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SDSU/ UCSD JOINT DOCTORAL PROGRAM

LANGUAGE AND COMMUNICATIVE DISORDERS

GUIDE FOR DOCTORAL STUDENTS

PREPARED BY THE DOCTORAL STUDENT REPRESENTATIVES

2024-2025

TABLE OF CONTENTS

1. WELCOME FROM YOUR GRAD REPS **4**

2. WHO'S WHO? **7**

A) NOMENCLATURE & AFFILIATIONS 8

B) PROGRAM ADMINISTRATION 8

3. ACADEMIC **9**

A) STUDENT IDENTIFICATION 9

B) 2022-2023 ACADEMIC CALENDARS 9

C) GENERAL TIMELINE OF THE JDP-LCD 10

D) Individual Development Plan (IDP) 12

F) ASHA CCC AND CFY OPTIONS 13

G) CHANGING LABS 14

H) TEACHING ASSISTANTSHIPS/TEACHING OPPORTUNITIES 14

I) MENTORING 15

J) ADDITIONAL HUMAN SUBJECTS/IRB INFORMATION (SEE JDP-LCD STUDENT HANDBOOK FOR DETAILS) 15

K) ADVANCEMENT TO CANDIDACY (SEE HANDBOOK FOR FULL DETAILS). 16

L) COMPLETING YOUR DISSERTATION: TIPS ON NAVIGATING THE BUREAUCRACY 19

4. REGISTRATION **24**

A) WHAT COURSES TO TAKE 24

B) NUMBER OF UNITS PER QUARTER/SEMESTER 24

C) SUMMER REGISTRATION 24

D) REGISTRATION SYSTEMS 24

5. EMAIL, WEBSITES, COMPUTERS, LIBRARIES **25**

A) EMAIL 25

B) WEBSITES 25

C) GENERAL COMPUTER INFORMATION 25

D) LIBRARIES 27

6. HOUSING **27**

7. ATHLETICS/RECREATION **28**

8. ADDITIONAL FUNDING SOURCES / MONEY MATTERS **28**

9. RESIDENCY **29**

10. HEALTH SERVICES **29**

A) MENTAL HEALTH/PERSONAL PROBLEMS 30

B) Health insurance 31

11. Parking **31**

12. LIVING IN SAN DIEGO **32**

A) SOME IDEAS: 32

B) IF YOU LIKE MOVIES: 33

C) IF YOU LIKE THEATER: 33

D) IF YOU LIKE MUSIC/DANCE PERFORMANCES: 33

E) IF YOU LIKE ART:

F) IF YOU LIKE PARKS/OUTDOORS: 33
G) SAN DIEGO PUBLICATIONS: 33
13. INTERNATIONAL STUDENTS 34
A) LINGO 34
B) FIRST THINGS FIRST 34
C) MONEY MATTERS/ BANKING 35
D) HEALTH INSURANCE/ F-HOLD 35
E) APPLICATION FOR REDUCED COURSE LOAD (ARCL) 36
F) RESIDENCY/ VOTING 36
G) TAXES 36
H) EXTERNAL FUNDING 37
I) CULTURAL ADJUSTMENT/BUILDING A SOCIAL NETWORK 37
14. APPENDIX 37
A) IMPOSTER SYNDROME QUIZ 38
B) 10 STEPS TO OVERCOME THE IMPOSTOR SYNDROME BY DR. VALERIE YOUNG 38
C) Surviving the Advisor-Advisee Relationship 40
D) ASSISTING STUDENTS IN NEED: DIFFICULTIES WITH THE ADVISOR/ADVISEE RELATIONSHIP 41
E) Some Covid-Related Resources 45

1. WELCOME FROM YOUR GRAD REPS

Another year in the Joint Doctoral Program in Language and Communicative Disorders (JDP-LCD) is upon us and we are excited to welcome all new and returning students to the program! We know that entering each semester (especially when it's your first one!) brings on a slew of emotions (e.g., feelings of excitement, anxiousness, nervousness, hope), so we've attempted to provide you with the most up-to-date, relevant information with this resource to support your transition.

This handbook has been compiled by JDP-LCD students and serves as a companion to the official JDP-LCD Student Handbook. It is meant to be a complementary resource by providing students with more detailed information, including certain topics not covered in the official handbook. Please note that some of the topics covered in this handbook (e.g., grant applications; advancing to candidacy; dissertation paperwork) are *not immediately relevant*—they are pieces of information to save for later. That is why we have the table at the end of this welcome letter, which provides you with a list of the typical activities to plan to accomplish over the course of the program. Everyone will do the activities listed in the top row each year, but we suggest only reading the row that corresponds with the year in the program you are currently in for the remaining relevant information. Each activity is linked to the relevant section in this handbook that will provide you with additional information, including advice, about that activity (although there is more information in this handbook than what is linked in the table; check out the table of contents to see everything this handbook has to offer!).

Please keep in mind that *each person's timeline is a little different*, so review these activities with your advisor(s) to confirm your plan for the current (and following) academic year(s) and ensure that you are on track to meet all academic requirements when appropriate for you. If you do not complete the listed activities following the provided timeline, that does *not* necessarily mean you are behind, failing, missing out on something, doing something wrong, etc.! The table below is merely a visual guideline meant to make you aware of all the required academic activities to complete over the course of your time in the JDP-LCD. You and your advisor(s) will likely modify the provided timeline to better fit your own path.

There is a lot to wrap your mind around while in this program, and it's ok if some things in this handbook and/or that you experience while in the program make you think, "*huh?".* Throughout the program, do not hesitate to reach out to students who are further along and/or us grad reps—we make for great resources and providing support is precisely what we grad reps are here for! The monthly social events that we grad reps organize is a great place for you to connect with us and the more senior students (you'll receive more information about each social event via email), but there's no need to wait until then if you have questions. We are all here to support one another. (:

This handbook is divided in sections and is in a bullet form in many cases for clarity and speed-of-reading. Note that it's always best to verify any information included in this handbook with your advisor(s) as there may be errors, omissions, or changes that we've missed. This is a living document,

so any comments and suggestions for next year's edition are always welcome. (If you become a graduate representative, you can make the edits yourself!)

We hope this handbook will be a useful reference for you, and best wishes for the upcoming year!

Your Graduate Representatives,
Christina, Sophie, Preeti & Emily

Christina Sen: csen7960@sdsu.edu

Sophie Levi: slevi@sdsu.edu

Preeti Rishi: prishi3933@sdsu.edu

Emily Akers: eakers@sdsu.edu

JDP-LCD AT A GLANCE

YEAR	TYPICAL ACTIVITIES
1-5+ (yearly)	• Register for courses at SDSU Fall/Spring and/or UCSD Fall/Winter/Spring (need a total of at least 12 credits across both campuses each semester/quarter) • Buy a parking permit each semester/quarter (buying one at one university guarantees you a pass at the other) • Apply for applicable research funding sources (e.g., Aztec Scholarships, travel grants, F31) • Complete and review your Individual Development Plan (IDP) with your advisor • Work in a lab (e.g., mentoring RAs; logistics to be determined with your advisor(s)) • Attend and/or present your research at local/national/international conferences • Submit manuscript(s) for publication and manage peer reviews (might not apply for year 1)
1	• Get your student ID! • Begin/finish establishing California residency (**REQUIRED** for out-of-state students) • Complete CITI Training • Begin JDP coursework • Lab Rotation 1 (i.e., work on a research project under the guidance of the faculty member you're starting the program with (i.e., your primary advisor)) • "1st year" project (i.e., a research project you begin working on/writing up in your 1st year)
2	• Finish establishing California residency (**REQUIRED** for out-of-state students) • Present 1st year project at Fall Colloquium • Submit 1st year project paper to JDP-LCD office (due ~1 month after Colloquium) • Continue JDP coursework • Begin MA coursework (if doing clinical track) • Lab Rotation 2 (i.e., work on a research project under the guidance of another faculty member other than your primary advisor) • "2nd year" project (i.e., a research project you begin working on/writing up in your 2nd year) • Potentially begin TA/teaching requirements (i.e., 2 semesters/quarters TAships or 1 semester/quarter of teaching full course) • Potentially begin working on integrative paper (IP; you can begin working on this paper following presentation/write-up of 2nd year project)
3	• Present 2nd year project at Fall Colloquium • Submit 2nd year project paper to JDP-LCD office (due ~1 month after Colloquium) • **OPTIONAL** Lab Rotation 3 (i.e., work on a research project under the guidance of a third, different faculty member) • Finish JDP coursework (take grant writing course this AY) • Continue MA coursework (if doing clinical track) • On-campus clinical placements (if doing clinical track) • Begin off-campus clinical placements (in Summer; if doing clinical track) • Begin/finish TA/teaching requirements (i.e., 2 semesters/quarters TAships or 1 semester/quarter of teaching full course)

	● Begin/finish working on integrative paper (IP) and/or dissertation proposal (e.g., F31) ● Potentially (prepare to) apply for NIH F31(will likely serve as written portion of dissertation proposal) ● Begin forming dissertation committee (i.e., discuss faculty member options with advisor(s))
4	Pre-candidacy (complete all JDP-LCD requirements (courses, teaching, 2nd language req) and write and defend (i.e., present) IP and dissertation proposal to advance to candidacy; *must occur by end of 4th year* (i.e., before you enroll in the Fall semester of your 5th year at SDSU)) ● Form dissertation committee (JDP-LCD-2; i.e., ask faculty members to serve on committee) ● (Finish writing and) defend IP ● Potentially apply for NIH F31 (will likely serve as written portion of dissertation proposal) ● (Begin and/or finish writing and) defend dissertation proposal (JDP-LCD-3) ● Finish TA/teaching requirements (i.e., 2 semesters/quarters TAships or 1 semester/quarter of teaching full course) ● Finish MA coursework (if doing clinical track) ● (Finish) off-campus clinical placements (if doing clinical track)
5+	Post-candidacy ● Conduct dissertation project ● Write and defend dissertation (JDP-LCD-5; must defend no *earlier* than in the 3rd quarter (1 year) after you have advanced (the 1st quarter is the one during which you advanced))

2. Who's who?

A) Nomenclature & Affiliations

For administrative paperwork, you may be asked for your department. While our program is called "Joint Doctoral Program in Language and Communicative Disorders," the way you speak about your department slightly differs across campuses. It is helpful to use campus-specific lingo, especially when you are communicating with someone that is not particularly familiar with our program.

- At UCSD, the JDP-LCD is administered through the Department of Cognitive Science. All JDP-LCD-ers share a mailbox in the Cognitive Science Building, room 215. Usually, when you need to complete something administrative at UCSD, it is helpful to tell them that your department is Cog Sci, not the JDP-LCD.

- At SDSU, the JDP-LCD is administered through the JDP-LCD Office housed in the School of Speech, Language, and Hearing Sciences (SLHS). The office is located in the Speech, Language, and Hearing Sciences building. The JDP-LCD has a mailbox in this building, room 222. At SDSU, your department is SLHS.

- The JDP-LCD is affiliated with many departments, laboratories, and centers on each campus. Consult the handbook for more details on the program resources.

B) Program Administration

There are pictures and bios of all faculty members available on departmental websites. There are also lots of different people and divisions that help make the program run outside of faculty members! Useful contacts include those listed below. If you need help knowing who to ask, ask us and/or the JDP-LCD Associate Director.

Useful Contacts:

- Phil Holcomb, PhD (SDSU Co-Director) pholcomb@sdsu.edu
- Seana Coulson, PhD (UCSD Co-Director) – scoulson@ucsd.edu
- Irina Potapova, PhD, CCC-SLP (JDP-LCD Associate Director) ipotapova@sdsu.edu (619) 594-0243
- Reya Gredonia (SDSU, SLHS Administrative Assistant) rgredonia@sdsu.edu (619) 594-6775
- Janet Park (SDSU, JDP-LCD coordinator) jpark@sdsu.edu (619) 594-7746
- Charmaine Lising (UCSD, Grad Advisor) c2lising@ucsd.edu (858) 246-5375

3. ACADEMIC

❖ Rules of thumb:
1. Discuss ***all*** decisions with your advisor(s).
2. **It is your responsibility** to make sure you meet all regulations – not just those of the program, but also those of *both* universities.
3. For questions, consult the JDP-LCD Co-Directors and Associate Director

A) Student Identification

❖ **UCSD** - A student number (or PID), which starts with a capital 'A' will be mailed to new

students after they accept admission. This letter, which comes from the registrar's office, will also have a Personal Access Code (PAC) – a password. This is mailed to the student's home address.

- **SDSU** - You should have already received your RedID/EmplID: This is your student number.
  - You will choose your own password.
  - This information will give you access to just about any SDSU service.

Note: At UCSD, ask Charmaine Lising (c2lising@ucsd.edu) how to proceed to get your student IDs. Make sure - especially at SDSU - that you get a *doctoral student* RED ID/EmplID.

B) Academic Calendars

Registration dates differ between universities! And late registration can mean fines, so make sure you complete the steps to register for classes in a timely manner. For your reference, links to the academic calendars are listed below, but they can also be easily found online (just Google the university name and "academic calendar" or something similar).

- **Complete Academic Calendars**

UCSD: Academic and Administrative Calendar Menu (ucsd.edu)
SDSU: Academic Calendars | University Senate | SDSU

Keep in mind that UCSD uses a quarter system (Fall, Winter, Spring, Summer I, Summer II) and SDSU uses a semester system (Fall, Spring, Summer). Both UCSD and SDSU's Fall and Summer terms overlap (with SDSU's terms starting earlier than UCSD's), but both of UCSD's Winter and Spring quarters happen during SDSU's one Spring semester. That means that UCSD's terms are shorter than SDSU's, which you can sometimes use to your advantage (e.g., you can fulfill your JDP-LCD course and teaching requirements more quickly if you take/teach/TA some/most of them at UCSD) but it will require some planning.

To stay on top of registration deadlines, it's helpful to come up with a rough plan of the classes you want to enroll in throughout the academic year, whether that's at UCSD or SDSU, with your advisor(s) before the SDSU academic year officially starts, even if it's just a plan of which course requirements you plan to fulfill (each term) that year and a couple different courses that you could take to fulfill those requirements. Planning beyond the current academic year can also be helpful, but course offerings do change frequently, so always be prepared to be flexible. Picking out classes for the whole year (with the expectation that things might not go as planned) rather than right before each semester will help you know which registration dates you need to be most mindful of that year. It never hurts to put registration deadlines in your calendar/create reminders for them either. Always at least skim *all* your emails from SDSU/UCSD accounts, too, and specifically keep an eye out for an email from Reya about enrollment. She should send you an email with a link to your enrollment form around the time to enroll in classes each term, which can serve as an additional reminder of registration dates.

C) General Timeline of the JDP-LCD

Keep in mind that your timeline might differ some from the one provided here!!

The JDP-LCD program is designed to be completed in five years, with tuition covered and funding provided during that time. If you decide to extend your time in the program, you will be responsible for covering tuition and securing funding yourself (discuss this with our advisor(s) for more detail).

You are expected to "work in a lab" starting Day 1 and throughout your time in the program. The actual logistics of working in a lab is something for you to figure out with your advisor(s). Students complete at least two "lab rotations," (see *Changing Labs*), typically one per year during the first two years of the program. In each of these rotations, you work on a different research project, which you will write up and present at the JDP-LCD Fall colloquium at the beginning of your 2nd and 3rd year (you'll provide some sort of write-up of the project to the JDP-LCD office about a month after presenting). You will continue to attend the colloquium the following years, but only as audience members rather than as presenters.

You'll be taking courses to satisfy the JDP-LCD course requirements for at least the first two years, if not more. Most students do not take summer courses, but everyone works to some extent during the summertime on their research.

This program also has TA/teaching requirements of 2 semesters/quarters of TAships or 1 semester/quarter of teaching a full course. These requirements are typically fulfilled in the third/fourth years of the program and you can TA/teach courses at UCSD and/or SDSU and at any point during the year, including summer terms. These requirements must be fulfilled before you can advance to candidacy (i.e., complete a necessary step to graduate). More details about TA-ing/teaching can be found in the *Teaching Assistantships/Teaching Opportunities* section.

In your third year, you'll likely start focusing on writing your integrative paper (although you can start working on this earlier) and/or your dissertation proposal (more information on both of these here). Dissertation proposals often take the form of an NIH F31 grant application (more information on that here). In order to officially advance to candidacy, you will need to "defend" (i.e., present) both of these documents to a panel of 5+ faculty members that have agreed to serve as members of your dissertation committee and whomever else that wants to hear you present. This presentation must occur before you start your 5th year in the program (Fall semester).

No less than a year after advancing to candidacy, you will defend your dissertation in order to officially complete your PhD and graduate! You may choose to view this presentation as a victory lap, or a celebration of all you've learned and accomplished as a student. During the year leading up to your dissertation defense, you'll be actually conducting and/or writing up your dissertation.

If you decide to pursue the "clinical track" (i.e., obtain education and training to become a licensed speech-language pathologist; see *The "Clinical Track"* section for more details), you typically satisfy any prerequisite courses in your first two years, begin taking the MA-SLP courses in your second year, begin your clinical training experiences in your third year, and complete all clinical courses/training in your fourth year. All of these courses/training are done *in addition to* your doctoral courses/training,

and are a privilege, so you will have to factor that into your timeline and cannot let your doctoral commitments fall to the wayside.

There are also activities you'll be expected to complete every year throughout the program, including attending/presenting at conferences, submitting your papers for publication and managing peer reviews, mentoring research assistants (RAs), among others determined by you and your advisor(s). Note that you might not be expected to submit a paper in your first year, and the timelines for these activities are highly variable. Discuss expectations for these activities with your advisor(s).
Events like the annual JPD-LCD Colloquium, presentations of IPs and dissertation defenses may take place in a hybrid or virtual format.

D) Individual Development Plan (IDP) and Annual Review

All JDP-LCD students are required to complete an IDP early in the fall during each year of the program. An IDP is an individualized document that outlines a graduate student's career goals and helps manage short-term steps to completing those goals throughout graduate training. An IDP is created by the graduate student along with their advisor and faculty mentors. The IDP is designed to be a useful tool in determining what you need to accomplish in order to reach your career goals. In addition, it facilitates communication between yourself and your advisor, so you can both determine the best plan of action for you to succeed. The deadline for completing this will be announced to you beforehand. Make sure you schedule an appointment with your advisor in advance of the deadline, so you can go over your IDP together.

The following is the site we use to create an IDP: Home Page (sciencecareers.org)

Here are some thoughts on how to make the IDP the most impactful experience possible:

- Consider your goals for the upcoming year, what would you like to get done? What are the program requirements?
- Consider what will build out your skill set for the specific environment you'd like to work in.
- Ask your mentor about their expectations, what do they expect of you in the next year? What do they think will help you the most?
- Consider goals in teaching, research, presentations, etc, but don't forget to think of other areas like professional development or personal growth.
- Take a look at the career sections and talk about them with your advisor, are there any skills that you'd like to focus on? Is there anything that you'd like less focus on?

In addition, every year, we are asked to complete an annual review where we detail all the things we accomplished in the past year. This document includes projects, lab rotations, presentations, funding sources, and any publications. It also includes documents like IRB approvals and syllabi for classes we have TA'd for/taught. Reya usually sends out the documents to be completed early in the Spring semester at SDSU. After you complete them, you can review your comments with your advisor(s) and then it is sent to the Executive Committee (EC) to review. Afterwards, they give you comments on your progress so far and any recommendations. This process is to help keep us accountable and help best prepare us for our future careers.

The annual review can seem daunting, but it's a great opportunity to reflect on, realize, and celebrate all that you've accomplished over the course of the academic year. It's also a great opportunity to do some adjustments of your expectations by seeing how many of the goals that you had set for the year in your previous annual review that you actually ended up accomplishing. It also forces you to come up with a plan and set some goals for the next academic year.

To make the review less time consuming, keep your CV and the "JDP-LCD Milestones," "Presentations," "Publications," and "Funding Applications" tabs of your enrollment form as up-to-date as you can (update them periodically throughout the year rather than waiting until the annual review to do so).

F) The "Clinical Track" Option

It may be possible for a doctoral student to obtain academic and clinical training in preparation for the American Speech and Hearing Association (ASHA) Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) or complete a clinical fellowship year (CFY) concurrently with doctoral studies. First and foremost, discuss this possibility with your advisor. After you have discussed this possibility with your advisor and received their approval, entry into the clinical training program requires consultation with the JDP-LCD Clinical Coordinator/Associate Director and the approval of the SL Division faculty and the availability of openings in the clinical program. It should be noted that unless you are paid off a grant that has funds for clinical coursework, it is your responsibility to pay for those additional units each term (fall, spring, and summer). SDSU typically covers 6 units per semester in tuition costs. If you have completed your JDP-LCD course requirements, it is possible that 6 clinical course units could be covered through SDSU. See the JDP-LCD Clinical Coordinator/Associate Director for more details. Depending on how many units you are taking, this could amount to as much as $3,000+ per semester for 2 years. The full commitment of the clinical track involves fulfilling all MA courses, 3 semesters of adult/pediatrics internship, 2 semesters of adult/pediatrics externships, and taking the PRAXIS; depending on your specific timeline, the CF may also be possible. These requirements can (and should) be stretched across your doctoral studies so that you are still meeting JDP benchmarks.

Prior to officially beginning clinical training, you may take some of the MA courses in your 1st and 2nd year (e.g., SLHS 607, 609A/B, 613, 614) which may help to lighten your course load. You may also need to take prerequisite classes (e.g., SLHS 511) to satisfy MA admission requirements. The JDP-LCD Clinical Coordinator/Associate Director will work with you to balance your course schedule with your JDP requirements.

Once you officially start the clinical track, you will complete clinical internships at the SDSU Speech-Language Clinic, including both diagnostic and treatment practicums. Then you will complete semesters at off-campus externships, which will be arranged by the Clinic's placement coordinators. Through these experiences, you will complete the required 375 hours of direct client contact.

After you finish the MA courses, internship, externship, and PRAXIS, you will be eligible to begin your CF. You may either complete the CF during the doctoral program at the SDSU Clinic, or post-graduation; connect with the Clinical Coordinator to learn about these options.

Example timeline:

3rd year			4th year		5th year/Post-grad
Fall	Spring	Summer	Fall	Spring	
-3 MA courses -SDSU Tx practicum -SDSU Dx practicum	-3 MA courses -SDSU Tx practicum -SDSU Dx practicum	-1 MA course -SDSU Tx practicum -SDSU Dx practicum	-2 MA courses -Peds externship	-2 MA courses -Adult externship -PRAXIS	-CFY

Please note that the MA-SLP students are required to complete a "portfolio" at the end of their graduate program as a culmination of their work and previous class projects. This portfolio assignment is <u>not required</u> of JDP-LCD students completing the clinical track.

G) Changing Labs

Lab Rotations

Rotating labs is a requirement for the program. You will rotate in at least two labs. Each rotation involves working with a different faculty member/in a different lab in some way. This looks different for every student/faculty member/lab depending on what your personal needs and goals are, so you will work out these logistics with your advisor(s). In some cases, students work solely with/in the lab of the faculty member whose lab they are rotating in. In other cases, students continue to work with/in their primary advisor's lab while working with/in the lab of the faculty member whose lab they are rotating in. Sometimes the faculty member whose lab they are rotating in becomes the student's primary advisor, sometimes they become a secondary, co-advisor, and sometimes they are just a temporary collaborator/advisor.

All faculty members and their research interests are listed in the Handbook and on the JDP-LCD faculty web page (https://slhs.sdsu.edu/phd/faculty/). Browse the list, and discuss your choice(s) with your advisor or with the JDP-LCD Co-Directors/Associate Director. It is important to consider your advisor's recommendation and the recommendations of the faculty member with whom you are rotating when making your selection.

Changing Labs/Advisors (for reasons other than lab rotations)

Should you want to change labs and/or advisors for personal and/or professional reasons other than lab rotations, meet with the JDP-LCD Co-Directors and Associate Director or an Executive Committee Member to discuss the issue. Changing labs and/or advisors is definitely possible; don't let an unfortunate or uncomfortable situation become worse. See the Appendix for information on cultivating a rewarding advisor/advisee relationship.

H) Teaching Assistantships/Teaching Opportunities

- You are required to TA twice or teach one full class.
- Students usually do not TA before their third or fourth year (but it is possible–discuss this with your advisor if you're interested in getting a head start).
- You may TA/teach at UCSD or at SDSU. You may teach a full course at UCSD only if you have already advanced to candidacy. You can TA at UCSD at any time. Note, that TAships at UCSD are paid (well!) and those at SDSU typically are not.
    - If you TA at UCSD, please inform the JDP-LCD Co-Directors and Associate Director at SDSU
- In-department students have priority over JDP-LCD-ers in the attribution of TAships (this is more relevant at UCSD, where there might be opportunities to TA in Cognitive Science, for example, or Psychology; at SDSU, we tend to TA for undergraduate communication disorders courses). Usually, postings for TAships are emailed when unfilled by in-department students and the UCSD Student Services Advisor will send out an email each quarter via the SLHS listserv with information about when the UCSD TA application portal opens. Note that the Human Development Sciences (HDS) at UCSD does not have its own graduate students and so is a great way to get TA experience. The current contact to be added to their list is Alia Welch Partida (alia@ucsd.edu or HDSciences@ucsd.edu). You can also contact Janice Feng in the Psychology department at UCSD for available TAships (jaf004@ucsd.edu). To be added to the Cognitive Science department at UCSD's list of available TAships, contact Charmaine Lising (c2lising@ucsd.edu). You might also find positions by reaching out to other departments directly and inquiring about available positions.
    - Note that if you apply to TA at UCSD, they will *not* notify you if you do not receive the position. You must follow up with them yourself to receive any updates and the deadlines for applying to TA are long before the quarter starts. Reach out to them early and often so that you know if you need to apply to TA for a later term and don't miss your chance to do so.

I) Mentoring

From the moment you begin the doctoral program, you'll be expected to work with undergrads and/or master's-level students in the lab. Since you're a doctoral student, expectations will be different for you. This can seem surprising, especially since the people you'll be working with probably have been around the lab a lot longer than you, are familiar with the experimental set-ups, and essentially already know the ropes. So don't be surprised when you realize that for the first few months, actually, you'll be the one being mentored!

If you're working in a lab based at UCSD, undergraduate students can register for what's called a 199 to receive course credit for doing research. Most departments related to our field (although not linguistics) offer this course code. Students can register to do 5 or 10 hours per week of research and receive 2 or 4 units of credit accordingly. Undergraduate research assistants are typically the responsibility of the graduate student and as such it will be up to you to set up their schedule, train them on how to run subjects, etc. It is a great way to gain research-related leadership experience.

At SDSU, students can enroll in SLHS 595/795 (or PSY 499 if your advisor is in the Psychology Department) for up to 3 units of research credit, which translates to roughly 10 hours of lab time each week (3 units = 10 hours, 2 units = 7 hours, 1 unit = 5 hours). In order to enroll for credit, they will need to receive approval from the faculty member responsible for the lab. Additionally, some students choose to volunteer their time.

Graduate students can really benefit from research assistants' help, so it is worth your time to develop working relationships with the research assistants in your lab. Though your responsibilities as a mentor are roughly the same across labs and campuses, it is also a good idea to discuss mentoring with your advisor.

J) Human Subjects/Institutional Review Board (IRB) Information

First things first: CITI Training
In order to be allowed to conduct research with human subjects, you will need to obtain training in how to ethically conduct research with human subjects. Training is provided through the CITI Program. Certification is valid for a certain number of years, and you will need to stay current in your human subjects research training throughout the program, so might have to renew them during your time in the JDP-LCD. *You will need to complete the online tutorials for both campuses:*

- SDSU: Human Subjects | Research | SDSU
- UCSD: Research, Ethics, and Compliance Training | CITI Program
- The login info you create and use for UCSD's tutorial is what you use for UCSD's online IRB process. After you login for the first time, you can create a new password.

All research must be approved by theIRB.You will be asked to submit to the JDP-LCD Executive Committee (EC) the documents showing IRB approval for your yearly review. When you propose your dissertation, you'll likely need to obtain IRB approval for your research as well. IRBs at each university have their own intricacies, so discussion of IRB is beyond the scope of this handbook, but additional information is available in the JDP-LCD Student Handbook. Most senior JDPers have gone through the process of obtaining IRB approval as well and are happy to help you out if you reach out to them! Your advisor(s) are also great resources for this.

Here are the links to the respective IRB portals:

- SDSU: access vIRB via infoEd: Human Subjects | Research | SDSU
- UCSD: Human Research Protections Program: UCSD HRPP Home
- SDSU/UCSD Joint IRB: Human Subjects | Research | SDSU

K) Advancement to Candidacy

You must advance before the end of your fourth year (i.e., the last day of summer term based on UCSD's calendar, before you enroll at SDSU for the Fall semester of your 5th year) which means that you should have a clear idea about what areas will be the focus on your dissertation and a "working list" of JDP-LCD faculty and outside program faculty you are considering for your dissertation

committee. Keep this need for a committee in mind as you take classes in your first through third years—think about whose style and feedback is most helpful to you, and make an effort in their classes so you feel comfortable asking them when it comes time. This committee will provide the feedback and evaluate your (a) integrative paper and dissertation proposal, which are required for advancing to candidacy (see below for more detail), and (b) your actual dissertation at the end of your tenure in the JDP-LCD.

By the beginning of your 4th year, you and your advisor will need to determine your timeline for advancement (integrative paper and dissertation proposal) and discuss the professors you are considering to be on your committee. Choosing people to be on your committee is the first step, and conveniently, the first JDP-LCD form that needs to be submitted (the JPD-LCD-2). Discuss with your advisor(s) BEFORE contacting any committee member. Your advisor will guide you in making these choices. Note that faculty members from both campuses must be included on your committee, and that an outside member might need to be approved by the program.

Once you have every committee member's approval, the JDP-LCD-2 is submitted to the UCSD Graduate Advisor (see Handbook for more details). Typically, your committee should be formed and approved early in the Fall semester of your 4th year.

The advancement process includes writing and presenting an integrative paper (IP) and your dissertation proposal; if you and your advisor set things up well, your integrative paper gives you an opportunity to critically review the literature needed for your dissertation (although it is possible to write the dissertation proposal before you write your IP, especially if you are planning to convert a grant application into your dissertation proposal). Your IP is potentially publishable, and it can be something like the first chapter of your dissertation. The IP topic should be discussed with your advisor as soon as possible (keeping in mind that you're probably not working on it until Year 3 or so). Perhaps the hardest part of the whole process is finding a suitable topic that is neither too broad nor too narrow, but is still interesting and suitable for an IP (the same can be said for a dissertation proposal). The IP is a ~30-60-paged document where you integrate two literatures to investigate a theoretical question or revisit a literature to shed new light and reach novel conclusions on a theoretical question. However, there are very few requirements for the IP outside of it being a document that demonstrates your integration and critical-thinking abilities and knowledge of the literature. Examples from previous years are available through your advisor (or other JDP-LCD faculty) or the JDP-LCD Office. It's useful to read through at least one example and to speak with others who have already written/defended their IP about how they approached it and what worked for them. It is important for you and your advisor to establish the expectations you two have for the IP as well (e.g., do you plan to publish it? where are you trying to further your knowledge?); your approach to writing the document will likely vary depending on your goals for it.

Once you have a committee, it's a good idea to intermittently remind them of your existence between the time that you ask them to be a member and the day they receive a copy of your integrative paper in their mailbox. Remember that these people are busy and are capable of forgetting that they agreed to be on your committee several months earlier. The sooner you can get them a tentative schedule, the sooner you can find out if there might be conflicts coming down the road. This is especially true if you're planning on defending one or both of the papers during the summer. Many faculty are not

around, sometimes for the entire summer, and a case of "out of sight-out of mind" may be more probable. So don't worry if you think you're harassing them, just do it. Send them semi-regular emails even if it's just to say, "I'm working on this section of the (fill in the blank) paper." They probably won't respond but they will be reminded that they are part of your committee and that really is the point. Asking your committee members how involved they want to be in your IP/dissertation proposal writing/revising process is also something to consider. You don't want too many cooks in the kitchen giving you advice, but some faculty members like to have a more involved role and will appreciate you extending them that courtesy. Asking them this question is another way to remind them that you're alive and working on a project that they're involved in to some extent.

The dissertation proposal takes the form of a grant proposal; you are proposing to complete multiple studies that investigate a specific theoretical question. This is why it is a good idea to apply for the NIH F31 in your 3rd or 4th year. This application can easily be converted into your dissertation proposal. The dissertation proposal document (but *not* a full NIH F31 grant application) is shorter than the IP, about 15 pages. Depending on the type of dissertation you will write (staple or traditional; see Official Handbook for more details on that), your proposal may take a different form. Make sure you and your committee are clear on what should be included in the proposal. Consider grant deadlines, too, when planning your timeline – ideally, you'd like to submit the proposal and see if someone wants to be nice and give you money, right?

The next step after writing each document (or when nearing the end of writing the document) is to pick a defense date. A defense is an oral presentation followed by a Q&A session (public and private with your committee). It is your chance to show what you know, and clarify any points that the committee might have questions on.

There are two defenses before you advance: one of your IP and one of your dissertation proposal. It is important to select dates and times for each defense that all members are able to attend. Note, it is possible to have committee members Skype/Zoom into either your IP or dissertation proposal, BUT remember that it is necessary to get signatures from **all** committee members on the JDP-3 form after your dissertation proposal defense. Please keep that in mind when discussing dates with your mentor and committee members. Once you and your committee members have agreed on these, you should inform the JDP-LCD Co-Directors and Associate Director. You're expected to submit copies of each paper to each of your committee members (at least) two weeks before the defense and to email the JDP-LCD Associate Director an abstract of the paper along with a defense location, date, and time at least three weeks before your defense; this abstract will be emailed to other JDP-LCD and SLHS students, faculty, and staff who may be interested in attending (note: there are templates for these from the JDP-LCD Associate Director).

After your IP defense, you go on to finish writing/revise your dissertation proposal and prepare for the dissertation proposal defense. The IP defense and dissertation proposal defense should be scheduled a minimum of 7 days apart. There is no graduate form to be signed after your IP defense. Following the successful defense of your dissertation proposal, the JDP-LCD-3 is to be signed by all committee members, JDP-LCD co-directors, and yourself, usually via AdobeSign.

Defending the IP and dissertation proposal by the end of your 4th year is a requirement of the program. However, if for some reason you don't defend both of these documents by then, your UCSD student

account will be put on hold. This means that no registration for the Fall semester will be possible due to your hold (which, if you are an international student, may flag you in the SEVIS database upon re-entry to the USA). Also, it could have financial repercussions if you're someone that the program is paying through the summer (not everyone) because you can't pay someone whose account is on hold.

L) Completing Your Dissertation: Tips on Navigating the Bureaucracy

"The final preparation and submission of your dissertation is an important, but not impossible process."
-UCSD Office of Graduate Division

I. **Preliminary considerations**

- Make sure that you are enrolled in SLHS 899 (Dissertation) at SDSU and dissertation units under a chair or committee member at UCSD during the term in which you wish to graduate.
- The first step toward graduation is to file for graduation through your my.sdsu.edu account. Filing deadlines are strict, *with no late filing accepted*, and usually fall early in the term (usually last day of schedule adjustment). There is a $100 filing fee.
- There is no analogous application for the graduation process at UCSD until your preliminary GEPA meeting (see below); you'll receive instructions from UCSD as you set these meetings.
- How much will it cost? The following table summarizes the costs and fees that you might want to plan for:

What	When	How much
Filing for SDSU Graduation now electronic only through your my.sdsu.edu account.	Early in the semester in which you intend to graduate	$100
Paper copy no longer required by SDSU Graduate Division. Present to Grad Division: 1 copy of title page, 1 copy of signature page, certification of completion of *Survey of Earned Doctorates* (submitted to UCSD); and JDP-LCD-5 with original signatures. Submit dissertation to Montezuma either on flash drive or online. You may need additional copies of signature page if more than 1 bound copy of dissertation (for the Library) is ordered for chair and committee members. Copy of dissertation for SLHS will be printed in-house from electronic copy that you email to the JDP-LCD office.	After uploading final dissertation to Proquest (UCSD)	$.10 per page; $.40 per page for color. UCSD bookstore prices are comparable to office supply stores

SDSU: Montezuma Publishing dissertation binding charge	After your final document gets turned in at SDSU	Contact Montezuma Publishing for pricing information (http://www.montezumapublishing.com/)

*Amounts based on 2019 information. See Ph.D. Dissertation Publication Steps for details.

II. Preparing your document

- Your dissertation must be formatted to meet UCSD's requirements. You do not need to worry about SDSU's dissertation formatting requirements.
- Before you even think about starting your document, read UCSD's Dissertation Formatting Manual. Save a copy of it on your computer; you will refer to it often.
  The manual can be found at: https://grad.ucsd.edu/academics/preparing-to-graduate/dissertation-thesis-submission.html
- Set your document configurations (page margins, indents, etc.) before you start writing your document; it will be easier than changing settings later.
- Miscellaneous tips:
  - Become familiar with Page Break and Section Break commands in your word processor; this will be helpful for setting up page numbering.
  - If you have a table or figure on a page with landscape orientation, you may need to create a text box for an appropriately-oriented page number.
  - Become familiar with how to set up your table of contents and lists of figures/tables so that they will automatically update the page numbers.
  - Consider using software such as Reference Manager or Endnote to deal with your references and bibliography. RefWorks is available through UCSD (web-based manager).
  - Although the UCSD Dissertation Manual provides guidelines for formatting graphs *and* figures, you are not required to call your charts and graphs "graphs." You may call them "figures," as is typically done in our literature, and format them accordingly.
  - If you are going to use any pre-published, submitted, or in-press material in your dissertation, you must obtain advance notice from the publisher and your co-authors. This may take some time, so begin early. More details can be found in the UCSD dissertation manual.
    - This includes any coauthors who have *left the lab or program*.
  - Save your document each day, and in multiple locations!
  - Keep your eyes open for emails regarding formatting seminars
  - Schedule your preliminary meeting with UCSD GEPA ~2 weeks prior to your defense. They will go through your dissertation with you and let you know what changes are necessary at this time. They're nice, don't be scared!

III. Defending your dissertation

- Before your defense:
  - The JDP-5 form must be routed electronically. You'll be asked to fill out the names and emails for your advisors and you'll send this form to the JDP Co-Directors and Associate Director. They will route the form to the committee AFTER your defense.

IV. Submitting your document

- A minimum of 2 meetings with UCSD's GEPA are required to submit your document and paperwork. You will participate in both of these meetings before taking anything to SDSU. As of Summer 2024, only the preliminary meeting is via Zoom and the final meeting is a placeholder to make sure you submit your documents before the quarter deadline.
- Preliminary GEPA Appointment:
    - This meeting can be scheduled as early as 2-4 weeks prior to your defense, or shortly after your defense. It is important to have a close-to-final and fully-formatted document before this appointment.
    - The meeting will take approximately 30 minutes.
    - Submit a complete fully-formatted copy of your dissertation before this appointment. You will review this copy during your meeting, but not officially turn it in. You will submit this via Proquest.
    - During the meeting, the GEPA Academic Affairs advisor will check your academic status and the formatting of your document—page by page. Make sure that you have followed the dissertation formatting manual.
    - You may also be prompted to complete exit surveys, including the "Survey of Earned Doctorates."

- Final GEPA Appointment:

    - As of Summer 2024, you do NOT meet with GEPA again. This meeting is only a placeholder. This meeting should be scheduled (after the initial GEPA meeting) to take place once you have successfully defended and have a final document. This meeting must be held on or prior to the last day of the term at UCSD.
    - As of Spring/Summer 2024, these meetings are still happening virtually.
    - Forms you will need before your final appointment:
        - Your completed dissertation (with all edits). You will likely receive (formatting) edits from GEPA as well.
        - Co-author letters (submitted via Kuali).
        - Your embargo form (signed by you and your advisor).
        - A completed final signature form (different from the JDP 5).

Currently, UCSD is doing both its preliminary and final meetings virtually. So they use a system called Proquest where you schedule your prelim meeting and upload the draft of your thesis prior to your scheduled time. You then have this meeting, where the GEPA person goes through your draft and tells you all the things you need to change. There currently are no final meetings, as it all happens virtually. Instead, you upload everything (final thesis, embargo form, JDP-5, etc) to the proquest site prior to your assigned date, and wait for confirmation that it all looks okay.

After UCSD has fully approved your document, you will communicate that with SDSU via a Google form. These publication steps are outline here: https://grad.sdsu.edu/current-students/doctoral-programs-phd-dissertation-publication-steps

✓ **Overview of steps to graduation:**

What	When
1. Enroll in dissertation: SLHS 899 (SDSU) and XXXX 299 (UCSD)	In the term in which you wish to graduate
2. Apply for SDSU graduation through my.sdsu.edu.	Early in the term in which you will graduate. Check your my.sdsu account and https://grad.sdsu.edu/ for deadlines
3. Fill out the JDP-LCD-5 template to share with with the JDP-LCD Co-Directors and Associate Director before your defense.	As soon as you know your defense date and title of your dissertation.
4. Schedule Preliminary Appointment with UCSD GEPA.	2-4 weeks prior to your defense, or soon thereafter.
5. Defend your dissertation.	Preferably with enough time left in the term in case you need to make any changes to your document before submitting.
6. Upload your dissertation to UCSD electronically.	When you have a final document; preferably one day prior to your Final Appointment at GEPA.
7. Schedule/Attend Final Appointment with UCSD GEPA.	After you have successfully defended your dissertation.
8. Follow SDSU publication steps.	After UCSD GEPA has signed off on your paperwork at your Final Appointment.

v. Important Contacts:

UCSD Graduate Education and Postdoctoral Affairs (GEPA)
http://grad.ucsd.edu/
Student Services Center 402
(858) 534-3555
Norienne Saign, Asst. Director of Grad. Academic Affairs
(858) 534-3709
nsaign@ucsd.edu

SDSUCollege of Graduate Studies
http://aztecgrad.sdsu.edu/gra/Default.aspx
SSE 1410
(619) 594-5213
Pat Walls, Handles JDP-LCD program for SDSU
(619) 594-2309
pwalls2@sdsu.edu

Montezuma Publishing
http://www.montezumapublishing.com/HOME/CONTACTUS/tabid/164/Default.aspx
Located in the former Industrial Technology Building (across from GMCS)
(619) 594-7551

4. REGISTRATION

A) What Courses to Take

- Discuss/decide this with your advisor (not all courses are offered every quarter/semester/year, beware).
- Prioritize required courses (our recommendation).
- Ask other students what classes they have found most helpful!
- Refer to the "Class syllabi" folder in the "JDP-LCD: current student folder" shared Google Drive to see what topics courses have covered in the past

B) Number of Units per Quarter/Semester

- Consult the official handbook and letters sent by the program and the JDP-LCD Co-Directors/Associate Director for the details on how many units to register for.
    - Typically, students enroll in 6 semester units at SDSU each term, which allows you to take ~10 quarter units at UCSD, as 12 units are considered full time at SDSU and you may not exceed 15 semester units per term without prior approval from the JDP-LCD Co-Directors/Associate Director (a full time load is computed from both campuses combined).
- Sign up for research units (dummy units) to complete the required number of units per campus if the course units aren't enough. Ask your advisor and/or Ashian Nuristani (UCSD) or Janet Park (SDSU) for the details. Sign up for dummy units as pass/fail.

C) Summer Registration

You do not need to register for summer units unless you are taking summer classes (such as MA-SLP courses for the clinical track option) or plan to graduate in the summer term. In general, the student must pay for summer registration because the program does not receive SDSU fee support. However, please advise the SDSU Co-Directors of your plans for summer graduation early in the Spring semester and the program will inquire about possible fee waivers for you.

D) Registration Systems

Note: Although each system lists available classes, you may also check departmental websites for course listings. Especially at UCSD, these sites may post their course offerings sooner than the registration system.

❖ **UCSD**

TritonLink WebReg (https://act.ucsd.edu/webreg2)

- Under "Classes & Enrollment" at the top of the page, click on "Schedule of Classes."
- If you need research units and your advisor is at SDSU, ask Charmaine Lising for help.
- Remember, graduate-level classes are 200+.
- Deadlines: See Academic Calendar.
- Note: You need to register for three quarters: Fall, Winter and Spring

❖ **SDSU**

my.sdsu.edu (https://sunspot.sdsu.edu/schedule/myregistrationinfo)

- You might need an add code to register for a class. If so, contact Reya Gredonia.
- There is extra paperwork if you are doing an Independent Study. Contact Reya.
- Remember, graduate-level classes are 600+.
- Deadlines: See Academic Calendar.
  - Note: You need to register for two semesters: Fall and Spring

5. EMAIL, WEBSITES, COMPUTERS, LIBRARIES

A) Email

You should obtain an email address from both campuses. (See information in the Handbook.)
If you have multiple email addresses, you may find it helpful to forward incoming mail to a single address.

B) Websites

- Each campus offers to host a website for its students. Use the same contact information for email to get started on your own website.
- As you may know, all JDP-LCD-ers are listed on the JDP-LCD website. There is a short bio on each of us included. A yearly update is scheduled in October. Incoming students are added in the fall semester.
- Most courses at SDSU and UCSD use Canvas for communication, assignments, and other student-instructor interactions.

C) General Computer Information

- Through UCSD or SDSU, you get a Microsoft Office 365 subscription free! After your UCSD login/email is set up, go to http://acms.ucsd.edu/students/software/ and search Microsoft Office 365. This can also be done with your @sdsu.edu email address.
- Your SDSU and UCSD addresses also function as GSuite Accounts (https://it.sdsu.edu/help/google).
- Wireless networks on campus: Both campuses offer free wireless connections to students. See Academic Computing Services at UCSD (http://acs.ucsd.edu) or Academic Computing (Rohan) at SDSU (https://library.sdsu.edu/computers-technology/web-hosting#start-content).
- SDSU's Student Computing Center offers technical support, remote access, and training (workshops on various topics and for different levels): https://library.sdsu.edu/technology
- CRL has a handbook with information on computer setup, software, and video/sound editing, among other things (crl.ucsd.edu/handbook/). The Software page also has links to download software: http://crl.ucsd.edu/software/. Consult the CRL website before contacting the CRL staff. You can subscribe to mailing lists (for talks, for instance) on the CRL website.
- Training at UCSD is offered through the Libraries. See under *D) Libraries* below for detail.

- Photocopying: Copy cards are available in the libraries (both campuses). Imprints offers copying and printing services at UCSD. For information on how to get a photocopying card and/or on Imprints, see: https://blink.ucsd.edu/facilities/tritonprint/contacts.html#Locations-and-Hours
  Printing: You may use your lab's printer if the director allows you to. There are special printers on both campuses for posters. At SDSU, you can print a poster at the library for $40—and this center is generally open 24/7. UCSD offers printing services all around campus via their Wēpa system (https://blink.ucsd.edu/facilities/imprints/wepa.html). UCSD's large format printer (https://blink.ucsd.edu/facilities/imprints/printing/large.html#-Place-your-order.) can be used for poster printing. Users with ACS instructional (student) accounts may access the printer as they would any other fee-for-service (laser) printer. Be sure to set up a real-money Laser Printing Account at the ACS Account Services Office before you try to print to cplot1. You will need to request the "Premium" print option for your laser account in order to use cplot1. You can print your poster from an on-campus computer lab very easily, from PowerPoint (or other applications). Additionally, UCSD allows you to 'install' their poster printer on your computer, which allows you, in turn, to send your poster for printing directly from the application you use. You'll need to set up an account with Academic Computing Services and deposit money into the account, and install the printer on your computer. Then, to print a poster, VPN yourself and File Print your document from your application. The fee (typically less than $20) will be deducted from your account. Other options are available, check the ACS website. Before you print to the large format printer, be sure to read all instructions on the website above, and send your print job to the "non-printing" queue. You will then receive an email with a pricing quote for your job, and an image of what it will look like, so that you can check that it looks ok before you print the poster. Once it's printed, you are responsible for the charges, whether it came out right or not!

Also, read the CRL Handbook for help on creating and printing a poster (see the CRL website). For instance, PowerPoint has a maximum width that you need to be aware of. Lastly, make sure you set your page settings AND your printer settings to the right dimensions (say, 42 by 60 inches) for your print job to look good.

The CPLOT printer has minimal tech support, which can be frustrating when things are going wrong. SDSU also has two poster printing options which offer more support. A large format printer is available in the library (LL 146). The service costs $40 and is useful for short deadlines.

If you have more time, you can print for **FREE** via ITS. An SDSU faculty member must be one of the co-authors and you must get it to ITS at least two weeks in advance. For more information, see https://its.sdsu.edu/services/graphic-design/poster-sessions

- Online Course Materials
  UCSD's Canvas: https://canvas.ucsd.edu/
  SDSU's Canvas: https://sdsu.instructure.com/

- Other stuff you might want to know about
  CRL and ACS (UCSD) both freely offer some software programs. Check their websites.
  Secure Shell (SSH): http://www-acs.ucsd.edu/info/ssh_clients.php
  VPN: http://blink.ucsd.edu/technology/network/connections/off-campus/VPN/index.html
  Sophos Free Anti-Virus:
  http://blink.ucsd.edu/technology/security/network/standards/resources.html

D) Libraries

- SDSU and UCSD offer privileges to doctoral students. The regulations and services to doctoral students are listed on the website of each library.
- General Information for Students (SDSU): https://library.sdsu.edu/help-services
- UCSD has several important libraries and you may end up visiting several of them. They are listed on the main website (http://libraries.ucsd.edu).
- UCSD Libraries offer workshops (library-related or not) that may be of interest. Registration required. More information can be found here: https://library.ucsd.edu/visit/library-workshops/index.html
- Useful search tools:
  www.google.com/scholar is a search engine dedicated to scholarly resources.
  Tips: You can define your preferences on the homepage to include direct links to articles via UCSD and/or SDSU (under 'Library Links') and ask Google Scholar to show links to import citations in the format you choose (EndNote, RefWorks, etc.). RefWorks has an online version that is free of use via UCSD. Ask a librarian.
  If you access Google Scholar through the UCSD VPN, you will have access to all the journals subscribed to by UCSD, even from home.
  https://vpn.ucsd.edu

  Similarly, you can log in to the SDSU Library and access numerous articles/journals

6. HOUSING

- SDSU began to offer limited housing for graduate students in 2023 onwards through Sanctuary Suites. During the 2024-2025 academic year, about 16 rooms were available for graduate students. More information can be obtained from visiting the above link or by emailing sanctuarysuites@americancampus.com.

- UCSD offers housing for graduate students. You must qualify for housing. See the link below for the details https://hdhgradfamilyhousing.ucsd.edu/.

- UCSD Affiliated Housing comprises several apartment complexes including One Miramar, Mesa Nueva, Nuevo East, Nuevo West, Mesa Residential Apartments and Coast Apartments.

- UCSD Housing is extremely popular (practical, near UCSD, etc.). There are waitlists to be offered a place in Housing. The estimated waitlist duration for each apartment community is between 4 months to 2 years. Put your name on the waitlist ASAP regardless – you can turn

down an offer twice without being kicked out of the waitlist, but you won't move up in the listings until you register.

- If you were offered a SHORE offer with your admission offer, then you have a room in one of the graduate housing apartments waiting for you. You will have UCSD housing for the entire duration of your PhD. Follow the directives in the offer to accept it.

- The other options to live in affiliated housing at UCSD are 1) find someone already living there who is looking for a roommate; 2) Put yourself on the waitlist. You will eventually receive an offer for one of the complexes.

- Where else to live (UCSD's Off-Campus Housing): http://offcampushousing.ucsd.edu/. There are also number of Facebook pages that you can join to learn about available offers:
    - UCSD Student Off-Campus Housing
    - HDH Grad and Family Housing

- JDP-LCD students (and other grad students from UCSD and SDSU) also live in a variety of San Diego neighborhoods, including Clairemont, La Mesa, Normal Heights, North Park, Ocean Beach, Pacific Beach, South Park and University Heights—but there are plenty more. Feel free to reach out to us to get a sense of how we picked where we chose to live. You may also join Facebook pages such as follow to learn about housing close to SDSU:
    - San Diego State University (SDSU) Housing, Sublets & Roommates

- There are also a number of Facebook pages that you can join to buy free or reduced furniture:
    - UCSD-USD-SDSU FREE & FOR SALE

** Note: You must be a full time student to qualify for Housing at UCSD. Although JDP-LCD-ers are full time students, we are only registered part-time at UCSD. Every quarter, you will have to prove your full time status to Housing by presenting a copy of your SDSU schedule or another document, depending on the Housing office you are dealing with.

7. ATHLETICS/RECREATION

- UCSD

  Free access to gyms and weight rooms. Two gyms: Main and RIMAC. Recreation Classes: Enroll for them at the beginning of each quarter (these fill up fast so mark in your calendar when the registration period opens!). These classes are free for JDPers. List and schedules are available online and/or in the Recreation catalog (available on campus and at the gyms shortly before a quarter starts), as well as in their downloadable app. For water sports, check out the Mission Bay Aquatic Center (info on the Recreation website). http://recreation.ucsd.edu/ and http://athletics.ucsd.edu

- SDSU

  All SDSU Aztec Recreation Centers are freely available to JDPers, including the main Aztec

Recreation Center (ARC), the ARC Express (located in the Conrad Prebys Aztec Student Union, 3rd floor, and the Aztec Aquaplex (see here for information on locations). A variety of free live and pre-recorded recreational and fitness classes as well as longer camping/hiking trips are offered. Enrollment in classes can be done via the ARC app. Classes are typically offered once-twice per week and students can enroll in them up to a week before the class (classes fill up VERY fast during the academic year, so be sure to register early, or wait until a few hours before the class as someone is likely to drop! However, be careful as there is a policy where the ARC will ban you from classes for a few weeks if you skip/fail to show up to three classes that you signed up for!). Summer gym memberships must be purchased unless you are registered for classes over the summer, see here for more information. SDSU also offers a Gym Buddies program as well as opportunities to be paired with a Personal Trainer. Check their website for more info: https://goaztecs.com (Athletics) and http://arc.sdsu.edu (Recreation).

8. Additional funding sources / Money Matters

Note that although tuition will most likely be covered by the Program, YOU must check whether you are personally responsible for campus fees at SDSU ($1322 for Fall 2024) by asking your funding source. Funding sources vary in whether they are able to cover campus fees in addition to tuition. For details regarding these and other fees see: https://bfa.sdsu.edu/financial/student/money.

Moreover, if you receive your stipend through SDSU (as an assistant), double check with Payroll for the frequency of your paychecks: summer months are typically NOT covered, meaning that you receive your year's stipend over 10 months and consequently, you must budget to provide for yourself over the summer.

We recommend checking the SDSU and UCSD websites to find additional funding sources:

- SDSU Office of Financial Aid and Scholarships: http://www.sa.sdsu.edu/fao/
    - Fill out a FAFSA application. Depending on your GPA, current funding etc. you may be eligible for student loans and State University Grants (SUG). This is especially helpful if you are required to pay for your own tuition and fees (e.g., during the summer, or for clinical coursework)
- UCSD Office of Graduate Division: https://grad.ucsd.edu/financial/fellowships/index.html
- SDSU Economic Response Crisis Team: https://sacd.sdsu.edu/ecrt - this website has information on how to sign up for CalFresh (SNAP/Food Stamps), financial education sessions, as well as signing up for a Basic Needs Kit where you can request up to 10 basic needs items/month.
- National Science Foundation (NSF): https://www.fastlane.nsf.gov/fastlane.jsp
- National Institutes of Health (NIH) Pre-doctoral Fellowships: http://grants1.nih.gov/training/nrsa.htm
- American Speech, Language and Hearing Association (ASHA): http://asha.org/students/financial-aid/
- American Speech-Language-Hearing Foundation (ASHFoundation): https://www.ashfoundation.org/apply/

These links can direct you to other sources. If you are specifically looking for **funding for travel (e.g., conference)**, make sure to explore travel grant options at both UCSD and SDSU. Funding is available

every semester (every quarter at UCSD) and may give you the opportunity to travel for conferences that you're hoping to go to. Below are links to several travel grant options through UCSD and SDSU:

- UCSD Graduate & Professional Student Association (GPSA) Travel Grant
- UCSD CogSci Travel Funds
- SDSU Graduate Student Travel Fund
- SDSU CHHS Student Travel Fund

Also note that although federal taxes may not automatically be deducted from your monthly stipend, you may still be responsible for paying taxes on that income. For more information, talk to your funding administrator. You may also find useful information and forms on the IRS website: http://www.irs.gov/Businesses/Small-Businesses-&-Self-Employed/Estimated-Taxes

9. Residency

- If you are an out-of-state student, remember to get reclassified as a California resident. Out-of-state students must apply to the SDSU and UCSD registrar for reclassification **by their second year** for tuition purposes. SDSU requires multiple documents to show support for your presence in California, **date-marked at least one year** (e.g. driver's license, car registration, rental agreement, income tax returns, bank statements, etc). If you do not have all the documents, you must be able to explain why you were unable to obtain them. Further information can be found in the links below, along with emails to which documents should be sent to:
    - SDSU: ResidencyForTuition@sdsu.edu
    - UCSD: residencedeputy@ucsd.edu
- **In order to be reclassified by your second year, this means that you should obtain your California driver's license and voter registration and any other evidence of residency) as soon as possible - within the first few months of moving to California, so that documents are date-marked at least one year prior to applying for reclassification**
- UCSD offers virtual information and Q&A sessions throughout the residency classification filing periods, be on the lookout for emails from them, these can be very helpful if you have specific questions (e.g., car is co-owned by someone not living in California, so registration will not be changed to CA, etc.)

10. Health Services

- We all receive student health services at SDSU (not UCSD); note that health services are **not** the same thing as Health Insurance (see below).
- SDSU Student Health Services website: https://sacd.sdsu.edu/student-health-services
- Student Health Services including the pharmacy and optometry departments are located in the Calpulli Center. The Calpulli Center is located on Hardy Avenue across from the Extended Studies Building.
    - 1st floor: Nurse Clinic, Pharmacy, Urgent Care, Radiology and Procurement
    - 2nd floor: General Medicine, Laboratory
    - 3rd floor: Optometry, Medical Records, Health Promotion and I.T.

    - 4th floor: Administration
- Telephone number: (619) 594-HEALTH (4325), appointments can be made by calling this number or by secure message through HealtheConnect.
- Student Health Services is closed on weekends and on weekday evenings. Clinic hours are Monday-Friday 8:30 am to 4:30 pm, Wednesday 9:30 am to 4:30 pm. All services must be scheduled beforehand, walk-in services are no longer available.
- If you need care after Student Health Services is closed and it is a non-emergency, you can call the After-Hours Nurse Advice Line at 619-594-4325 for information and referrals. Keep in mind that hospital emergency room services are expensive and vary substantially from one facility to the next.
- COVID-19 testing is available Monday-Friday during business hours with an appointment.
- The pharmacy at Student Health Services offers a wide variety of prescription and over-the-counter drugs at reduced pricing. The pharmacy does not take personal health insurance, and operates at a set discounted price. Pharmacy hours are Monday-Friday 9am to 5pm, Wednesday 9:30am to 5pm pm, Telephone: (619) 594-5924.
- Emergency contraceptive (ECPs or Plan B) is available without a prescription at the SHS pharmacy. The cost is $15. Plan B is also available 24/7 in the Health & Wellness Supplied Vending Machine at the Calpulli Center.
- The Health Promotions office in the Calpulli center can help you to find a doctor for healthcare needs that are too chronic or too in-depth for SHS. This staff member will work with you to figure out a doctor or other healthcare provider who takes your insurance, using their list of healthcare providers in the community. You can also receive information on nutrition, or other areas where you might need health education. In order to request a free in-person or Zoom one-on-one appointment, fill out the form at this link: https://docs.google.com/forms/d/e/1FAIpQLSeM9gDj6m9q1nN1sDhk4amhrLBtaHavN-YP0pFhUi6EMaMNpQ/viewform.
- Check the Student Health Services website for more services.
- **IMPORTANT: Make sure to keep all of your immunizations/vaccinations up to date through Student Health Services (can check if you are up to date through HealtheConnect) as these are important to allow you to register for classes and not have a hold on your account!!

A) Mental Health/Personal Problems

- SDSU Counseling and Psychological Services: www.sdsu.edu/cps

*Ask to speak to a therapist at (619) 594-5220 (Mon - Fri, 8am - 4:30pm). In case of emergency (e.g. considering suicide, recent grief or trauma) or after hours, please call San Diego Access and Crisis 24-hour Hotline at 800-479-3339.

*SDSU is only equipped to offer short-term counseling, with a limit of five sessions. A therapist can help you to find a community provider who will be able to work with you on a long-term basis if needed.

- Check out The Center for Well-Being!
    - Hours: Monday - Friday 8:00 am to 4:30 pm
    - Location: Calpulli Center, Room 4401
    - Explore all 8 stations of the Center, each with its own approach to promoting relaxation or stress reduction. A resource library provides pamphlets, books, and audiotapes covering a wide range of self-help topics. There is an alpha chamber connected to

surround sound and relaxing tapes, computers with access to online assessments, a meditation area, and much more. Feel free to drop by the Center. No appointment is needed.
    - They also have a therapy dog!
    - They offer both couples and individual counseling.
    - The Center offers free groups and workshops throughout the year. See here for more information.
- UCSD offers confidential, short-term individual, couple's, and group counseling through the Counseling and Psychological Services (CAPS) office. Their services include a wide range of personal growth and counseling groups, structured educational workshops, and informal drop-in forums. Psychotherapy and growth group topics include, for example, Building Social Confidence, Depression and Bipolar, Body Image, Adult Children of Alcoholics, and Graduate Student Support. Their numerous workshops include, among others: Stress Management, Self-Hypnosis, Insomnia, Managing Moods, and Relaxation. Drop-in forums may include Graduate Women in Science, Asian American Forum, and Outside-the-Box Multi-Racial/Multi-Ethnic Forum. Counseling and Psychological services seeks to enhance the living and learning experience of students, faculty, and staff. Services are free to registered students.
- Check out their website: http://caps.ucsd.edu/#students
- Depending on your health insurance, you may be able to receive care through the UCSD Health (hospital system) College Mental Health outpatient program (website at: https://health.ucsd.edu/care/behavioral-mental-health/ucsd-students/). This is a service just off of UCSD's campus who specializes in mental health care for students, with counselors, therapists and psychiatrists who are trained specifically on the stressors specific to students. As a UCSD student, the UCSD hospital system will give you priority in terms of seeing a counselor through this service.
- See Appendix (p. 29-30) for information on overcoming Imposter Syndrome.

B) Health Insurance

- Graduate students are strongly encouraged to secure health insurance, taking into consideration federal law (the Affordable Care Act) and similar requirements in the state of California. You can learn more here, including scheduling a one-on-one appointment with a Healthcare Connection Coordinator.
- Some available health insurance options include:
    - Covered California - Has a variety of plans with different premiums, benefits, deductibles, etc. that you can select from. Plans are discounted (receive tax credits) based on your income. Fill out an application where you give info on your income, etc. and then you will be notified if you are eligible and sent a link to all of the available insurance options.
    - SDSU Graduate Student Health Insurance Program (GSHIP) - Offers one plan for graduate students. IMPORTANT: GSHIP is now an opt-out program meaning that all graduate students will be enrolled in GSHIP and must opt-out if they do not want GSHIP as their health insurance. Make sure to visit the GSHIP website in order to opt-out by the required deadlines, otherwise you will be forced to pay the GSHIP premium.

11. PARKING

- Unfortunately, San Diego is not a public transportation-friendly city.
- SDSU and UCSD have different parking rules and parking permits.
- SDSU and UCSD have a reciprocal parking permit agreement set up for joint doctoral students, so if we purchase a permit from one of the universities, we are able to receive a free parking permit (not necessarily of the same status) at the other university. If you purchase a permit from SDSU, we qualify for free student (S) permits from UCSD. To obtain this, go to their parking office (or email parking@ucsd.edu) and give them proof that you're in the JDP LCD (letter of acceptance) as well as proof of your SDSU parking permit purchaseThey will then add a free B-spot option to your UCSD parking portal login that allows you to park for **a day** in any B spots. **Everytime you park at UCSD, you must log in to the parking portal and "purchase" (it's free) this single-use B spot permit**. When you purchase the B spot permit, you will be emailed instructions with how to log in and park via the ParkMobile app which must be completed IN ADDITION to the purchase of the virtual B spot permit.

SDSU:

- SDSU Parking, Traffic & Commuter Information: https://parking.sdsu.edu/
- As doctoral students at SDSU, we can get a staff/faculty parking permit. Procedures to get this permit may change. Currently, this is done through a pretty convenient online system (https://aztecs.t2hosted.com/cmn/auth.aspx) but make sure to talk to Janet Park (jpark@sdsu.edu) if it's not letting you select a "staff/faculty" option. If you plan to purchase a parking pass, you can purchase a pass per semester. NOTE: at SDSU, there are passes for Fall, Spring, and Summer. The system may email you shortly before your pass is set to expire, but make sure you keep track of this yourself! You do not need a sticker or physical pass, the system registers your license plate (given that it's based on license plate, make sure to park in a way to ensure your plate is visible or else you WILL get a ticket (e.g., do not back into a spot if you only have a rear plate such that the plate is now up against the wall and not visible!!).
- Once you have your SDSU parking permit, it is relatively easy to find parking spots (the spots marked with a green F/S for Faculty/Staff).

UCSD:

- UCSD parking is a different story altogether! It is ***really difficult*** to find spots with or without parking permits. Having a UCSD parking permit does not guarantee you a parking spot, but one is necessary to park on UCSD's campus. If you can manage to use public transportation and/or UCSD shuttle buses, you will make your life easier. If you live in the area, there is a free UCSD shuttle bus (see https://transportation.ucsd.edu/campus/shuttles/index.html)
- S-permit spots are shared amongst all undergraduate UCSD students, so an open spot can be quite the challenge to find. We can purchase B-permits (spots reserved for graduate students and staff) from UCSD and receive a free staff/faculty parking permit from SDSU, but parking permits from UCSD are substantially more expensive than parking permits from SDSU.
- Check the UCSD website for different parking permit alternatives and tips: https://transportation.ucsd.edu/parking/permits/index.html
- UCSD has a website that updates live parking availability on their campus - this can be helpful since parking is so hard to find!
- Typically, first time parking tickets at UCSD can be appealed and are usually granted. However, after that, you are out of luck!!

- UCSD offers a number of incentives through their Triton Commuter Club (free to join for students) where you can get discounted U-locks for bikes, discounted helmets, and earn points for commuting to campus in a green way.
- You can get a free, unlimited public (trolley, bus, Coaster train) transportation pass (called U-Pass) from UCSD each quarter. See https://transportation.ucsd.edu/commute/transit/u-pass.html#U-Pass-on-the-PRONTO-App for more details. You will access the U-Pass via the PRONTO app, directions for setting up your account through this app can be found in the link above.

12. LIVING IN SAN DIEGO

A) Some ideas:

- 25 Fun & Free Things to Do in San Diego: http://www.sandiego.org/article/Visitors/795

- Events are hosted every semester by graduate divisions at SDSU and UCSD, these are typically first come first serve, but there are a range of activities that are typically low-cost/free! You will get emails about these events to your SDSU or UCSD emails.

- Every quarter, UCSD Office of Graduate Division offers a few vouchers to pay for (or partially pay for) extension courses. Courses range from the arts (pottery making, music) to languages and business classes. Check the Extension website (http://extension.ucsd.edu/) for the details on their classes.

- Every quarter, UCSD International House hosts Language Tables. Language Tables are informal gatherings between native speakers and language learners that meet an hour a week to converse in a target language. Tables are usually hosted by international students and ALL LEVELS ARE WELCOME! * Please check here to learn more about the program.

- If you need to get free or discounted furniture or other miscellaneous items, you can join and search through these Facebook pages:
    - UCSD-USD-SDSU FREE & FOR SALE
    - UCSD Free and For Sale 3.0
    - UCSD Free and For Sale

- If you would like to share rides for traveling to different places in California you can find some options by joining the following Facebook page:
    - UCSD rideshare

- Your UCSD or SDSU ID Card will give you discounts to several events and sites around San Diego. Check out the website for the latest discounts available; some tickets must be purchased at UCSD's box office for the discount to apply:

https://students.ucsd.edu/finances/campus-cards/discounts.html

B) If you like movies:

- At AMC Movies, you can get a student card to get discounted tickets.
- The UCSD Box Office sells cheap movie passes: http://boxoffice.ucsd.edu/
- You can get free film preview invitations by registering with Landmark Theaters: http://filmclub.landmarktheatres.com/
- Tijuana has a very good movie theater and it sometimes shows films that are not available in the U.S.. Check http://www.cinepolis.com.mx.

C) If you like theater:

- UCSD has La Jolla Playhouse, a world-famous venue. As students we can get a discount on subscriptions. Check: http://www.lajollaplayhouse.org/
- We can also get discounted tickets for the Old Globe theater. Check: http://www.theoldglobe.org/
- UCSD and SDSU have excellent theater, dance and music departments. At UCSD, every quarter, you can buy a pass for 5 performances for little money. Check their website for student performances: http://www-theatre.ucsd.edu/.
- SDSU's performing arts programs can be found at: http://psfa.sdsu.edu/

D) If you like music/dance performances:

- Check the Art Power program at UCSD: http://www.artpower.ucsd.edu/
  Grad students are often offered free tickets—get on their mailing list if you're interested.

E) If you like art:

- Check out museums at Balboa Park: http://www.balboapark.org/ Admission is free to certain museums the first Tuesday of each month on a rotating basis (once you have San Diego residency). Check the website for details.
- Check out the Liberty Station Arts District: https://www.sandiego.org/members/museums/arts-district-liberty-station.aspx
- UCSD Visual Arts Department has exhibits and interesting lectures: https://visarts.ucsd.edu
- Check Los Angeles, of course!

F) If you like parks/outdoors:

- Check out these picnic areas /parks
  - Kate Sessions (5115 Soledad Rd, San Diego, CA 92109) has a gorgeous view, lots of dogs and space to picnic. Optimally recommended as a day-time spot (e.g., no view of the sunset).
  - Old Town San Diego Historic Park: San Diego Avenue and, Twiggs St, San Diego, CA 92110
  - Harbor Island: 1875 Harbor Island Dr, San Diego, CA 92101
  - Shoreline Park**:** 2200 Shelter Island Dr, San Diego, CA 92106
  - Balboa Park has many beautiful areas to explore, one of which being the cultural houses

available to the public, only open on Sunday morning to early afternoon – a fun place to stroll and learn about other countries.
    - Lake Murray Park (7001 Murray Park Dr, San Diego, CA 92119) is close to SDSU and a great place for a walk or jog.
- Beaches
    - If you sign up for a library in San Diego (only requirement is proof of residency in San Diego) you can get free day passes to park at California state parks (which included a lot of the different beaches) that way you can park there for free! check here for which parks/beaches are applicable https://www.parks.ca.gov/?page_id=30813
- Hiking Trails: https://hikingguy.com/hike/hiking-trails/hiking-san-diego/
    - Tecolote river trail: 5180 Tecolote Rd, San Diego, CA 92110
    - Cowels mountain: 7001 Golfcrest Dr, San Diego, CA 92119
    - Mission trails regional park: 1 Father Junipero Serra Trail, San Diego, CA 92119
    - Torrey Pines state park: 12600 N Torrey Pines Rd, La Jolla, CA 92037
- San Diego Sports
    - San Diego Padres (major league baseball team)
    - San Diego Gulls (minor league hockey team for the Anaheim Ducks)
    - San Diego Wave (major league women's soccer team)
    - San Diego Mojo (women's volleyball team part of the Pro Volleyball Federation)
    - Coming soon in Oceanside: San Diego Clippers (minor league basketball team for the LA Clippers)

G) San Diego publications:

- The San Diego Tribune: http://www.signonsandiego.com/
- San Diego Reader: http://www.sdreader.com/
- San Diego City Beat: http://www.sdcitybeat.com/

13. INTERNATIONAL STUDENTS

VERY IMPORTANT: Do not neglect or underestimate the importance of regulations for international students. Know this page by heart: https://www.sdsu.edu/international-student-center/advising-info-for/f-1-students/other-requirements. Failure to comply with these regulations may jeopardize your right of stay. Do not accept any information on international students issues that come from anyone but the International Student Center staff (ISC-SDSU) (www.sdsu.edu/isc). SDSU is your sponsor institution and your link to the US government. All paperwork should be done in collaboration with ISC-SDSU. Note that you do have access to UCSD's International Student Center as well, but you will not deal with them for your status and documentation.

*Note: If you are not an F1-student, consult the ISC for the specifics related to your status.

A) Lingo

- F1-Student: Basically, you are visiting this country to study. You may not hold a job (outside your university-related position). As our program is a STEM program, the F1 visa allows international students the opportunity to remain in the United States for up to three years after graduation to work.

- I-94: Piece of cardboard stapled by Customs when you arrived in the USA. The USCIS (see below) keeps track of when you are in the country, when you leave, for where, by what means of transportation, etc.

- I-20: One of your most valuable documents. ***PROTECT IT***. It will remain with you until you leave the country for good (yes, you must keep this piece of paper for 5 years). You MUST have this form with you to re-enter the country after having spent time abroad. It is only valid for a year, so you MUST go to the ISC to get it renewed every summer (see page 3 of the document for your exact deadline). Bottom line: You can leave the country at any time, but you won't be allowed back in unless you have all of your documents in hand (I-20, I-94, Visa) and your academic status is cleared with ISC-SDSU (see below about ARCL). Please confirm that your I-20 form lists your major as Cognitive Psychology and Psycholinguistics (the code should be 42.2701).

- USCIS: United States Citizenship & Immigration Services. For immigration/visa/work authorization check this link: https://www.uscis.gov/working-in-the-united-states/permanent-workers

- IRS: You are responsible to complete your Tax documents every year as a **non-alien non-immigrant** individual. If the total amount of time you have been in the United States is more than five years, your tax status will no longer be that of a non-alien non-immigrant individual. You can inquire with ISC for details during tax season.

B) First Things First

1) Check-in at the International Student Center (ISC-SDSU) with your visa, I-20, I-94, passport and any other documents that relate to your status in this country.
https://newscenter.sdsu.edu/student_affairs/isc/internationalstudents.aspx

2) Social Security Number: It's a 'Must-have' for just about everything (including receiving a paycheck). Begin the application process as soon as you arrive in the US. Check the dates on which SDSU Human Resources welcome new employees if your funding is through SDSU. Ask Charmaine Lising with whom to consult at UCSD for Human Resources. HR will guide you through the process (paperwork to fill, governmental agency to visit, etc.).

3) Driver's license: The driver's license is also an official ID. Unless you want to carry your passport with you at all times, you'll need it. If you do not drive, the alternative is the California state ID. In any case, you'll have to go to the Department of Motor Vehicle (DMV). Beware that wait lines are

long at the DMV. Make an appointment online before showing up. The website is www.dmv.ca.gov

Note: Anyone under 30 will be asked for a California Driver's license, State ID or a passport when buying alcohol, may it be at the grocery store or at a bar. No exceptions.

4) Most car insurance companies require a California driver license to insure a motorist. State Farm is one that doesn't. The law requires that you be minimally covered. Insurance companies know these minimums. Insurance prices are high in California (maybe not *that* high, depending on where you are from), so budget in consequence. Insurance may also work quite differently here than in your home country. Ask your agent for a presentation/ description of the insurance system.

* Notes: You must carry proof of insurance with you at all times. Your insurance is invalid in Mexico.

C) Money Matters/ Banking

- There are several banks and credit unions in San Diego.

- To open an account, you need a Social Security Number. You will also need your passport. Be informed that bank employees are required by the federal government to take your fingerprints.

- The ISC has resources to help you with money matters, including how to establish a bank account: https://www.sdsu.edu/international-student-center/resources/finances-and-taxes

D) Health Insurance/ F-hold

- As a student at SDSU, you have free access to their health services (see section on Health services for all JDP-LCD-ers). However, as an international student, you must buy health insurance that meets specific criteria. A hold will be put on your student account and prevent you from registering until you have shown proof of sufficient coverage (see next point). The ISC teamed up with a provider to design a plan specifically for international students. If you want to use another provider, the ISC lists the criteria your insurance must meet.

- Before you can register at SDSU, you must show proof of Health Insurance to SDSU. You will have to do so every semester (or year if you buy a 1-year plan). If you fail to do so, you will have an F-Hold on your record and will not be allowed to register for classes until you've cleared it. If you buy your insurance through the ISC, the verification is automatic. If you buy your insurance elsewhere, you'll have to submit forms and documents to the ISC for verification.

- The ISC does not accept other forms of insurance unless they are provided by the university. This means you cannot independently purchase insurance from other insurance companies. Additionally, please remember that international students are never allowed to accept benefits or participate in programs that are state/federally funded. In that regard, programs

like Covered California, MediCal, etc., are not for F-1 visa holders. Please always feel free to double-check with the ISC if you have any doubts before signing up for something like this.

E) Application for Reduced Course Load (ARCL)

You must be a fulltime student to remain in good standing for your visa/ F1 status. Since you'll only be considered part-time at SDSU, you must fill the Approved Reduced Course Load (ARCL) *every semester* and get it approved by the ISC staff. The form is available on the ISC website. You'll need your advisor's or Dr. Nip's signature every time. Failure to do so will jeopardize your right of stay.

F) Residency/ Voting

- You will not be considered, as an F1 student, to be a resident of California (exception: taxes, see below).

- As an F1 student, you will not have the right to vote in any governmental (city, state, country) elections/referenda. Of course, you may vote in university elections and referenda.

G) Taxes

- Tax season is January-April (filing is due in April). It is crucial that you conform to tax laws, especially as a student on a visa. Ask the ISC for more information.

- There is much variation, depending on your home country. There are treaties between the US and many countries: ask the Payroll Services about that (you'll probably have several forms to fill out about this anyways when you check-in as a new employee: see Social Security Number). Here's an outside service: https://www.sprintax.com/?utm_ref=studentblog

- It may be the case that you'll have to pay taxes to the US AND to your home country. Consider your taxes in the US independent from your taxes in your home country.

- As for your US taxes, you'll pay taxes (whether you are a resident or not for tax purposes—see below) to the California government and to the federal (US) government. https://www.irs.gov/individuals/international-taxpayers/foreign-students-scholars-teachers-researchers-and-exchange-visitors

- There is a rule to determine whether you are a resident of California FOR TAX PURPOSES or not. This has very little to do with your F1 status (assuming you haven't been in the U.S. for more than five years). Basically, after having spent enough time in this state, you will become 'Resident' for tax purposes, i.e. you will pay as much taxes as a US citizen living in California. From that point on, your tax status in your home country may change. Contact your home country's tax and revenue services for rules and regulations.

- The ISCs (SDSU and UCSD) offer workshops on how to do your taxes. Check their respective websites for the dates and times.

- The Centers usually have some forms for filing. Very luckily for us, the ISC-UCSD provides international students with free access to software that calculates your taxes for you. All you have to do is give it the information it asks for, print the form it prepares for you, sign it and mail it to the government.

H) External Funding

Funding for non-US citizens is scarce, but exists. Check the financial aid office lists (SDSU and UCSD) and private bursaries/awards/fellowships on the web. The ISCs also offer a few. Note that most (but not necessarily all) NIH and NSF funding require you to be a US citizen, US national, or permanent resident. This means that international students are not eligible to apply. Talk to your advisor to figure out which pathways exist and which would best for your project or career pathway.

I) Cultural Adjustment/Building a Social Network

- **Don't underestimate the effects of cultural adjustment.** The ISCs offer resources to help you get settled and adapted as smoothly as possible. Resources vary from information on the US and the US culture to opportunities to meet other students, international or not, to build a social network. Make sure you are signed up for their monthly newsletter: You'll receive important administrative information and updates, as well as announcements for upcoming activities (movie nights, sports games, weekly international lunches, etc.).
    - UCSD: https://ispo.ucsd.edu/index.html
    - SDSU:

ttps://newscenter.sdsu.edu/student_affairs/isc/internationalstudents.aspx

- SDSU's ISC staff members are available to help students with a variety of cultural adjustments, interpersonal conflicts, and academic or civil grievances. Call to schedule an appointment or to find out when workshops are offered. In some situations, the staff may refer students to resources or workshops offered by Counseling and Psychological Services.

14. Appendix

Imposter Syndrome can be defined as a collection of feelings of inadequacy that stem from the belief that one is insufficient as a person, and unable to be proficient at an activity the individual wants or needs to do. These feelings persist even when all information that he or she receives indicates that the opposite is true.

If you want to learn more about it, you can start here
http://www.forbes.com/sites/margiewarrell/2014/04/03/impostor-syndrome/#406e6646eb9d **(or go over to good ol' Wikipedia: https://en.wikipedia.org/wiki/Impostor_syndrome)**

A) Imposter Syndrome Quiz

1. Do you secretly worry that others will find out that you're not as bright and capable as they *think* you are?

2. Do you sometimes shy away from challenges because of nagging self-doubt?

3. Do you tend to chalk your accomplishments up to being a "fluke," "no big deal," or the fact that people just "like" you?

4. Do you hate making a mistake, being less than fully prepared, or not doing things perfectly?

5. Do you tend to feel crushed by even constructive criticism, seeing it as evidence of your "ineptness?"

6. When you do succeed, do you think, "Phew, I fooled 'em this time but I may not be so lucky next time."?

7. Do you believe that other people (students, colleagues, competitors) are smarter and more capable than you are?

8. Do you live in fear of being found out, discovered, unmasked?

If you answered yes to any of these questions – you could be experiencing the Imposter Syndrome.

B) 10 Steps to Overcome the Impostor Syndrome by Dr. Valerie Young

1. Break the silence. Shame keeps a lot of people from "fessing up" about their fraudulent feelings. Knowing there's a name for these feelings and that you are not alone can be tremendously freeing.
2. Separate feelings from fact. There are times you'll feel stupid. It happens to everyone from time to time. Realize that just because you may feel stupid, doesn't mean you are.

   Sidebar: there can be value to feeling stupid! See this blog: http://jcs.biologists.org/content/121/11/1771.full
3. Recognize when you should feel fraudulent. If you're one of the first or the few women or minorities in your field or work place it's only natural you'd sometimes feel like you don't totally fit in. Instead of taking your self-doubt as a sign of your ineptness, recognize that it might be a normal response to being an outsider.
4. Accentuate the positive. Perfectionism can indicate a healthy drive to excel. The trick is to not obsess over everything being just so. Do a great job when it matters most. Don't persevere over routine tasks. Forgive yourself when the inevitable mistake happens.
5. Develop a new response to failure and mistake making. Henry Ford once said, "Failure is only the opportunity to begin again more intelligently." Instead of beating yourself up for being human for blowing the big project, glean the learning value from the mistake and move on.
6. Right the rules. If you've been operating under misguided rules like, "I should always know the answer," or "Never ask for help" start asserting your rights. Recognize that you have just as much right as the next person to be wrong, have an off-day, or ask for assistance.
7. Develop a new script. Your script is that automatic mental tape that starts playing in situations that trigger your Impostor feelings. When you start a new job or project for example, instead of thinking for example, "Wait till they find out I have no idea what I'm doing," try thinking, "Everyone who starts something new feels off-base in the beginning. I may not know all the answers but I'm smart enough to find them out."
8. Visualize success. Do what professional athletes do. Spend time beforehand picturing yourself making a successful presentation or calmly posing your question in class. It sure beats picturing impending disaster and will help with performance-related stress.
9. Reward yourself. Break the cycle of continually seeking and then dismissing validation outside of yourself by learning to pat yourself on the back.
10. Fake it 'til you make it. Now and then we all have to fly by the seat of our pants. Instead of considering "winging it" as proof of your ineptness, learn to do what many high achievers do and view it as a skill. Don't wait until you feel confident to start putting yourself out there. Courage comes from taking risks. Change your behavior first and allow your confidence to build.

C) Surviving the Advisor-Advisee Relationship

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Finding the right advisor and maintaining a positive relationship can be one of the most important aspects of your graduate education. Some graduate students believe that problems with your advisor can be fatal to your academic career. Research has demonstrated that the graduate student advisor can have a tremendous influence on the developmental outcome of the graduate student's personal and professional goals. Additionally, it has been found that graduate students who had favorable mentors in graduate school had more publications, more conference papers, more first authored papers, and were more productive post graduation. Some graduate students "fall" into these very important relationships as a result of automatic assignments, similar research area, or, worst of all, don't take the time to find the best fit. Following are some suggestions to consider in choosing an advisor and subsequently maintaining a healthy relationship.

Choosing an advisor

1. Generate a list of expectations for your advisory relationship.
2. Review your needs and your preferred work style.
    - Look for a good match in your work styles based on your needs in the relationship (e.g. hands on or hands off, bold critiques or nurturing and hand holding).
3. Spend time getting to know the faculty and their work styles.
4. Don't be in a hurry to settle on an advisor.
5. Hone in on a few candidates and do some research.
    - How long have they been on faculty?
    - What is the average time their graduate students take to complete their degrees?
    - How do advisors feel about graduate students not working on research in their area?
    - How do advisors deal with or perceive time off, vacation, time away from lab?
    - Attend their research seminars and possibly one of their research meetings.
    - Ask if they have TA or RA positions available or ongoing research to get involved with.
    - Read some of their work and some of their students' work.
    - Audit some of their lectures or an entire class if possible.
    - Talk to other graduate students and look for the preponderance of evidence in one direction or the other.
6. If possible, find an advisor who is doing high quality research in your area of interest.
7. Look for an advisor who will serve as a mentor and as a source of technical assistance.
8. Look for good teaching and communication skills.
9. Identify an advisor who actively markets their students.
    - Introduces their graduate students to visiting speakers.
    - Invites their graduate students to conferences and introduces them to colleagues.
    - Willingness to include their graduate students on grants.
    - Encourages their graduate students to write and submit papers.

10. Remember, it is always possible to change: not ideal, but possible.

These suggestions may feel tedious and time consuming, however, graduate students who have had negative advisor-advisee relationships would agree that taking the time to choose the right advisor would have saved them countless headaches and immeasurable stress.

Once you have taken the time to find the right advisor for you, half the battle is over. Maintaining a positive relationship with your advisor is an ongoing process. While the relationship may require time you don't think you have, a positive relationship with your advisor can mean the difference between satisfaction and dissatisfaction with your program. Following are some tips for maintaining a positive relationship with your advisor.

Tips for a positive advisor-advisee relationship

1. Discuss expectations at the outset.
2. Identify goals for your academic career.
3. State and re-state your needs.
4. Take responsibility for the relationship.
5. Attempt to resolve a problem before taking it to the next level.
6. Maintain open communication.
7. Follow up with a written recap of conversations including identified action items.
8. Give each party the benefit of the doubt.
9. Stay solution-focused and don't make it personal.
10. Be aware of the power differential, but do not let it govern the relationship.

Not every graduate student will have a positive relationship with their advisor. Sometimes there is a need for change if the relationship is a poor fit. Most of the time, however, there is great potential in this relationship.

D) Assisting Students in Need: Difficulties with the Advisor/Advisee Relationship

[taken from Psychological Clinic at the University of Michigan: www.psychclinic.org/events/ASN/AdvisorRelationship.html]

Identifying the Problem:

At its best, the relationship between a graduate student and his or her advisor can provide the graduate student with invaluable experiences and guidance through difficult academic and scholarly pursuits while offering faculty members an additional source of academic companionship and opportunity, intellectual capital and an opportunity to mentor the next generation of scholars and professionals.

As in any relationship, personality preferences and communication styles do matter, and can contribute to the relative success or failure of the advising relationship, especially if they are not clearly articulated and acknowledged early.

Characteristics that promote a satisfying advising relationship:

- Frequent contact (e.g., weekly)
- Clear, direct and open communication
- Clearly understood terms of evaluation
- Clearly understood "boundaries"
- Agreed upon, clear timelines for completing major projects
- Processing of conflict to strengthen relationship over time

Characteristics that detract from a satisfying advising relationship:

- Conflict avoided or not discussed
- Unresolved open conflict; relationship worsens over time
- Infrequent contact (e.g., once a semester or yearly)
- Limited or vague communication
- Casual, inconsistent evaluation without discussion
- Too much "blending" of personal and professional lives
- Inappropriately meeting personal needs through the relationship by either party

How to Respond:

1. Create an opportunity to discuss the concerns:
    - If the student is expressing concerns to you about a faculty member, coach the student on how to productively bring up and discuss concerns directly with the advisor
    - Invite other person to have an open, honest discussion focusing not on complaints but on how to improve the relationship
    - Bring in a neutral third party (Director of Graduate Student Life at Rackham, Ombuds) to help resolve conflict
2. Address specific issues that need improvement:

    Contact

    - How often should advisor and advisee meet?
    - Who should be responsible for content/purpose of meetings?
    - How should meetings be scheduled (e.g., by work/home phone, email)?

- Who should initiate meetings?

Personal style

- How does the advisee typically work "best" (e.g., independently, in groups, with one other trusted colleague)?
- What are advisor's communication and work style preferences?
- How should conflicts within the relationship be addressed? How will advisor and advisee know when conflicts are resolved?
- What cultural variables (if applicable) might be important to how the relationship develops?

Boundaries

- What are advisor's and advisee's expectations around personal disclosures (e.g., amount of disclosure, privacy, etc.)?
- What are steps advisee can take if feeling overly stressed, overwhelmed, depressed, etc.?
- How will multiple role expectations (e.g., as student, employee, etc.) be clarified and managed when advisor is also supervisor (e.g., in lab)?

Evaluation

- What is a realistic timeline for finishing coursework? Prelims? Dissertation?
- What are your expectations (both advisor and advisee) for presenting at conferences or doing other professional development activities supplementing graduate work?
- How will advisor and advisee know if progress is not satisfactory?
- What are the advisor's expectations for performance standards?
- What is the approximate turnaround time for drafts, revisions, etc.?

E) Some COVID-related Resources:

- How to build experiments online: https://www.youtube.com/watch?v=BuhfsIFRFe8&feature=youtu.be
- Join the PhD students in CSD Facebook group: https://www.facebook.com/groups/2070926752938627/
- Keep your writing on track with a writing group: https://www.facultydiversity.org