlier Ph.D. time limits, which are administered solely by the department.

Time limits are affected by the following:

- Up to three-quarters time spent on leave or withdrawn from the graduate program will not count in the above limits.
- Time spent withdrawn in excess of three quarters will count toward the normative and support time limits for a student who is readmitted to the graduate program.
- Time spent at UCSD as a master's, non-degree graduate, or intercampus exchange student will count in the above time limits.

Adjustment to the time limits, for students who change departments or enroll for one year or more of half-time study, may be made upon departmental recommendation and approval by the Dean of Graduate Studies. Students who withdrew from the University prior to Winter 1989 and who have subsequently been readmitted will not have periods of withdrawal in excess of three-quarters counted against their support time limit.

Students will not be permitted to continue in doctoral status if they have not advanced to candidacy before the expiration of the pre-candidacy time limit or if they have not completed their program before the expiration of the total time limit. Students will not be permitted to receive UCSD-administered financial support after the expiration of their support time limits.

PROCEDURES FOR IMPLEMENTATION OF POLICY ON Ph.D. TIME LIMITS

Changing Departments

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

The recommendation must consider the following:

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

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

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

Readmits

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

Exceptions

Requests for Exception to the Ph.D. Time Limits policy will be considered by Graduate Council only if the request is supported by the student's research adviser and the department graduate adviser and chair, and if a current annual evaluation is on file with OGSR. A departmental analysis of the circumstances needs to be included in the request and a request for support time extension may not take away support from other students.

Exceptions are not granted to normative time provisions.

Requests for exceptions must be received by the Dean no later than 10 days before the next Graduate Council meeting.

The schedule of Graduate Council meetings will be sent to departments at the beginning of each quarter.

GRADUATE STUDENT SUPPORT INFORMATION

Types of Support Available Within Linguistics

1. **Linguistics Language Program TA**

The Linguistics Language Program (LLP) hires TA's for elementary courses in Arabic, ASL, French, German, Italian, Portuguese and Spanish; the number of positions available varies from year to year, and from language to language.

2. **Linguistics 19 TA**

One 25% TA is hired each year to supervise students taking Linguistics 19 courses. Ling 19 courses are self-instructional courses in a wide variety of exotic languages.

3. **Linguistics/General TA**

The Linguistics Department hires TA's for general undergraduate linguistics courses; the number of positions available varies from year to year.

4. **Readers**

The Linguistics Department rarely hires Readers for general undergraduate linguistics courses. In general, these appointments are for a small percentage of time.

5. **Graduate Student Researchers (GSR's)**

From time to time, faculty members have grants, which support Graduate Student Researchers. These positions are awarded by the Principal Investigator of the grant.

6. **Block Grant**

- a) Research Scholarships (normally paid as GSR's)
- b) Tuition scholarships
- c) Fee scholarships

7. **Fellowships**

Special fellowships occasionally become available to continuing students (e.g., Humanities Fellowship, Pre-Doctoral Humanities Fellowship, etc.).

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

Types of Support Available Outside Linguistics

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

Support Eligibility

Graduate students may be supported for a maximum of 21 registered quarters, regardless of whether or not they actually received support during those quarters. Instructional support may be awarded for a maximum of 18 of those 21 quarters. The 16th, 17th, and 18th quarters of instructional support can be awarded only when no other qualified student with fewer quarters of instructional support is available for employment. (Note: withdrawal from the program affects future support eligibility. Students who withdraw should consult with the department's graduate coordinator for more detailed information.)

Examples of Support Eligibility

Student A -- Enters Program Fall 1991			
Year	Support Type	# Qtrs. Registered	# Qtrs. Instructional Support
1991/92	Fellowship	3 qtrs. reg	0 qtrs. instr
1992/93	50% time Spanish TA	3 qtrs. reg	3 qtrs. instr
1993/94	50% time Spanish TA	3 qtrs. reg	3 qtrs. instr
1994/95	50% time LIGN TA	3 qtrs. reg	3 qtrs. instr
1995/96	50% time LIGN TA	3 qtrs. reg	3 qtrs. instr
1996/97	50% time Spanish TA	3 qtrs. reg	3 qtrs. instr
1997/98	50% time LIGN TA Fall; 50% time Spanish TA Winter & Spring	3 qtrs. reg	3 qtrs. instr
Total		21 qtrs. reg	18 qtrs. instr

As of Fall, 1998, Student A has been registered for 21 quarters, and has received 21 quarters of support (18 quarters of instructional support plus 3 quarters of non-instructional support). This student may not receive any further support.

Student B -- Enters Program Fall 1991			
Year	Support Type	# Qtrs. Registered	# Qtrs. Instructional Support
1991/92	50% time Spanish TA	3 qtrs. reg	3 qtrs. instr
1992/93	50% time Spanish TA	3 qtrs. reg	3 qtrs. instr
1993/94	50% time Spanish TA	3 qtrs. reg	3 qtrs. instr
1994/95	50% time Spanish TA Fall; leave of absence Winter; 25% time GSR Spring	2 qtrs. reg	1 qtr instr
1995/96	50% time Spanish TA	3 qtrs. reg	3 qtrs. instr
1996/97	50% time Spanish TA	3 qtrs. reg	3 qtrs. instr
1997/98	50% time Spanish TA Fall; 50% time LIGN TA Winter; Research Scholarship Spring	3 qtrs. reg	2 qtrs. instr
Total		20 qtrs. reg	18 qtrs. instr

As of Fall, 1998, Student B has been registered for 20 quarters, and has received 20 quarters of support (18 quarters of instructional support plus 2 quarters of non-instructional support). This student is ineligible for further instructional support, but may receive one more quarter of non-instructional support.

Student C -- Enters Program Fall 1991			
Year	Support Type	# Qtrs. Registered	# Qtrs. Instructional Support
1991/92	none	3 qtrs. reg	0 qtrs. instr
1992/93	25% time Ling 19 TA	3 qtrs. reg	3 qtrs. instr
1993/94	50% time Ling 19 TA	3 qtrs. reg	3 qtrs. instr
1994/95	none	3 qtrs. reg	0 qtrs. instr
1995/96	none	3 qtrs. reg	0 qtrs. instr
1996/97	leave of absence Fall & Winter; 50% time LIGN TA Spring	1 qtr reg	1 qtr instr
1997/98	40% time GSR	3 qtrs. reg	0 qtrs. instr
Total		17 qtrs. reg	7 qtrs. instr

As of Fall 1998, Student C has been registered for 19 quarters, and has received 10 quarters of support (7 quarters of instructional support plus 3 quarters of non-instructional support). This student may receive two more quarters of either instructional or non-instructional support

STUDENT D -- ENTERS PROGRAM FALL 1991			
Year	Support Type	# Qtrs. Registered	# Qtrs. Instructional Support
1991/92	none	3 qtrs. reg	0 qtrs. instr
1992/93	none	3 qtrs. reg	0 qtrs. instr
1993/94	25% time Ling 19 TA	3 qtrs. reg	3 qtrs. instr
1994/95	none	3 qtrs. reg	0 qtrs. instr
1995/96	none	3 qtrs. reg	0 qtrs. instr
1996/97	none	3 qtrs. reg	0 qtrs. instr
1997/98	50% time LIGN TA Fall; none Winter or Spring	3 qtrs. reg	1 qtr instr
Total		21 qtrs. reg	4 qtrs. instr

As of Fall, 1998, Student D has been registered for 21 quarters, and has received 4 quarters of support (4 quarters of instructional support plus 0 quarters of non-instructional support). This student may not receive any further support.

For support to be awarded, graduate students must be enrolled for 12 units or more, and in good academic standing with a cumulative GPA of 3.0 or better. In addition, for support in the 2nd year, the graduate student must have a satisfactory 3rd quarter evaluation.

In the	The graduate student must have
2nd year	a satisfactory 3rd quarter evaluation
3rd year	1) a Ph.D. level pass on Research Paper I, and 2) a satisfactory 6th quarter evaluation
4th year	1) a Ph.D. level pass on Research Paper II, and 2) a satisfactory 9th quarter evaluation
5th year	advanced to candidacy
6th year	demonstrated satisfactory progress on the dissertation
7th year	demonstrated satisfactory progress on the dissertation

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

Continuing Student Support

Departmental Responsibilities

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

Student Responsibilities

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

Timeline

Feb: support questionnaire sent to continuing students

May: offer letters sent for jobs in Linguistics and for tuition & fee awards

Principles

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

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

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

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

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

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

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

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

(i) Students who receive fellowships that require fee/tuition remission have their fees/tuition paid from the Block Grant.

(ii) First-year students may be offered full fees and/or tuition. There is a general policy whereby one third of the Block Grant allocation is used for first-year students.

(iii) Foreign students who must pay tuition typically have a significant portion paid from the Block Grant.

(iv) Students whose support level is below 50% have part or all of their fees paid from the Block Grant.

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

Each student who has passed the qualifying examination and who has not already received 1 year of fellowship/scholarship from a University-administered source will be offered 1 quarter of Research Scholarship from the Block Grant. (In the event of insufficient funds to fully implement this proposal in a particular year, those students closest to finishing their dissertation will be given first priority.)

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

Incoming Student Support

Responsibilities

The entire faculty determines general support guidelines for incoming students.

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

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

Principles

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

It is desirable to package support in such a way that as many incoming students as possible receive support equivalent to a 50% TAship.

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

Block Grant tuition will be awarded preferably to those incoming students who a) can become California residents by year 2, and/or b) have a good prospect of continued employment during their graduate career. For foreign citizens, the latter is normally demonstrated by being qualified for employment in the LLP or in other campus language programs (but see principle # 1).

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

Guidelines for Specific Fellowships

Pre-Doctoral Humanities Fellowship -- deadline approx. March 1

The Department may make 1 or 2 nominations per year to OGSR. These are 4-year packages:

Year 1	OGSR provides a stipend, tuition (if needed), and fees;
Year 2	the Department provides a 50% TAsip, tuition (if needed), and fees;
Year 3	the Department provides a 50% TAsip, tuition (if needed), and fees;
Year 4	OGSR provides a stipend and fees, the Department provides tuition (if needed).

We will nominate the top ranked prospective student who

1. can become a California resident by year 2 in the program, and
2. can be supported with department resources in years 2 & 3.

San Diego Fellowship -- deadline approx. March 1

The Department may send nominations of qualified students to OGSR. These are 4-year packages. OGSR provides a stipend, tuition (if needed), and fees. The Department must guarantee to provide support in non-fellowship years "comparable to that awarded to other graduate students as long as the fellows meet normal departmental standards and requirements for support."

We will nominate the top ranked prospective students who are above the appropriate "break point".

The combined nomination limit for San Diego and Cota Robles Fellowships is 6 students/year.

Cota Robles Fellowship -- (deadline approx. February 15)

The Department may send nominations of qualified students who are U.S. citizens or permanent residents to OGSR. These are 4-year packages:

Year 1	OGSR provides a stipend, tuition (if needed), and fees;
Year 2	OGSR provides a stipend and fees;
Year 3	the Department provides a 50% TAsip and fees;
Year 4	the Department provides a 50% TAsip and fees.

We will nominate the top ranked prospective students who are:

1. above the appropriate "break point", and
2. can be supported with department resources in years 3 & 4.

The combined nomination limit for San Diego and Cota Robles Fellowships is 6 students/year.

Other Financial Benefits for Students

For students who have advanced to candidacy and are within normative time:

- ICFG, Non-Resident Tuition reduction (75%)

For students employed as TA's at 25% time or more:

- TAHI/TAFE
- TA fee deferment

For students employed as GSR's at 25% time or more:

- GSR tuition/fees

FINANCIAL SUPPORT INFORMATION

Intercampus Travel Grants

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

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

Research and Travel Grants

The department also receives an annual allocation for research and travel grants. These grants are made to graduate students to assist them with expenses related to their research or creative activity for which there are not State, extramural, or intercampus travel funds available. A copy of the OGSR guidelines for the award of graduate student research support grants follows. The following policies and procedures were adopted by the Linguistics faculty in November 1987.

- More advanced students will be given priority over less advanced students.
- Priority will also be in inverse proportion of previous amounts granted to a particular student.
- Maximum travel grants will normally be \$350.00 for any single trip.
- The Committee on Travel and Research Grants will meet quarterly to consider applications which have been submitted. The deadline for submission of proposals is the end of the second week of each quarter. However, last minute proposals may also be considered. An attempt will be made to divide the available funds into equal amounts for each quarter.
- Applications for travel to scholarly meetings should be separate from other requests. Travel grants will be given only to students who have had a paper accepted at a conference. The application should include a copy of the abstract, which was submitted, and the letter of acceptance or a copy of the program. A sample proposal follows the OGSR guidelines. For travel to other UC campuses, request Intercampus Travel Grant money.
- Applications for research funding should include a short description of the proposed research and a detailed budget. The Linguistics Informant rate for 1993-94 is approximately \$10.00/hour. (A sample proposal appears following the OGSR Guidelines.)
- All applications must be discussed with and approved by the faculty advisor before submission to the committee (advisor should sign the proposal, as in the sample).
- To be reimbursed for informant fees, take signed original receipts to the Fiscal Coordinator MGH 5237. The appropriate paperwork will be submitted and you will receive a check. To be reimbursed for travel, take your actual airline ticket receipt to the Fiscal Coordinator.

Graduate Enrichment Program

This program is designed to promote the success of graduate students by providing assistance that supplements what departments and faculty normally provides through traditional channels. The primary purpose of the program, is to provide academic enrichment to graduate students. Following is a list of proposed activities for departments:

- Group tutoring to include:
 - Assistance in overcoming language deficiencies;
 - Assistance for students who perform poorly on departmental examinations;
 - Group reviews in preparation for the comprehensive examination;
 - Assistance in developing mathematical skills;

- Assistance in succeeding in particularly demanding core course(s).
- Student-run seminars designed to acquaint new students with faculty and faculty research
- Seminars on graduate students' research.

Proposals are made by the department to OGSR early in June.

Student Academic Title Rates

See http://ogsr/financialinfo/gradstudent/academic_title_payrates.pdf

STUDENT EVALUATIONS

Linguistics graduate students are evaluated at the end of each course by the instructor and at the end of each academic year by the entire faculty. Course evaluations are intended to give the students more information than simply a final course grade. Year-end evaluations are used by OGSR to determine support eligibility for the subsequent year, as well as to report the progress of students. Both types of evaluations are kept in the students' files; students are encouraged to read and discuss them with their advisors.

COLLOQUIA

Introduction

The department offers a series of colloquia throughout the year. The purpose of the colloquium series is to give students a chance to hear presentations on current linguistic research at UCSD and elsewhere. Graduate students help in the selection of speakers and coordination of the colloquia.

Colloquium Committee

During the graduate student organizational meeting, held at the beginning of each year, students are selected to serve - along with a faculty coordinator - on the Colloquium Committee.

The Committee is responsible for contacting prospective speakers, negotiating payment of honoraria and/or travel expenses, scheduling talks (usually Mondays from 4:30-6:30 p.m.), reserving a room, and publicizing the talk. The Committee may also arrange refreshments following the colloquium and/or take the speaker to dinner.

A small amount of money is available for payment of honoraria, travel expenses, and/or meal expenses. As the amount varies from year to year, the Committee should direct questions about the amount and use of the money to the department MSO.

At least one week prior to each scheduled talk, the receptionist should be given a note, which includes the speaker's name and affiliation, date, time and place of the talk, and the amount to be paid to the speaker, if any. The Chair's assistant will prepare an announcement for distribution to the graduate students, faculty, and those persons on the colloquium mailing list. Copies of the announcement will also be posted on the departmental bulletin boards.

CALIFORNIA RESIDENCY

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

1. Pay California taxes.
2. Obtain a California driver's license.
3. Register vehicles with the California Department of Motor Vehicles.
4. Register to vote in California.
5. Designate California as your permanent address on all school records.
6. Keep records of residence in California for at least one year (e.g. rental agreement, utility bills, telephone bills, etc.).

Any questions pertaining to residency should be directed to Donna DeAngelis-Blaine, the Residence Deputy in the Office of the Registrar. Instructions on how to change residency classification are on the web at

<https://www-act.ucsd.edu/cgi-bin/studentlink.pl/3/students/finances/residency/>

LEAVE OF ABSENCE

Every graduate student engaged in activities which further a program of graduate study or research and which require UCSD faculty supervision or use of University facilities must register each quarter until all requirements for the degree have been completed, including the final examination and filing of the thesis or dissertation, unless granted a formal leave of absence. Leaves of absence can be granted for up to three-quarters.

The Leave of Absence petition should be filed prior to the end of the second week of instruction of the first quarter of the proposed leave. The petition must be signed by the advisor and chair and will then be approved by the Dean of OGSR subject to the following conditions:

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

RESEARCH PAPER PROCEDURES

Goal

During the first two years of graduate study, students must submit two papers embodying original research for evaluation by the faculty. These research **papers** should demonstrate that the student is: (1) developing the analytical ability, the skills in argumentation, and the scholarship needed for research in different areas of linguistics; (2) learning to organize material efficiently and clearly; and (3) acquiring a knowledge of the standard formatting required in linguistic journals.

Deadlines

The first research paper may be submitted at any time after the student's first quarter of graduate study, but no later than the seventh week of the sixth quarter. The second research paper can be submitted at any time subsequent to submission of the first, but no later than the seventh week of the ninth quarter. Papers to be evaluated in a given quarter are to be submitted by Friday of the seventh week of that quarter.

Topic Selection

In accordance with the previously stated goals, students are required to select paper topics, which are clearly and very substantially distinct, representing different areas of linguistics and different kinds of knowledge, skills, and methodology. Students are encouraged to follow a simple rule of thumb in trying to determine whether certain paper topics exhibit too much similarity: **if you feel driven to wonder whether two topics are too close, they are probably too close!** In problematic cases, the faculty as a whole will decide on the suitability of the topic.

The following provides a rough guide as to how to determine overlap between paper topics. Any given paper can be dissected into, at least, the following components: *standard disciplinary divisions* (e.g. syntax, phonology); *methodology/skills* (e.g. statistics, logic); *phenomenon* (e.g. agreement, consonant mutation); *data* (e.g. a set from Abkhaz, a set from Irish); *theoretical orientation* (e.g. Optimality Theory, Cognitive Grammar).

Of these, *standard disciplinary divisions* and *methodology/skills* are weighted most heavily; *phenomenon* and *data* somewhat less so; with *theoretical orientation* given the least weight. No specific formula for calculating whether two paper topics are sufficiently distinct is likely to prove workable in practice. However, the guiding principle is quite clear: **the greater the weighted overlap between two topics, the more unsuitable they are in terms of assuring the desired breadth.** The reference to *weighted* overlap implies, for example, that two papers in the same disciplinary area (e.g. phonology) would seldom if ever be acceptable, whereas papers from the same theoretical perspective would not be disqualified for that reason alone.

What counts as separate disciplinary areas may be flexible to some degree. Such standard areas as *phonology*, *syntax*, *psycholinguistics*, *sociolinguistics*, and *applied linguistics* can normally be considered distinct from one another. It is at least conceivable that *phonetics* could be distinct from *phonology*, or *semantics* from *syntax*, provided that substantially different methodology, techniques, data, etc. are involved. Where a paper in *morphology* stands in regard to *phonology* and *syntax* has to be assessed on an individual basis. *Historical linguistics* can usually be considered a separate area, but particular topics may involve an unacceptable degree of overlap with *phonology*, *syntax*, *morphology*, or *semantics*. Once again, any specific list or set of criteria is likely to prove unsatisfactory--the guiding factor has to be whether the topics in question afford a reasonable amount of breadth.

Topic Approval

The student should consult his/her advisor in selecting a paper topic. The student and advisor should discuss the suitability of that topic from the standpoint of both the individual student's goals as well as the expectation of breadth (which motivates the requirement of two separate papers). Having selected a paper topic, the student should consider which faculty member would be the most appropriate *main reader* for this paper and should consult with the *main reader* about its feasibility. The student should consult the relevant faculty member as early as possible and certainly no later than the beginning of the quarter during which the research paper is due. The *main reader* and the student should select an additional two faculty readers (to be known as *ancillary readers*) and, if the student desires, a student reader as well. The student should inquire as to whether these additional readers are willing to serve in this capacity. This should be done, once again, no later than the beginning of the quarter during which the student intends to submit the paper. If the main and ancillary readers have any question about the suitability of a topic, they will bring the matter to the attention of the faculty as a whole for discussion and resolution.

Paper Guidelines

Every research paper should contain the following as a bare minimum:

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

Students are encouraged to discuss their research periodically with the main and ancillary readers, and to submit a preliminary draft of their paper to the readers as early as possible. Early submission of a preliminary draft enables faculty to recommend substantive revisions and permits the student to make such revisions if these are deemed necessary. Ancillary readers are not expected to read more than one preliminary draft, and only if they receive the draft at least two (and preferably three) weeks prior to the paper deadline.

Submission

Copies of the research paper (60 page limit) and of the one-page abstract, one for each of the readers, are submitted to the graduate coordinator by 12:00 noon on Friday of the seventh week of the quarter. In addition, a one-page abstract is sent via e-mail to the graduate coordinator for circulation to the faculty. One copy of this abstract is retained in the student's file. The abstract should contain the following information:

1. Research Paper I (or II)
2. Student name
3. Title of paper
4. Main reader name
5. Ancillary readers names
6. Student reader name (if any)
7. Abstract.

Faculty Evaluation Criteria

The faculty evaluate the research papers in terms of whether they satisfy the goals stated previously. Although just three faculty members are specifically charged with reading the papers, they are available for any faculty member to read, and are evaluated by the faculty as a whole. There are essentially four judgments conferrable on papers: high pass; pass; rewrite; no pass.

Note that evaluation of the paper is just one component of an overall assessment of the student's performance in the program. Depending on this overall evaluation, the student will be advised to begin preparing for the next departmental requirement; to revise the paper according to the recommendations of the readers; to apply for a terminal master's; or to leave the program.

Feedback on Research Papers

The readers will provide the student with brief written evaluations of the research paper, pertaining to such matters as: presentation, writing, and argumentation; the viability of the analysis (including possible alternatives); possibilities for expansion and elaboration; and so on. Naturally, the scope and detail of these comments will be commensurate with a reader's knowledge of the topic dealt with in the paper.

GRADING SYSTEM

The work of students shall be reported in terms of the following:

Grade	Grade Points Per Unit	Interpretation
A+, A, A-	4.0, 4.0, 3.7	Excellent
B+, B, B-	3.3, 3.0, 2.7	Good
C+, C, C-	2.3, 2.0, 1.7	Fair
D	1.0	Poor (Barely Passing)
F	0.0	Fail
P	Pass	C or better, assigned to undergraduate students only.
NP	Not Pass	Below C
S	Satisfactory	B- or better, assigned to graduate students only
U	Unsatisfactory	Below B-
I	Incomplete	Work of passing quality but incomplete for good cause. Students must file a "Request" and obtain the instructor's permission.
IP	In Progress	Course must be approved for IP grading.
W	Withdrew	Withdrew after fourth week of instruction, or after second meeting of some laboratory courses.
Blank	Grade not reported by instructor	

NOTE: Students in the School of Medicine are graded on an Honors/Pass/Fail basis in all required courses, and Satisfactory/Unsatisfactory in elective courses. Please contact the School of Medicine Office of Student Affairs for complete information.

Grade Point Average

The grade point average is calculated by dividing the total number of grade points earned by the total number of letter-graded units completed. Courses with grades of P, NP, S, U, I, IP, W, or "blank", and zero-unit courses, are excluded from grade point average calculations.

Plus and Minus Grading

Only the grades of A, B, and C, may be modified by a plus (+) or minus (-) suffix. The grade of A+, when awarded, represents extraordinary achievement but does not receive grade point credit beyond that received for the grade of A. Use of plus and minus suffixes is optional. Instructors should clearly state at the beginning of the quarter what grading practices will be followed. (Plus and minus grading became effective Fall Quarter, 1983.)

Pass/Not Pass

The Pass/Not Pass option is reserved for undergraduate students. The minimum standard of performance for a grade of P shall be the same as the minimum for a grade of C-.

The grading option for each undergraduate course is approved by the CEP via the Course Approval form. Special Studies courses (197, 198, 199) must be graded P/NP. Other courses may also be approved for P/NP grading only. For all remaining courses enrollment for P/NP grading is at the student's option, subject to the limitations of requirements for the major and degree.

Departments may require that courses applied toward the major be taken on a letter-grade basis. Refer to the current General Catalog for information on individual major requirements. In addition, no more than one-fourth of an undergraduate student's total course units taken at UCSD and counted in satisfaction of degree requirements may be granted on a P/NP basis.

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

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

Satisfactory/Unsatisfactory

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

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

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

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

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

The IP Grade

With the approval of the CEP via the Course Approval form, the provisional grade IP (In Progress) may be assigned for certain courses which extend over more than one quarter. In such cases it may not be possible to evaluate a student's performance until the end of the final term (e.g., Honors Thesis sequences). The IP, if approved, may also be assigned to internship or fieldwork courses. If the student completes the full sequence, the Registrar will replace the IP(s) with the final grade assigned on the final term Grade Report.

For internship or fieldwork courses, the Registrar will replace the IP with the grade assigned upon notification via the Clerical Error form.

With the exception of Academic Internship courses, an IP not replaced by a final grade will remain on the student's record.

If the student does not complete the sequence for good cause and the instructor has a basis for assigning grades(s) for a partial sequence, the grade(s) may be reported via the Clerical Error form.

In calculating a student's grade point average, grade points and units for courses graded IP shall not be counted. However, at graduation, courses still on the record with an IP must be treated as courses completed in computation of the student's grade point average, and assessing a student's satisfaction of Senate Regulation 634 which requires undergraduate students to have a minimum 2.00 grade point average (graduate students must have a 3.00), to graduate.

Dropping Courses and the W Grade

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

Weeks 1 through 4

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

In weeks 1 and 2 students can drop courses either through the Telephone Student Services system (TeSS) or by filing an Add/Change/Drop card at the Registrar's Office. Undergraduate students can use TeSS to drop classes in all subjects except those included on List C in the quarterly Schedule of Classes. Graduate students in most departments can use TeSS to drop classes. However, graduate students in some departments must obtain advisor approval on an Add/Change/Drop card before dropping a course; consult List B in the quarterly Schedule of Classes.

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

Weeks 5 through 9

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

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

Weeks 10 and Beyond

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

The "Blank" - No Record/No Report

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

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

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

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

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

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

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

The blank may not be used to withhold a grade for students who have not paid a materials fee or other course-related special fee, or who have otherwise not fulfilled their financial obligations for a course. Those students should be billed through the Bursar's Office. (Refer to the Policy and Procedure Manual, Section 300-29, for information on billing.)

Incompletes

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

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

Intended Use of the Incomplete

Undergraduate Students Only: The Incomplete is intended for use when circumstances beyond a student's control prohibit taking the final exam or completing course work. Situations such as a debilitating illness or need to take care of family members in an emergency situation are examples.

The Incomplete is not intended as a mechanism for allowing a student to retake a course. A student who has fallen substantially behind and needs to repeat a course can drop the course prior to the end of the ninth week of classes. Otherwise, the instructor should assign the appropriate final grade (D, F, NP, or U, for example).

The Incomplete may not be used simply to allow a bit more time for a student who has fallen behind for no good reason. An Incomplete may be granted only to students who have a legitimate excuse. Faculty who wish to assure that such requests are legitimate are encouraged to contact the Director of Academic Advising in the student's college.

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

Assignment of the Incomplete

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

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

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

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

Removal of the Incomplete

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

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

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

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

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

Extension of the Incomplete

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

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

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

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

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

The Academic Senate has ruled that an I grade must be removed by the end of the following calendar quarter. Therefore, a graduate student who withdraws, with or without permission, or who goes on

approved leave of absence must either remove any outstanding Incompletes before the end of the following calendar quarter or file a petition for extension. (See above.)

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

Privacy Rights of Students

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

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

Education Records

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

Record

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

Personally Identifiable

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

Consent

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

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

Return of Papers and Examinations

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

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

Public Posting of Grades is Prohibited

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

Alternatives to the Posting of Grades

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

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

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

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

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

Grade Changes

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

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

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

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

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

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

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