

MOLECULAR BIOLOGY INTERDEPARTMENTAL DOCTORAL PROGRAM

2024-2025 STUDENT HANDBOOK

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MBIDP Contact Information

Department Chair

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Home Area Directors

The Home Area Director (HAD) serves as the Faculty Graduate Adviser. They are available to students for consultation throughout their time in the graduate program.

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Gene Regulation, Epigenomics, and Transcriptomics (GREAT)

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Immunity, Microbes and Molecular Pathogenesis (IMMP)

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Student Affairs Officers

The Student Affairs Officer (SAO) manages processes related to academics, including program requirements, funding, courses, teaching assistantships, doctoral committees, student seminar series, Dissertation Year Fellowship awards, Oral Qualifying Exams, and dissertation defenses.

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PhD Program Overview

Year 1 – required courses, lab rotations, written qualifying exam (WQE), matching with a lab

Year 2 – dissertation research, first teaching assistantship, nominate doctoral committee

Year 3 – dissertation research, oral qualifying exam, second teaching assistantship

Year 4 – dissertation research, annual committee meeting, student seminar presentation

Year 5 – dissertation research, annual committee meeting, pre-defense committee meeting (if necessary), final oral examination (defense of dissertation), file dissertation

Year 1

Course Requirements

Students are required to enroll in a minimum of 12 graduate level units each quarter throughout graduate study, except during the summer. A grade of “B” or higher must be received in all courses. Any grade less than “B” will require a repeat of the course, or an equivalent course per the approval of the student’s Home Area Director.

During the first year of graduate study, all students are required to complete the following:

- MOL BIO 254A
- MOL BIO 254B
- MOL BIO 254D (or CHEM 230A and 230D for BBSB students)
- MOL BIO 255, or BIOL CHEM 251 and MOL BIO 252
- 4-6 units of elective coursework approved by the Home Area Director
- one research ethics course (MIMG C234 or CHEM 203A, or 203B)
- three laboratory rotations (units earned through MOL BIO 596 – Directed Individual Studies)

For complete course descriptions, refer to the Registrar’s Office website

(<https://registrar.ucla.edu/academics/course-descriptions>).

Required coursework is completed during Year 1. Additional courses after Year 1 must be discussed with the student’s mentor and/or be a necessity to fulfill the requirements of a fellowship, training grant, or teaching assistantship.

The Student Affairs Officer will enroll first-year students in their fall coursework. Students will enroll themselves in all courses beginning winter quarter of Year 1.

MOL BIO 254A-C courses are five-week classes covering biochemistry/structural biology, cell biology, genetics, and other select topics. These courses involve active student participation in small group discussions focused on primary research articles. The guiding principle is that students are transitioning from fact-based learning in undergraduate courses to problem-oriented learning that stresses approaches and data interpretation.

The goal of the MBIDP course curriculum is to provide students with the skills needed to confront diverse problems in biology by reading and critically evaluating primary literature so that they are prepared to learn new areas.

Sample Enrollment by Home Area

BBSB		
Fall	Winter	Spring
MOL BIO 254A (4 units)	MOL BIO 254D (4 units), OR CHEM M230B (2 units) AND CHEM M230D (2 units)	MIMG C234 (2 units)
MOL BIO 254B (4 units)	MOL BIO 255 (3 units)	4-6 Units of Approved Electives
MOL BIO 596 (4 units)	MOL BIO 596 (5 units)	MOL BIO 596

CDB		
Fall	Winter	Spring
MOL BIO 254A (4 units)	MOL BIO 254D (4 units)	MIMG C234 (2 units)
MOL BIO 254B (4 units)	MOL BIO 255 (3 units)	4-6 Units of Approved Electives
MOL BIO 596 (4 units)	MOL BIO 596 (3 units)	MOL BIO 596
BIOL CH 266A (2 units)	BIOL CH 266B (2 units)	BIOL CH 266C (2 units)

GREAT		
Fall	Winter	Spring
MOL BIO 254A (4 units)	MOL BIO 254D (4 units)	MIMG C234 (2 units)
MOL BIO 254B (4 units)	MOL BIO 255 (3 units)	BIOINFO 275A (2 units)
MOL BIO 596 (4 units)	MOL BIO 596 (3 units)	BIOINFO 275B (2 units)
	BIOL CH 251B (2 units)	MOL BIO 596 (6 units)

IMMP		
Fall	Winter	Spring
MOL BIO 254A (4 units)	MOL BIO 254D (4 units)	MIMG C234 (2 units)
MOL BIO 254B (4 units)	MOL BIO 255 (3 units)	MOL BIO 254C (4 units)
MOL BIO 596 (4 units)	MOL BIO 596 (5 units)	MOL BIO 254C (4 units)
		MOL BIO 596 (2 units)

SAMPLE ENROLLMENT FOR MSTP and STAR		
Fall	Winter	Spring
MOL BIO 254A (4 units)	MOL BIO 254D (4 units)	MIMG C234 (2 units)
MOL BIO 254B (4 units)	MOL BIO 255 (3 units)	MOL BIO 596 (10 units)
MOL BIO 596 (4 units)	MOL BIO 596 (5 units)	

MSTP and STAR students are required to complete the following:

- Two of the following courses by the end of Year 1: MOL BIO 254A, 254B, or 254C
- MOL BIO 254D quantitative biology, or an approved statistics/computational biology course, in winter quarter of Year 1
- MOL BIO 255 scientific writing course, which focuses on the WQE proposal, in winter quarter of Year 1
- Submit Written Qualifying Exam (WQE) in early spring quarter of Year 1
- MIMG C234 in spring quarter of Year 1. If another ethics course has previously been taken, this course may be waived with approval from the Home Area Director
- Complete the Oral Qualifying Exam by the end of spring quarter of Year 2
- Present during Wednesday student seminar series in Year 4
- Final Oral Examination (defense of the dissertation) and file dissertation by the end of spring quarter of Year 4
- Students requiring flexibility with these academic requirements should discuss their situation with their Home Area Director

Lab Rotations and Matching with a lab

First-year rotating students will complete three quarter-long (11 weeks) lab rotations; one in the fall, winter, and spring quarters. One rotation must be with a faculty member within the student's home area. Rotations in other home areas must be approved by the student's Home Area Director. These rotations are intended to serve as a tool for finding a suitable dissertation lab.

Students must meet with their Home Area Director prior to arranging a lab rotation. Students must submit a lab rotation reporting form, signed by both the lab's PI and the Home Area Director, to the Student Affairs Officer by the end of Week 1.

Students are expected to match with a lab/mentor by the end of their third rotation. After a rotation mentor has agreed to accept the student into their lab, the student should notify their Home Area Director and Student Affairs Officer. The SAO will coordinate all paperwork and details with the mentor and their funding team.

Written Qualifying Exam

The goal of the written qualifying exam (WQE) is to help students develop the analytical and writing skills required to write a compelling grant proposal in the field of molecular biology.

Students will email their WQE to their Home Area Director, and CC the Student Affairs Officer, in early spring quarter. In order to be eligible to take the WQE, students need to have completed at least two passing lab rotations and maintain at least a B average in all coursework.

Students are required to prepare a written research proposal in the format of a National Institute of Health (NIH) R21 grant proposal. Submit one page with a Project Summary and Specific Aims and up to three pages with the Significance and Approach (total page length = 4 pages). These three pages include figures, but additional pages are allowed for references.

The topic and hypotheses for the proposal are to be selected by the student. The topic requires advance approval by the Home Area Director. It may not be something you have previously written a research proposal on nor can you use research proposals from your research PIs. You are free to consult with other individuals in formulating the experimental approach.

Proposals are evaluated by the student's Home Area Director and MBI faculty. Students can receive a pass or a retake. It is not uncommon for the evaluator to ask for revisions to the WQE. If a student is assigned a retake, the student will have one opportunity to resubmit the WQE, which can take place which can take place no later than the end of summer.

Guidelines for WQE Proposal Topic: The written proposal can be on any topic, including but not limited to the interests of any rotation lab and/or the student's proposed dissertation research or rotation project. The topic cannot be a reformulation of a proposal written by any member of any laboratory.

Format:

- Cover page (cover page is its own page) with relevant information (name, UCLA ID, date, what this is, title, etc.)
- Specific Aims (1 page)
- Significance and Approach/Experimental Design and Figures (3 pages)
- References (No page limit)

Layout:

- US Letter size paper (8 ½" x 11")
- ½" margins (top, bottom, left, and right) for all pages, including continuation pages.
- Arial or Helvetica font size 11.
- No information should appear in the margins, except for page numbers

Year 2

Teaching Assistantships

Teaching assistantships (TA) are an important part of graduate training. College-level teaching allows MBIDP students to develop expertise over bioscience course content, improve science communication skills and teaching practices, and support UCLA's mission as a public research university.

Students must TA twice by the end of Year 4. Students usually TA once in Year 2 and once in Year 3. When possible, students will TA for classes taught by their mentor and/or are within their area of expertise.

If a student is selected for a training grant or fellowship in Year 2 or Year 3 which prohibits working as a TA, the student will be allowed to defer the TA requirements for that year. The expectation is that students will TA after completing the training grant or fellowship. Students should discuss other circumstances with their mentor and Home Area Director.

TA'ing more than twice is optional and should be discussed and approved by the student's mentor in advance.

MSTP and STAR students may TA but it is not required.

Nominating the Doctoral Committee

Doctoral committees are comprised of 4 or more faculty members who are experts in the student's field of research. The committee will be responsible for administering the student's oral qualifying exam (OQE), reviewing their dissertation research periodically, advising the student on its direction, administering the final oral exam (dissertation defense), and approving the student's dissertation.

By the end of Year 2, students will work with their mentor to determine potential committee member candidates. Mentors will give advice on selecting a committee chair and members who fit the student's area of research. Students should refer to the MBIDP Faculty Advisor page for a current list of faculty. The student is responsible for inviting faculty to serve on their committee.

The committee chair has a few additional responsibilities. They are responsible for checking in with the student's mentor before the OQE for an update on the student's progress to-date, making sure the exam stays on track and on-time, and checking in with the mentor after the OQE to review the exam outcome. Outside of these responsibilities, the chair has the same voting rights as all other committee members.

After finalizing the list of committee members, the student must email the list to the Student Affairs Officer. The Student Affairs Officer will complete the official nomination form and file it with the Division of Graduate Division. An official email confirmation will be sent to the student and all committee members once the doctoral committee is officially nominated. Students may

not schedule their OQE until their committee has been officially nominated and confirmed by DGE.

MSTP students must select at least one member of the MSTP Admissions Committee for their doctoral committee. MSTP students must contact the MSTP Office for an approved list of members.

MBIDP Doctoral Committee Criteria

- Students must nominate a four-member committee. All members must hold one of the following ranks:
 - Professor
 - Associate Professor
 - Assistant Professor
 - Professor Emeritus
 - Associate Professor Emeritus
 - Professor in Residence
 - Associate Professor in Residence
 - Assistant Professor in Residence
 - Acting Professor
 - Acting Associate Professor
- At least three committee members must be UCLA faculty
 - Two UCLA members must hold the rank of professor or associate professor (regular or in-residence series).
- The committee chair must be an MBIDP Faculty member and cannot be the student's mentor. The student's mentor will be added as the committee chair after the student passes their OQE, increasing the committee size to five.
- Only one committee member may hold an Academic Senate faculty appointment or its academic equivalent at another accredited university or college (CV required)

Year 3

Oral Qualifying Exam (OQE)

The oral qualifying exam (OQE) determines whether the student is qualified for advancement to doctoral candidacy. The OQE consists of 1) a written proposal and 2) an oral presentation of the proposal to the doctoral committee. Students will prepare a written description of their proposed dissertation research project, including background, the specific aims of the project, preliminary findings, and an experimental plan for addressing the specific aims. The exam is open only to the student and their doctoral committee. The oral exam generally requires about 2 hours to complete; approximately 30-45 minutes for the oral presentation and the remaining time for questions from the committee before, after, and during the presentation.

The OQE must be completed by fall quarter of Year 3 (by spring quarter of Year 2 for MSTP and STAR students). Exceptions will be considered. For instance, appointment to a fellowship that requires advancement to candidacy.

Mentor involvement with the OQE

During Year 2, the student and their mentor will interact significantly to define a series of questions and goals, which will be further refined through generation of data by the student.

By the end of Year 2, the student should have conceptualized a series of aims (in full agreement with their mentor) that will serve as the basis for the written OQE proposal. Preliminary results supporting the proposed research are beneficial, but not required, for the OQE.

The student must write the entire proposal by themselves. Mentors may offer comments to help the student think about their experiments (adequate controls, quantification) and to ensure that the student understands what it is to propose an experiment that is complete (and definitive). The mentor may not edit the document, but should be involved to teach/enhance scientific rigor and provide feedback for improvements. Comments such as: “this is unclear”, “re-phrase”, “reconsider your thoughts”, “where are the controls”, “inclusion of statistics and quantification”, etc., should be the extent of the comments provided by the mentor.

Students are encouraged to prepare for the OQE by presenting to their lab. This practice presentation should allow the student to gain conviction of the chosen experimental design, be able to defend it, identify pitfalls and shortcomings, and understand the basic molecular / protein / developmental underpinnings behind their project.

For example: If the experimental design requires generation of a construct, the student needs to understand whether a signal peptide sequence will be required to ensure that the protein goes to the ER. If they are making a truncated protein that is supposed to go the nucleus, they should understand what nuclear localization signals are and how the import of proteins into the nucleus occurs.

The process of preparing for the OQE should be one that is associated with significant growth and development of scientific maturity. Students must have a strong grasp of the literature associated with their proposals and a strong understanding of experimental design, alternative approaches, and all possible outcomes of a pending experiment.

Procedures

- All exams must be in person and all committee members must attend in person. Mentors do not attend or participate in their student’s OQE.
 - Non-UCLA faculty or external subject matter experts serving on doctoral committees may participate remotely with the approval of the committee chair or co-chairs.
 - Requests for the remote participation of the student or UCLA faculty require special approval from the MBIDP Chair or the MBIDP Home Area Director. Approval may be granted for reasons that include: health, significant difficulty scheduling an in-person examination, UCLA faculty or student located off campus, financial hardship.
- The student must schedule a date and time (2 hours) that is agreeable to all committee

- members. Contact the Student Affairs Officer if assistance is required to book a room
- At least 2 weeks before the OQE, the student must notify the Student Affairs Officer of the exam date, time and location.
 - At least 1 week before the OQE, the student must email the written proposal to their entire committee and CC the Student Affairs Officer.
 - Note: Student are not allowed to provide refreshments of any kind at the OQE or any committee meetings.

Guidelines for OQE Proposal Topic

The OQE proposal must be the dissertation project that the student plans to complete under the guidance of their mentor and should include any preliminary data gathered during the previous quarters in the laboratory.

The student's proposal and presentation are expected to demonstrate:

- A scholarly understanding of the background of the research proposal
- Well-designed and testable aims
- A critical understanding of the techniques employed in the proposed research
- An understanding of potential experimental outcomes and their interpretation.

Students may not consult their doctoral committee members to formulate the proposed research topic.

Preparation of the Proposal

The proposal must be the intellectual product of the student. The student is expected to thoroughly review the current scientific literature related to their research, suggest a well-defined experimental approach to one or more questions, and provide an interpretation of possible results. Include sufficient but concise information to facilitate understanding, but avoid redundancies. Readers often consider brevity and clarity to be indicative of a focused approach to a research objective and the ability to undertake a research project. Students must emphasize the significance of their research proposal. It is important to differentiate data generated by the student versus data generated by other lab members.

Format:

The proposal should follow the outline of a typical F31 NIH grant application. The proposal should be a maximum of 7 single-spaced pages, including figures and illustrations but excluding references.

Include the following information on your title page:

- Proposal title
- The words "Oral Qualifying Examination" should be included in the title page
- Student's name
- Mentor's name
- Names of committee members
- Quarter and year submitted (e.g., Fall 2018)

- Room number, building, and time where the OQE will take place

Summary and Specific Aims page

1 page maximum, describing the problem being addressed, the problem's relevance, and how the problem will be addressed in the proposal. Include an overarching hypothesis and list the specific aims to address this hypothesis.

Research Strategy

Limit 6 pages. Must contain:

1. Significance
 - a. Explain the importance of the problem or critical barrier to progress that the proposed project addresses.
 - b. Explain how the proposed project will improve scientific knowledge, technical capability, and/or clinical practice in one or more broad fields.
 - c. Describe how the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field will be changed if the proposed aims are achieved.
2. Approach
 - a. Describe the overall strategy, methodology, and analyses to be used to accomplish the specific aims of the project.
 - b. Discuss potential problems, alternative strategies, and benchmarks for success anticipated to achieve the aims.
 - c. If the project is in the early stages of development, describe any strategy to establish feasibility, and address the management of any high-risk aspects of the proposed work.
3. Research data (text and figures)
4. References – Please make sure that references are cited in full and formatted consistently.

Font

- Arial, Helvetica, Palatino Linotype, or Georgia typeface
- Black font color only
- Font size of 11 or larger
- Use the "insert Symbol" feature for Greek letters or special characters

Paper Size and Page Margins:

- standard US letter size paper (8 ½" x 11")
- 0.5" margins (top, bottom, left, and right) for all pages
- No information should appear in the margins, including page numbers

Grading

Students are expected to deliver a strong, novel proposal that is written in a scholarly and clear manner. The proposal needs to be experimentally compelling and integrated with the current

literature. Additionally, the student must be able to defend the proposal orally, answer questions related to any aspect of the presented work, and discuss the literature.

The doctoral committee will assess the OQE on the following criteria:

1. Originality of the hypothesis and its strength (i.e., the student's ability to argue points convincingly)
 - a. A good hypothesis and experimental design generates yes/no answers. If an experiment did not work as expected, the student must be prepared to interpret that result and design backup approaches. While there is little room to cover backups in the written proposal, students should be prepared to present these orally. Do not propose open-ended experiments without a clear hypothesis, i.e., "I'll take this gene, knock it out, and see what happens".
2. Responses to fact-based questions about:
 - a. Background - Students must know the background literature as assessed by an expert in that area and should be prepared to cite studies.
 - b. Methodology – Students must know the details behind the methodology used to address the hypothesis. The written proposal does not need to delve into a detailed description of the methodology, but students must be prepared to discuss it if questioned by the committee, e.g. if RNAi is to reduced gene expression, students must know how to deliver the RNAi and how RNAi inactivates genes, as well as alternative strategies to achieve the same goal.
 - c. General knowledge - Students will not be quizzed on broad subjects. However, "mundane" questions about the structure of a peptide or nucleotide bond may be asked if the proposal utilizes proteases or nucleases.
3. Presentation: Students must prepare a well-organized and articulate presentation. The best presentations are practiced in front of peers. When practicing, the audience should ask questions about the background, methods, experimental approach, and interpretation of possible results.

Final Assessment by the Doctoral Committee

The doctoral committee will return one of three assessments:

- Pass - The student provided a strong written proposal and was able to present and defend the proposal adequately. The student will advance to doctoral candidacy.
- Conditional Pass – The written proposal was not of sufficient caliber but the oral presentation was strong, more substantive and in-depth.
- A student who receives "Conditional Pass" will be required to modify or re-write their research proposal to bring it up to required standards. The revised proposal should be submitted to the doctoral committee for their review within 1 month of the original OQE date.
- The student can seek the advice of their committee in preparing their revisions. The doctoral committee chair will notify the student in writing of the final decision, within 30 days of re-submission.
- Not Pass – The written proposal was adequate, but the presentation and defense of the

application was poor or both the written and oral aspects were below standard.

- If 2 or more committee members report a “Not Pass” assessment, the student does not advance to doctoral candidacy. Upon vote of the doctoral committee, a student who does not pass the initial exam may re-take it within six months of the original OQE date. If the student does not pass the exam on the second attempt, they will be dismissed from graduate study and the MBIDP.

Advancement to Candidacy (ATC)

Students advance to doctoral candidacy after passing the Oral Qualifying Exam with no more than one negative vote, completing four terms of academic residence and any additional departmental requirements, and maintaining a 3.0 grade-point average in graduate standing.

Students are expected to advance to candidacy no later than winter quarter of Year 3.

The Student Affairs Officer will circulate the official *Report on the Oral Qualifying Examination; Request for Advancement to Doctoral Candidacy* form to the student’s committee after the OQE and will file it with the Division of Graduate Education (DGE). Students are officially advanced to candidacy on the date the completed form is received and processed by DGE.

The ATC fee will be billed to the student’s account. Mentors are responsible for paying the ATC fee. The Student Affairs Officer will coordinate payment of the ATC fee with the student’s funding team.

Nonresident students qualify for a 100% reduction in the cost of nonresident supplemental tuition (NRST) the quarter after they advance to candidacy for a maximum of nine academic quarters (not including summer).

Year 4

Annual Committee Meeting

Students are required to meet annually with their doctoral committee beginning approximately one year after their OQE. Students should reserve ~ 2 hours for these meetings: 30-45 minutes for the oral presentation and the remaining time for discussion/Q&A.

At the first committee meeting after the OQE, it is understood that there may only be preliminary results at this stage, but this is still an opportunity for the committee to evaluate the student’s progress, help define specific goals, and offer advice. The presentation should include a summary of the background, objectives, present accomplishments, and future plans for the dissertation research. The student may present the history and significance of the area and discuss the merits and pitfalls of the particular experimental approach being taken.

The purpose of the meeting is for the committee to monitor the student's progress, identify difficulties that may occur as the student progresses toward successful completion of the

dissertation and, if necessary, approve changes in the dissertation project. The presentation is not an examination.

Students must notify the Student Affairs Officer as soon as they schedule a committee meeting. The Student Affairs Officer will prepare evaluation forms for each committee member to document their feedback. Evaluation forms will be shared with the student and Home Area Director afterwards, and will be retained as part of the student's academic record.

Student Seminars

During Year 4, students are required to give one 30-minute presentation of their research project at the MBIDP student seminar series, held every other Wednesday during the academic year. Students will receive their presentation assignment by the end of summer, before the academic year begins. Students must notify the Student Affairs Officer ASAP in advance if they have a scheduling conflict so they can be rescheduled for another seminar date.

Student seminars serve three purposes: 1) to share data with peers and receive feedback on the project, (2) to practice presentation skills, which are critical to successful careers in science and are useful to prepare for upcoming conferences, and (3) to build camaraderie among the MBIDP cohort.

Year 5

Annual Committee Meeting

Students must schedule their second annual committee meeting approximately one year after their previous meeting. Students should reserve ~ 2 hours for these meetings: 30-45 minutes for the oral presentation and the remaining time for discussion/Q&A.

The presentation should include a summary of the background, objectives, present accomplishments, and future plans for the dissertation research. The student may present the history and significance of the area and discuss the merits and pitfalls of the particular experimental approach being taken.

The purpose of the meeting is for the committee to monitor the student's progress, identify difficulties that may occur as the student progresses toward successful completion of the dissertation and, if necessary, approve changes in the dissertation project. The presentation is not an examination.

Students must notify the Student Affairs Officer as soon as they schedule a committee meeting. The Student Affairs Officer will prepare evaluation forms for each committee member to document their feedback. Evaluation forms will be shared with the student and Home Area Director afterwards, and will be retained as part of the student's academic record.

Pre-defense Meeting

Students must meet with their committee, after their Year 5 annual committee meeting, to confirm they have made satisfactory progress towards their dissertation project and are prepared to defend the dissertation and graduate. The pre-defense meeting may be excused if the entire committee is in agreement that the student is ready to defend their dissertation.

Dissertation

Every doctoral program requires the completion of an approved dissertation that demonstrates the student's ability to perform original, independent research and constitutes a distinct contribution to knowledge in the principal field of study. The choice of subject must be approved by the doctoral committee which usually reviews and approves the dissertation prospectus at the time of the oral qualifying examination. Subsequently, the doctoral committee guides progress toward completion of the dissertation.

Students must attend a Thesis & Dissertation Filing Workshop, hosted by the Division of Graduate Education, the same academic year they plan to graduate. These workshops will inform students about university-wide policies and procedures related to writing and filing theses and dissertations.

Students should refer to the Thesis & Dissertation Filing Requirements (<https://grad.ucla.edu/academics/graduate-study/thesis-and-dissertation-filing-requirements/>) published by the Division of Graduate Education. This is the official UCLA manuscript preparation guide that contains established criteria for uniformity in the format of theses and dissertations. The regulations included in it supersede any style manual instructions regarding format. Also includes information on filing dates and procedures, registration of copyright, and guidelines for submission.

Final Oral Examination (Defense of the Dissertation)

Students will deliver a 30–45-minute oral presentation of their dissertation research to their doctoral committee. The entire committee must be in attendance. Students are welcome to invite family, friends, and other guests. After the presentation, the student will have a Q&A discussion with the committee (~30 minutes).

At the end of the discussion, the committee will ask the student to exit the room so they can confer privately to evaluate the merits of both the dissertation and the defense.

Each committee member must record a decision of “passed” or “not passed.” A student is not considered to have passed the final oral examination with more than one “not passed” vote, regardless of the size of the committee.

After the committee reaches a final decision, they will invite the student back into the room and will share their evaluation.

The committee may ask the student to make major or minor revisions to the written dissertation. In the event that the dissertation is not acceptable, the candidate and doctoral committee will meet together to decide how to proceed. Students should leave enough time between the defense date and the date they plan to file their dissertation if revisions are required.

Process

1. Students may schedule their defense with the approval of their doctoral committee. Students should expect to reserve ~2 hours for their defense.
2. Students must notify the Student Affairs Officer when they have a defense date scheduled (date/time/location), ideally one quarter in advance.
3. At least 1 month before the defense date, the student must submit the following items to the Student Affairs Officer. These items will be used in preparing the defense flyer, which will be circulated with the MBIDP student and faculty mailing list.
 - a. Headshot/photo
 - b. Defense title
 - c. Zoom info, if the defense will be streamed
4. At least 1 week before the defense date, the student must email a complete draft of their dissertation to all committee members (and CC the Student Affairs Officer) so they can begin preparing comments and revisions.
5. Complete the exit survey and update the annual progress report with any additional publications, conferences, seminars, etc.

Revisions

After the dissertation defense, the student must make the required revisions based on the feedback and suggestions of the doctoral committee. The final draft should be circulated to all committee members again for final approval before officially filing the dissertation with the Division of Graduate Education.

Dissertation Filing

Students must file their dissertation electronically (<https://grad.ucla.edu/academics/graduate-study/file-your-thesis-or-dissertation/>).

Students can file their dissertation the same day as their defense or later. There is no real deadline between the two, but students must file *after* their oral defense (not before) and they must file while they are an active, registered student.

Students are considered to have completed the doctoral program once the entire doctoral committee reads, approves, and certifies the dissertation. The filing/approval/certification process is done entirely online.

Filing Fee

Filing fee is not required for students to graduate during the regular academic term (fall/winter/spring). Applying for filing fee is only required for students to file their dissertation over the summer or during an intersession period (winter break, spring break, etc.). Student may apply for filing fee during the regular academic year if the student is completely finished working in the lab and is only needs additional time to write, defend, and/or file their dissertation. Graduate students who meet certain eligibility requirements can apply for a Filing Fee and pay a nominal fee in lieu of standard tuition and registration fees. Filing Fee is intended for students who are in good academic standing and who have completed all degree requirements *except* for defending and filing their dissertation. Graduate students who are approved to use a Filing Fee will have the entire academic term to file their dissertation. While on Filing Fee status, a student may no longer: take courses, be employed by UCLA, receive financial support, or access certain campus services.

Students should only apply for filing fee during fall/winter/spring quarters if the only remaining degree requirements they have are to defend and file their dissertation. If students will be doing any work in their labs that should be compensated for as a GSR, students should register and enroll in courses, not apply for filing fee.

During the summer, students should only apply for filing fee right before they are ready to file their dissertation. This will allow them to maintain their funding and access to campus services for as long as possible.

For more information about filing fee, visit <https://grad.ucla.edu/academics/graduate-study/filing-fee-application/>.

Master's Degree in Molecular Biology

Advising

The MBIDP only rarely and under special circumstances allows students admitted to the Ph.D track to be eligible for the Master's degree. In addition, if a Ph.D. student decides to pursue the master's degree in lieu of the Ph.D., the departmental advisers work with them to meet the degree requirements.

Areas of Study

Biochemistry, Biophysics & Structural Biology (BBSB)

Cell and Developmental Biology (CDB)

Gene Regulation, Epigenomics, and Transcriptomics (GREAT)

Immunity, Microbes & Molecular Pathogenesis (IMMP)

Foreign Language Requirement

None.

Course Requirements

All graduate students must complete the first-year MBIDP curriculum. Students should see course requirements in the Doctoral Degree section above. In addition to the core course requirements, elective courses must be taken to complete the total of 36 units required for the degree. Of these 36 units, a minimum of 20 units must be graduate level courses (200 series). No more than eight units in the 500 series may be applied toward the total course requirements.

Teaching Experience

Not required.

Field Experience

Not required.

Capstone Plan

To complete the Master Program, in addition to the course requirements, the student must either select a Capstone Plan or Thesis Plan. Either option includes a departmental written examination to be evaluated by a committee of three MBIDP faculty members.

In the Capstone plan, the written exam consists of a paper, 5-10 pages in length (single spaced), describing the student's research project or a rotation project. The paper should be formatted as a research paper, consisting of five sections: 1) An abstract summarizing the project; 2) an introduction section presenting the background that forms the foundation for the project; 3) a results section which presents the results obtained in the project; 4) a discussion section in which the meaning and significance of the results are considered as well as potential problems or criticisms of the experiments and suggestions for future experiments; 5) a reference section listing relevant literature. A materials and methods section describing the detailed methodology is optional. The written portion is graded pass/fail. In the case of a fail, it may be re-taken only one additional time.

Thesis Plan

Every master's degree thesis plan requires the completion of an approved thesis that demonstrates the student's ability to perform original, independent research.

In the Thesis option, the thesis committee helps the student plan the research, determines the acceptability of the thesis, administers a final examination, and recommends appropriate action on the granting of the degree. In the event of an unacceptable thesis or performance on the final examination (if one is given), the thesis committee determines if it is appropriate for additional time to be granted to rewrite the thesis or to be reexamined.

General Info for All Students

Enrollment

All MBIDP students must be enrolled in 12 units of graduate level courses each quarter, excluding summer. In addition to any lecture, seminar, or TA courses, all students must enroll in one of the following courses with their mentor each quarter:

- *MOL BIO 596 – Directed Individual Research* for students who have not advanced to doctoral candidacy, **OR**
- *MOL BIO 599 – PhD Dissertation Research and Writing* for students who have advanced to doctoral candidacy

MOL BIO 596 and 599 are variable unit courses. Students will enroll in however many units they need to bring them up to the required 12 units each quarter. For example, a first-year student taking 8 units of lectures/seminars should enroll in 4 units of MOL BIO 596 (8 + 4 = 12 units total). A fifth-year student who is not taking any other courses should enroll in 12 units of MOL BIO 599 only. There is no benefit to enrolling in an excess number of 596/599 units.

Student Seminars

All students are required to attend a minimum of six Molecular Biology IDP student seminars each academic year, held every other Wednesday beginning in fall quarter. Students are expected to stay for the all seminar presentations. The MBIDP student seminars are for MBIDP students only; students may not invite external guests. Students must sign in on the check-in sheet in order to receive credit for their attendance.

Annual Progress Reports

All students are required to submit an annual progress report at the end of each academic year. The report will summarize accomplishments from the past year and specific goals for the upcoming year. Reports must be signed by mentors before submission to the MBIDP. Instructions will be sent to all students in late spring quarter.

Tuition and Fees

Refer to the Registrar's Office website (<https://sa.ucla.edu/RO/Fees/Public/public-fees>) for the most current information on Annual and Term Student Fees. Fees for the upcoming academic year are typically published around July 1.

Students can review their tuition and fees on BruinBill (<https://www.finance.ucla.edu/business-finance-services/student-accounts/student-billing-collections>).

Tuition and fees are fully covered through graduate student researcher (GSR) fee remissions, teaching assistantships, traineeships, fellowships, grants, and stipends, and are paid directly to the University. No action is required on the student's behalf to pay tuition.

Health Insurance

Health Insurance is mandatory for all UCLA registered students. All students are automatically enrolled in UC Student Health Insurance Plan (UC SHIP) and may waive enrollment if they already have health insurance. UCSHIP is a systemwide plan providing enhanced health benefits to all enrolled students.

UC SHIP premiums are included in the quarterly tuition and fees, and will therefore be covered through fee remissions.

Graduating students' health insurance will end at the end of the quarter that they graduate. For example, if you file your dissertation in spring quarter, UC SHIP coverage will terminate at the end of spring quarter.

For more information about UC SHIP, visit <https://www.studenthealth.ucla.edu/insurance>.

myIDP

Individual Development Plans (IDPs) provide a structure to identify career goals, milestones, and professional development needs followed by creation of a timeline for achieving career objectives. A GPB-specific online IDP (<https://bioscience.ucla.edu/myidp/user/login>) is available to all students throughout all years of training to reflect on short term and long-term goals, and to provide a record of milestones as they progress through the program. Students are encouraged to update their IDP at least once annually, submit it electronically for review, and schedule formal meetings with their mentor to review progress and plan future goals. The MBIDP strongly recommends create and discuss the IDP with their mentors on an annual basis.

Financial Support

MBIDP students making satisfactory academic progress towards their degree will receive full financial support each quarter in the form of salary/stipend, tuition, health insurance, and, if applicable, non-resident supplemental tuition (NRST). MBIDP students will receive full financial support for five years.

Predocctoral Training Grants and Fellowships

Students are encouraged to apply for external funding. When applying, students will work with their mentor and their mentor's funding team to prepare and submit their application materials. For additional writing assistance, students are encouraged to utilize the Graduate Writing Center (<https://gwc.gsrc.ucla.edu/>). The GWC publishes resources online and hosts workshops throughout the year on preparing grant and fellowship applications. The MBIDP is not directly involved in student training grant and fellowship proposal applications.

F31 Fellowships

Students who are applying for a Ruth L. Kirschstein Predocctoral Individual National Research Service Award (F31) and require the "Description of Institutional Environment and Commitment

to Training” attachment from the MBIDP can request this document from the Student Affairs Officer, Home Area Director, and/or the Department Chair.

Additional Employment at UCLA

Students who are interested in accepting additional UCLA employment other than Graduate Student Research (GSR) and Teaching Assistant (TA) positions should notify the Student Affairs Officer as soon as possible to confirm they are eligible for this additional employment before accepting any position.

Degree Verification

For graduating students, verification of a degree can be issued after the degree has been posted to the student’s record, approximately six weeks after the end of the term. If earlier proof of degree is required, students can request a degree completion letter; they should also contact a [degree auditor](#). There is no fee for this letter, but a [special degree processing fee](#) may apply if special action must be taken. For more information about degree verification, visit: <https://registrar.ucla.edu/student-records/academic-transcript/final-transcript>.

MBIDP Awards

Visit the MBI website (<https://www.mbi.ucla.edu/>) for more information on the following awards.

The Jules Brenner Scholar’s Achievement Fellowship in Molecular Biology

This fellowship was made possible by a gift from MBI supporter Jules Brenner (1924 – 2021). Mr Brenner worked in the cinematography division of the motion picture industry from the end of his military service in 1959 to the day of his retirement in 1996, starting as a camera assistant/loader at Warner Bros up to Director of Photography (1968-1991) with such film credits as Dalton Trumbo’s “Johnny Got His Gun,” John Milius’ “Dillinger,” the MacGyver TV series and the cult fave, “The Return of the Living Dead”. He was a voting member of the Academy of Motion Picture Arts & Sciences (AMPAS) and served as a judge in their Nicholl Fellowship Screenwriting Competition. After retirement he was active as a motion picture and book reviewer, accredited by the Motion Picture Association of America (MPAA) as a print and online freelance journalist.

Roy & Dorothy John, Fred Eiserling & Judith Lengyel Awards for Teaching Excellence

These awards are available to MBIDP graduate students who have completed their required TA-ships and have received exceptional feedback from their course instructors and students.

MBIDP Dissertation Year Award

This award is made possible by a gift from MBIDP Alumnus Garry Miyada. The Award is open to current graduate students in the Molecular Biology IDP who are approximately one year or less away from presenting their Final Defense and filing their dissertation. We are looking for

candidates whose research achievements are notable, who have had an impact on their field, and who have the potential for continued significant scientific contributions.

Conference Travel Funding

The Division of Graduate Education and the MBIDP recognizes the importance of professional development for its doctoral students and have conference travel funding available for the purpose of facilitating advanced students' development outside the classroom.

UCLA Doctoral Student Travel Grants for Conferences, Professional Development and Off-Campus Research (DTG)

The purpose of the Doctoral Travel Grant (DTG) is to encourage eligible UCLA doctoral students to present their work and network at conferences in their field, to support travel associated with off-campus research and to enable students to take advantage of off-campus professional development opportunities

Each new and continuing doctoral student will be provided up to \$1,000 total reimbursement that can be used, in whole or in part, at any time through the student's seventh year of enrollment in the doctoral program, as long as the student and the activities meet the eligibility requirements.

Click here for more information: <https://grad.ucla.edu/funding/financial-aid/funding-for-continuing-students/doctoral-student-travel-grants/>

MBIDP Travel Award

Funding is available to support MBIDP student participation at national and international scientific conferences, and may also be available for students who wish to take specialized courses and workshops.

MBIDP students who do not have other travel awards or travel funding may be reimbursed for up to \$500 of eligible expenses for one scientific conference during their time in the MBIDP. In order to be eligible for MBIDP support, the student must present data at the conference (talk or poster).

Students are strongly encouraged to access DGE's travel funds first.

Reimbursement for any expenses paid out-of-pocket cannot be made until after the meeting/conference has been completed. Requests for reimbursement should be submitted as soon as possible after the trip, and no later than 21 days after the travel end date. Receipts can be submitted through the MBI website: <https://www.mbi.ucla.edu/student-reimbursements>. Submission of materials after 21 days will not be processed.

Internship Policy

Students who have advanced-to-candidacy can request to participate in research internships or other work experience opportunities to explore future career options. Internships over the summer months may be full time (40 hours week) and should be closely related to the student's thesis research. Internships taken during the academic year should be part-time (10 hours/week or less) to avoid delaying time-to-degree, unless the work is part of a formal collaboration between the student's lab and an external partner.

Any time away from the lab should be approved by the student's mentor, the student's Home Area Director, and the MBIDP Chair. Both the student and mentor should submit a written request to the Home Area director with details of the proposed work experience and the time commitment. Mentors may also submit confidential comments to the program, describing the student's progress towards time-to-degree. Requests should be submitted to the program at least 3 weeks before the beginning of the internship to allow time for review.

Academic Disqualification and Appeal of Disqualification

A graduate student may be disqualified from continuing in the graduate program for a variety of reasons. The most common is failure to maintain the minimum cumulative grade point average (3.0) required by the Academic Senate to remain in good standing (note that some programs require a higher grade point average). Other examples include failure of examinations, lack of progress toward the degree, poor performance in core courses, etc. Probationary students (those with cumulative grade point averages below 3.0) are subject to immediate dismissal upon the recommendation of their department.

The Academic Disqualification procedure and process is detailed in the Division of Graduate Education's *Standards and Procedures for Graduate Study*

(<https://grad.ucla.edu/academics/graduate-study/standards-and-procedures-for-graduate-study/>)

Academic Integrity

With its status as a world-class research institution, it is critical that the University uphold the highest standards of integrity both inside and outside the classroom. As a student and member of the UCLA community, you are expected to demonstrate integrity in all of your academic endeavors. Accordingly, when accusations of academic dishonesty occur, The Office of Student Conduct is charged with reviewing and adjudicating suspected violations. Academic dishonesty, includes, but is not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic misconduct.

Click here to review the complete Student Conduct Code:

<https://www.deanofstudents.ucla.edu/individual-student-code>.

Leaves of Absence

On recommendation of the department, a leave of absence may be granted by the Division of Graduate Education to continuing graduate students in good academic standing (3.0 GPA), who have completed at least one quarter in graduate status at UCLA. Request for Leave of Absence forms are available on the Division of Graduate Education website.

The Leave of Absence policy is detailed in the Division of Graduate Education's *Standards and Procedures for Graduate Study* (<https://grad.ucla.edu/academics/graduate-study/standards-and-procedures-for-graduate-study/>)

Withdrawal

Withdrawing from the University means discontinuing attendance in all courses in which students are enrolled. With approval of the Dean of Graduate Education, if a student is eligible for further registration in the University and is not under disciplinary disqualification, the student is entitled to a statement of honorable withdrawal; however, the Dean may attach comments to this statement.

The Withdrawal policy is detailed in the Division of Graduate Education's *Standards and Procedures for Graduate Study* (<https://grad.ucla.edu/academics/graduate-study/standards-and-procedures-for-graduate-study/>)

Campus Resources

Behavioral Wellness Center

The Behavioral Wellness Center is committed to ensuring that you remain mentally healthy while completing your training program with the David Geffen School of Medicine at UCLA. The BWC is committed to practicing in a way that recognizes how racial, political, cultural, and spiritual processes operate on implicit, explicit, institutional, and individual levels to impact minoritized populations, populations of color, and LGBTQ communities' experiences. Behavioral Wellness Center staff at David Geffen School of Medicine are comprised of professionals from diverse cultures and backgrounds. Our clinicians have experience with mental health issues, and offer expertise in a variety of modalities to improve well-being.

Website: <https://medschool.ucla.edu/faculty-and-staff/wellness/behavioral-wellness-center>

Black Bruin Resource Center

The mission of the UCLA BBRC is to uplift, support, and inspire the UCLA Black and African Diaspora Community. With the goal of cultivating community, family, and power, the UCLA BBRC serves as a space the community can call home.

Website: <https://blackbruinresourcecenter.ucla.edu/>

Bruin Resource Center

The Bruin Resource Center is the home for a number of campus centers and programs that provide support to different student communities including students who have been part of the foster care and probation systems, students who are undocumented or a part of mixed-status families, parenting students and students who are taking care of other dependents such as siblings, students in recovery, students who were formerly incarcerated or impacted by the carceral system and students who have experienced houselessness.

Website: <https://brc.ucla.edu/>

Campus Assault Resources and Education (CARE) Program

CARE operates from an anti-oppression framework and is committed to the eradication of sexual and gender-based violence through creating and sustaining a safe, healthy, equitable community for all people.

Website: <https://careprogram.ucla.edu/>

Career Center

The UCLA Career Center empowers graduate students to make informed career planning decisions through innovative programs, discipline-specific 1:1 coaching, and employer connections.

Website: <https://career.ucla.edu/>

Center for Accessible Education (CAE)

The mission of the Center for Accessible Education (CAE) is to create an accessible, inclusive, and supportive learning environment. Through a collaborative effort with faculty, staff, and students, the CAE facilitates academic accommodations, disability advocacy, and serves as an educational resource for the campus community.

Website: <https://cae.ucla.edu/>

Consultation & Response Team (CRT)

Case Managers are available to assist students struggling with mental or physical health, facing an unexpected challenge or crisis, or experiencing a personal loss. They can support students by exploring options, identifying on-campus resources, and helping students to create a plan for their next steps. Case Managers typically meet with a student one to four times in person and can check-in with a student via email/phone periodically throughout the academic year.

Website: <https://studentincrisis.ucla.edu/>

Counseling and Psychological Services (CAPS)

The mission of Counseling and Psychological Services (CAPS) is to support undergraduate, graduate, and professional school student development, empowerment, and success through connection with dedicated diverse staff who provide mental health services that encourage Health, Healing, and Hope.

Website: <https://counseling.ucla.edu/>

Economic Crisis Response Team

The Economic Crisis Response Team (ECRT) is a multidisciplinary group of campus partners dedicated to supporting UCLA students experiencing a financial crisis that impacts their well being and academic success at UCLA.

Website: <https://studentincrisis.ucla.edu/economic-crisis-response>

Financial Wellness

The mission of UCLA's Financial Wellness is to empower all Bruins to confidently navigate their finances in a way that supports their overall well-being. This program fosters financial literacy skills through workshops, coaching and online educational efforts. Additionally, we aim to encourage students to know who, when and why to ask for help. Overall, the program centralizes and advocates for student economic support services on campus.

Website: <https://financialwellness.ucla.edu/>

Graduate Student Resource Center

The UCLA Graduate Student Resource Center (GSRC) is a Graduate Students Association (GSA) initiative. The GSRC is a resource, referral and information center for graduate and professional school students. The GSRC offers advice and assistance in dealing with the challenges of graduate school, as well as a number of workshops and programs done in collaboration with campus partners. Additionally, the GSRC works with campus partners (including GSA) to organize the campus-wide Graduate Student Orientation (GSO) and Graduate & Professional Student Appreciation Week (GPSA). We are also the home of the Graduate Writing Center.

Website: <https://gsrc.ucla.edu/>

Graduate Writing Center

The Graduate Writing Center is an initiative of the Graduate Students Association, funded by a GSA fee referendum, managed by Student Affairs, and overseen by the Graduate Writing Center Oversight Committee. The Graduate Writing Center came about as the result of a fee referendum, initiated by the Graduate Students Association and approved by the graduate student body in Spring of 2006.

Website: <https://gwc.gsrc.ucla.edu/>

LGBTQ Campus Resource Center

The UCLA Lesbian Gay Bisexual Transgender and Queer (LGBTQ) Campus Resource Center supports students and employees of all genders and sexual and romantic orientations through community-building events, resources, counseling, outreach, training, consultation and advocacy. We approach our work through holistic, intersectional, and social justice frameworks that honor and empower individuals at their many identities and lived experiences including but not limited to race, ethnicity, immigration status, ability, religion, and class.

Website: <https://lgbtq.ucla.edu/>

Library

Consistently ranked among the top academic libraries in the country, the UCLA Library drives the world-class research, groundbreaking discoveries and innovation for which UCLA is renowned. Whether on campus or online, the Library takes the lead in preserving cultural heritage, making knowledge accessible and building a library of the future.

Website: <https://www.library.ucla.edu/>

Office of Equity, Diversity and Inclusion (EDI)

UCLA's Office of Equity, Diversity and Inclusion (EDI) leads and advances strategies for enhancing equity, diversity and inclusion; protecting civil rights; and upholding dignity for all in our community.

Website: <https://equity.ucla.edu/>

ADA/504 Compliance Office

The UCLA ADA/504 Compliance Office leads and administers all aspects of compliance throughout the UCLA and UCLA Health community with federal and state disability laws, as well as University policies and procedures pertaining to protections for students and employees with disabilities.

Website: <https://equity.ucla.edu/civil-rights/ada-504/>

Title IX Office

Title IX prohibits sex or gender discrimination in any education program or activity receiving federal financial assistance. The Title IX Office receives reports of gender discrimination, including allegations of sexual harassment and sexual violence.

Website: <https://sexualharassment.ucla.edu/>

Office of Ombuds Services

The Office of Ombuds Services is a place where members of the UCLA community—students, faculty, staff and administrators—can go for assistance in resolving conflicts, disputes or complaints on an informal basis. In order to afford visitors the greatest freedom in using its services, the Office is independent, neutral and confidential.

Website: <https://www.ombuds.ucla.edu/>

Recreation

Reflecting the varied leisure and wellness needs of the University community, UCLA Recreation provides extensive access to a broad range of recreational activities and services. The Department offers programming which encompasses the competitive, passive, social, cultural, and instructional aspects of recreational activity. In addition, UCLA Recreation manages 14 of the University's recreational and athletic facilities offering recreation, sport, and numerous multi-use options for student and university events.

Most UCLA students, through their tuition and fees, have access to recreation facilities and may purchase additional services. All other campus affiliates are eligible to purchase a membership for access to our many programs and facilities.

Website: <https://recreation.ucla.edu/>

Student Accounts

UCLA Student Accounts oversees billing and collections for all student and various non-student accounts for the campus. We offer a variety of services, including customer service and support to billing customers via phone, email and in-person; billing and collections for all student registration fees, campus charges including Housing fees; billing and collections for various non-student and sponsorship accounts; disbursement oversight including refunds with approved disbursement amounts by Financial Aid; management of 1098-T tax reporting.

Website: <https://www.finance.ucla.edu/business-finance-services/student-accounts>

Student Legal Services

The mission of Student Legal Services is to prevent, ameliorate, or resolve legal problems that confront students by providing professional legal counseling and assistance. Student Legal Services also seeks to educate students about their legal rights and responsibilities through informational programs and materials, as well as individual counseling.

Website: <https://studentlegal.ucla.edu/>

Students with Dependents

The Students with Dependents (SwD) Program within the Bruin Resource Center offers support to UCLA undergraduate, graduate, and professional students who have taken on the role of

parent, guardian, or caregiver and have continued their academic careers. Through partnerships with parenting student organizations at UCLA, the SwD Program can direct students with dependents to organizations and resources that would support scholars and their families throughout their educational journey.

Website: <https://swd.ucla.edu/>

Transportation

UCLA Transportation provides programs and information to UCLA students and employees regarding sustainable commute options, parking services, fleet services, and transit operations.

Website: <https://transportation.ucla.edu/>

Volunteer Income Tax Assistance (VITA) at UCLA

VITA at UCLA is a student organization that provides free federal and state income tax filing services to low-to-moderate income, disabled, and elderly individuals in the Los Angeles community. All VITA volunteers must take and pass tax law training that meets or exceeds IRS standards.

Note: UCLA staff are prohibited from giving individual income tax advice on personal income tax issues.

Website: <https://vitaatucla.org/>