# Table of Contents

## WELCOME TO UCSC

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## PROGRAM REQUIREMENTS

---

## EDUCATION DEPARTMENT CONTACT INFORMATION

---

## EDUCATION DEPARTMENT EMAIL ALIASES

---

## GENERAL STUDENT AND DEPARTMENT INFORMATION

- Doctoral Programs Committee (DPC) ............................................................... 5
- Graduate Student Association ........................................................................... 5
- Education Department Doctoral Student Meeting (DSM) ............................... 5
- Education Department Graduate Student Office and PhD Computer Lab ...... 5
- Website contact information .......................................................................... 6
- Mail/Mailboxes ................................................................................................. 6
- Paychecks .......................................................................................................... 6
- Department Space and Equipment ................................................................. 6
- Information Technology Services (ITS) .......................................................... 7

## Collaborative Leadership, Ed.D .................................................................... 7

## Program Requirements ............................................................................... 7

- Program Description ....................................................................................... 7
- Program of Study ............................................................................................... 8
- Faculty Academic Advisor .............................................................................. 8
- Course Requirements ....................................................................................... 9
- Petitioning to Change a Program Requirement ............................................. 9
- Colloquium Attendance .................................................................................. 10
- Program Requirements – Timeline ............................................................... 10

## Qualifying Examination ................................................................................ 11

- Timetable ......................................................................................................... 11
- Qualifying Examination Committee (Also known as the Dissertation Reading Committee) 11
- The Written File ............................................................................................... 12
- Scheduling the Qualifying Examination ......................................................... 12
- Oral Examination .......................................................................................... 13
- Examination Results ...................................................................................... 13
  - Qualifying Examination Checklist ............................................................... 13

## ADVANCEMENT TO CANDIDACY ................................................................ 14

## DISSERTATION ................................................................................................ 14

- Dissertation Reading Committee ................................................................. 14
- Dissertation Standards .................................................................................... 14
- Writing the Dissertation .................................................................................. 15
- The Dissertation Oral Exam .......................................................................... 15
- Dissertation Format ......................................................................................... 15
- Submitting the Final Manuscript and Graduation ......................................... 15
- Filing for the Collaborative Leadership, Ed.D. Degree ................................ 15
- Final Examination .......................................................................................... 15
- Program Requirements – Timeline ............................................................... 16

## REQUEST FOR AN EXTENSION OF A DEADLINE ....................................... 17

## GRADING POLICY ............................................................................................ 17
WELCOME TO UCSC

This handbook is your guide to our Collaborative Leadership, Ed.D. program and to facilities within the Education department and on campus. As a new student, you can find answers to many of the questions that arise when planning your program of study and beginning at a new campus. Please keep this handbook as a resource during your tenure as a student in the program. As a continuing student, this handbook is a handy guide through the maze of UCSC Education department policies and procedures and should be consulted regularly for information. You may access further information about the department’s programs and faculty on our web pages at http://education.ucsc.edu.

The Collaborative Leadership, Ed.D. Program is coordinated by the Graduate Director, the department’s Doctoral Programs Committee, and the Graduate Advisor (not to be confused with your Faculty Academic Advisor). For 2011-12 the Graduate Director is Associate Professor George Bunch, 459-1828, e-mail gbunch@ucsc.edu. The Doctoral Programs Committee (DPC), which meets regularly to oversee doctoral program policy, is composed of four education faculty members, the Graduate Advisor, and one Doctoral student (elected by the students). The Graduate Director serves as the chair of the DPC and runs the second year proseminar.

PROGRAM REQUIREMENTS

Each cohort of Collaborative Leadership, Ed.D. students is governed by the program requirements set forth in the UCSC catalogue for the year it enters graduate education at UCSC. This Handbook offers fuller details about program requirements. In addition, students are advised to consult the Graduate Student Handbook, prepared by the Division of Graduate Studies, for university-wide policies and regulations that govern graduate study at UC Santa Cruz http://graddiv.ucsc.edu

EDUCATION DEPARTMENT CONTACT INFORMATION

University of California, Santa Cruz
Education Department
McHenry 2140B
1156 High St.
Santa Cruz, CA 95064
(831) 459-4509 – edphd@ucsc.edu – Doctoral Advisor
(831) 459-4618 – Fax

EDUCATION DEPARTMENT EMAIL ALIASES

<table>
<thead>
<tr>
<th>EMAIL ALIAS</th>
<th>RECIPIENT LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:edstaff@ucsc.edu">edstaff@ucsc.edu</a></td>
<td>All Education Staff Members</td>
</tr>
<tr>
<td><a href="mailto:edfaculty@ucsc.edu">edfaculty@ucsc.edu</a></td>
<td>All Education Faculty Members and Teacher Supervisors</td>
</tr>
<tr>
<td><a href="mailto:edgrads@ucsc.edu">edgrads@ucsc.edu</a></td>
<td>All Education Ph.D. &amp; Ed.D. Students</td>
</tr>
<tr>
<td><a href="mailto:gwilkins@ucsc.edu">gwilkins@ucsc.edu</a></td>
<td>Doctoral Student Advisor</td>
</tr>
<tr>
<td><a href="mailto:education@ucsc.edu">education@ucsc.edu</a></td>
<td>Doctoral &amp; MA/Credential Advisors</td>
</tr>
</tbody>
</table>

Faculty: contact/research information, current courses and office hours are available on the Education website http://education.ucsc.edu/faculty/
**Doctoral Student:** contact information is available on the Education website: [http://education.ucsc.edu/graduate_students/](http://education.ucsc.edu/graduate_students/)

**Staff:** contact information is available on the Education website: [http://education.ucsc.edu/staff/](http://education.ucsc.edu/staff/)

### GENERAL STUDENT AND DEPARTMENT INFORMATION

#### Doctoral Programs Committee (DPC)

The Doctoral Programs in Education are coordinated by the Graduate Director, the department’s Doctoral Programs Committee (DPC), and the Graduate Advisor (not to be confused with your Faculty Academic Advisor For 2011-12 the Graduate Director is Associate Professor George Bunch, 459-1828, e-mail gbunch@ucsc.edu. The Doctoral Programs Committee, which meets regularly to oversee doctoral program policy, is composed of three or four faculty members, the Graduate Advisor, and one doctoral student (elected by the students). The Graduate Director serves as the chair of the DPC and runs the first-year proseminar.

#### Graduate Student Association

The UCSC Graduate Student Association (GSA) serves as a resource and proponent for graduate student issues and provides socializing opportunities outside of individual departments. You can use the GSA web page: [http://www2.ucsc.edu/gsa/](http://www2.ucsc.edu/gsa/) to learn more about this organization and about getting around and getting involved on campus. They provide travel grants, represent the interests of graduate students regarding health insurance, parking and tuition, and can co-sponsor events.

Graduate students from each department select someone to be their GSA representative (with voting rights), along with one non-voting alternate. The Education programs are represented by two elected members, although only one has voting rights within the GSA and the other serves, officially, as an alternate. The program with a voting representative switches each year.

#### Education Department Doctoral Student Meeting (DSM)

The Education Department’s Ph.D. & Collaborative Leadership, Ed.D. students have a monthly meeting to discuss departmental policies, informally network with other graduate students in the program, and have the opportunity to inform the Education Department Doctoral Program Committee (the DPC is the governing body of the Doctoral Program) about your needs and desires as doctoral students. It is understood, however, that due to the work demands of some Collaborative Leadership, Ed.D. students, DSM attendance will not always be possible, though we trust that students will attend whenever possible.

Each year the Education doctoral students select someone to serve on the DPC as their student representative. The student representative attends the DPC meetings, which are held on the first Wednesday morning of every month. The student representative usually serves for the full academic year (fall, winter, and spring quarters) and is usually beyond the first year of the program.

#### Education Department Graduate Student Office and PhD Computer Lab

The Doctoral Student Office is located in the McHenry Library Building, room 3170
Website contact information
Students are responsible for listing themselves on the department website and maintaining current information: http://education.ucsc.edu/

Using your gold password and login, students will click on the following link and select UPDATE YOUR DIRECTORY INFORMATION ONLINE, and fill in the form. Note that you don't have to list your UCSC email as it will be automatically included.
http://campusdirectory.ucsc.edu/

Mail-Mailboxes
Graduate student mailboxes are located in McHenry, room 3118. Mail is delivered once a day, and it is the student’s responsibility to check his/her mailbox on a regular basis and keep it cleaned out. The mailroom is open to students M-F, 8am-5pm. Faculty mailboxes are also located in room 3118. Staff mailboxes are located in 2140B, which is also open to students M-F, 8am-5pm.

Paychecks
If you are a Graduate Student employee (TA, GSR, or Reader), you will be paid in three equal paychecks during the quarter.

If you choose to have your check mailed to the department (this is arranged with the UCSC Payroll Department), you will have to sign for it with the Undergraduate Advisor, located in McHenry room 2163, Monday – Thursday, between the hours of 9-12 pm and 1-4 pm. Generally speaking, the department cannot mail paychecks. In extenuating circumstances however, the student may send an email to the Education Department (education@ucsc.edu) requesting that his/her paycheck be mailed. Once more, the exception is made for extenuating circumstances only. Direct Deposit is recommended, and can be arranged by visiting: http://www.ucop.edu/atyourservice/ Once you have been entered into the Payroll system, and/or have access to CruzPay, you will then be able to create a new account At Your Service On-line.

Department Space and Equipment
Only faculty and staff can reserve conference and seminar rooms in advance. However, Ph.D. students may book meetings in the department conference rooms on the day they wish to utilize them.

Please note however that doctoral students are permitted, and encouraged to, reserve department conference rooms in advance for the following events:
- Qualifying Examination
- Dissertation Proposal Defense
- Dissertation Defense

Some of the department conference rooms have conference phones, wireless and/data ports (Ethernet connections). Please contact the Graduate Advisor in the Education Department at education@ucsc.edu, 459-4509 or stop by McHenry, room 1276 to reserve a conference room.

Students are provided access to room 3118 during normal business hours: M-F, 8-5pm. In order to use the copier in room 3118, please purchase a Slug Debit Card at one of the following locations:
• McHenry Library copy room
• Science Library copy room
• Print Services – Baskin Engineering Basement Room B66

Information Technology Services (ITS)

For assistance with doctoral office computers and printers, UCSC email, MYUCSC student portal, etc. students will need to contact the ITS office. There are three different ways students can receive support from the ITS office.

• Online - http://itrequest.ucsc.edu or by email - help@ucsc.edu. IT Request tickets can still be submitted online or via email 24 hours a day. Support staff will check tickets multiple times per day.
• Phone 459-HELP (9-4357). FRIDAYS - this number will be directed to voicemail that will be checked hourly.
• Walk-in Kerr Hall 54 remains open M-F from 8AM – 5PM.

You will login to the online ITS help system with your CruzID and Gold password, the same password you use for eCommons, MyUCSC, and the Campus Directory. If you haven’t set your CruzID Gold password yet and would like to do so, please visit: https://cruzid.ucsc.edu/

Visit the Division of Graduate Studies website http://graddiv.ucsc.edu/splash/ for additional information regarding campus resources, academic policies, academic advising, learning resources and workshops, Internship and career development, leadership development opportunities, socio-cultural activities, and more.

COLLABORATIVE LEADERSHIP, ED.D.
PROGRAM REQUIREMENTS

Program Description

The Education Department’s Collaborative Leadership, Ed.D. Program focuses on generating and applying educational theory and research to projects that improve educational practice within the student’s own professional work environment. The Collaborative Leadership, Ed.D. program therefore prepares students not only in the theory and research methods that inform educational transformation but also in the professional processes used by change agents to improve education. The key features of the program are the following:

• A focus on improving the education of low-income, multicultural, multilingual student populations that have not traditionally been well served by America’s educational system.
• The development and implementation of a new model of collaborative leadership that will engage teachers, administrators, researchers and community members in working together to design, implement and evaluate innovative programs.
• An emphasis on action research that engages school change leaders in reflection and analysis of their practice.
• The development of a collaborative K-12/university research community to serve the needs of our local region and similar regions in the state and nationally.

**Program of Study**

The course requirements in the Collaborative Leadership, Ed.D. Program are directed towards preparing and assisting educational leaders working in the culturally and linguistically diverse schools of California in their attempt to transform schools to provide greater academic access and success for all students. In general, all students are expected to be active in conducting both collaborative and independent research throughout their graduate careers, leading up to the completion of a dissertation.

Students work closely with individual faculty members throughout their graduate careers, and each student must be associated with a faculty member who serves as the Faculty Academic Advisor and research sponsor.

**Faculty Academic Advisor**

First year faculty advisors are assigned at the time of admission. Upon entering the Collaborative Leadership, Ed.D. program, students consult with their faculty advisor to develop an integrated program of study that corresponds with their interests and goals and that includes formal course work, seminars, independent studies, teaching, and research. It is essential that every graduate student have a faculty advisor.

We encourage students to broaden their horizons about possible research interests, and we recognize that in some instances students may find their new interests match better with a different faculty member than their original advisor. Students wishing to change faculty advisors will need to submit a “Change of Advisor” form, which can be located in the Education Department lobby. The change becomes official only after a “Change of Advisor form” is signed by the old advisor, the new advisor, and the Graduate Director, and is filed with the Graduate Advisor.

Should a situation arise where a student wishes to separate from her/his old advisor but has no new advisor, either the department Chair or the Graduate Director will serve temporarily as the interim faculty advisor. The deadline for finding a new advisor is at the discretion of the program, but at most, the interim advisor can serve for no more than two quarters or until the end of the current academic year, whichever comes first. If the student has not secured a new advisor during this period, the program will recommend to the Graduate Division that the student immediately be placed on probation. If the student does not obtain an advisor within one quarter of being placed on probation, the program will recommend that the student be dismissed from graduate study at UCSC. Students in good standing can petition for an exception if special circumstances seem to warrant an extension of the deadline for finding an advisor. The role of the interim advisor is to serve as the official conduit of information between the department and the student.

Students wishing to change to an advisor outside of their research interest will need to make a formal written request to the Graduate Director, who will then take up the request with the appropriate faculty members. This request is not automatically granted, as students are admitted into the program to work in a particular area of research.
Course Requirements
Collaborative Leadership, Ed.D. and Ph.D. students will enroll in the same courses with two exceptions:

- Pro-seminars are program-specific after the first year in order to accommodate differences in the two programs’ orientation to dissertation research; and,
- A new 2-unit course on Ethical Issues in Educational Research exists specifically for the needs of the Collaborative Leadership, Ed.D. students.

The Collaborative Leadership, Ed.D. students are also required to take one additional Ph.D. course within a specific emphasis (Mathematics and Science Education, Learning and Teaching, Teachers and Teacher Development, Language and Literacy Studies, or Social and Cultural Contexts). Collaborative Leadership, Ed.D. students are expected to pass their qualifying exams after completing 24 units of coursework.

In total, the Collaborative Leadership, Ed.D. Program requires 120 units, including coursework, data collection, supervised dissertation research, and dissertation writing, to be completed over four years.

First Year (12 units per quarter)
EDUC 269 A, B, C: Doctoral ProSeminar Series
EDUC 236: Quantitative Methods in Educational Research
EDUC 237: Qualitative Research Methods
EDUC 262: Social and Cultural Context of Education
EDUC 263: Foundations of Educational Reform
EDUC 268: Schools, Communities, and Families

Second Year (12 units per quarter)
EDUC 277 A, B, C: Second Year Professional Development Seminar Series
EDUC 266: Action Research in Educational Reform
EDUC 271: Theoretical Perspectives on Learning and Using Literacy OR EDUC 273: Language Acquisition, Bilingualism, and Education
1 Education Course from the Ph.D. Concentrations: • Social Context & Policy Studies • Learning & Teaching • Teachers & Teacher Development • Language, Literacy, & Culture • Mathematics & Science Education

Third Year (8 units per quarter)
EDUC 297: Third Year Professional Development with Faculty Advisor (independent study), each quarter
EDUC 299: Directed Research, each quarter

Fourth Year (8 units per quarter)
EDUC 279 A, B, C: Dissertation Supervision, each quarter
EDUC 299: Directed Research, each quarter

Petitioning to Change a Program Requirement
If special circumstances occur, students may petition to waive or substitute a class or modify a program requirement. Waving or modifying a requirement usually occurs only when a student has met a particular program requirement through previous coursework or graduate training. No waiver or substitution is considered approved until the course substitution/waiver form is filed with the Graduate Advisor. All waivers or substitutions for core courses or core requirements must be approved by the DPC.
Colloquium Attendance

To aid in the development of their research programs, students are strongly encouraged to attend department colloquia during their first and second years in the doctoral programs. It is understood, however, that due to the work demands of some Collaborative Leadership Ed.D. students, colloquium attendance will not always be possible, though we trust that students will attend departmental colloquia whenever possible. In these colloquia, graduate students and faculty present research plans, research-in-progress, and completed research for constructive criticism, and invited outside speakers present their current research. [Approved by the UCSC Graduate Council on 4/24/07]

Program Requirements – Timeline

YEAR ONE
Students will enroll in all required courses

YEAR TWO
Before the end of year two, students will need to have advanced to candidacy. To do this the following is required

- Complete all pre-qualifying course requirements.
- In conjunction with advisor, assemble a dissertation reading committee of three faculty.
- Prepare and submit Qualifying Exam materials that include
  a) A dissertation proposal (a fully developed plan with a literature review and methodology)
  b) A 10-15 page personal reflection paper which identifies and discusses what the student has learned thus far
  c) A 5-10 page paper, of publishable quality to a professional journal/magazine, that discusses how the student’s research interest is related to practice and how it can change practice within the student’s targeted professional sphere.
- Schedule and successfully complete a 3-hour QE/proposal hearing in which the student talks through their documents and receives feedback on their progress and their dissertation plan.

In conjunction with their advisor, students may decide to submit a small pilot study in year two. This is not a requirement.

In conjunction with their advisor, students may decide to submit a dissertation prospectus to their committee for feedback before completing the dissertation proposal. This is not a requirement.

YEAR THREE
Students will enroll in required sections of Dissertation Research and Professional Development courses and continue working on their dissertation.

YEAR FOUR
Before the end of year four, students will need to schedule their oral exam to defend their dissertation. Students must prepare, defend and submit their final dissertation by the end of year four.
Qualifying Examination

After satisfying all formal course and research requirements, a student must take a two-part Qualifying Examination (QE): a written file and a three-hour oral examination. The QE is intended to review and assess students’ research plans and her/his competence to carry out dissertation research. During the oral defense, students will present the research problem, theoretical orientation, related literature, research design and procedures. The dissertation proposal will address these elements: introduction and statement of the problem, proposed collaborative action research projects, methodology, and references. Proposals will provide members of students’ dissertation committees with research plans.

This is an important milestone since it is a means to determining the adequacy and appropriateness of the student’s preparation to complete the doctoral dissertation and serves to advance a student to doctoral candidacy. Students, in consultation with the faculty adviser, should begin planning for the QE while completing course requirements.

Timetable

Students will generally be expected to take the qualifying exam before fall quarter of their third year. A student who has not advanced to candidacy by the end of three calendar years after entering the program (irrespective of leaves) is not considered to be making satisfactory progress and will be recommended for probation unless there are strong extenuating circumstances.1 A student must be registered as a graduate student in the quarter that the QE is taken. For more specific information, students should refer to the Graduate Studies Division "Handbook." (see Academic Regulations).

Qualifying Examination Committee (Also known as the Dissertation Reading Committee)

The examination committee consists of at least three members including the student's faculty advisor. One of the four members can be (but is not required to be) either an outside tenured faculty member in a UCSC department other than Education or a tenured non-UCSC faculty in any appropriate discipline. At least one member of this committee must be a tenured faculty member at the rank of associate or full professor in Education. A tenured Education faculty member who is not the student's assigned faculty advisor will serve as the Chair of the committee. If a student wishes to nominate a committee member who is not affiliated with UCSC, then the student must provide a copy of the proposed member’s CV along with the QE Committee Nomination form. The department shall forward both documents onto the Graduate Division for approval.

Students should consult with their Faculty Advisor as to the composition of the committee. Students should then present their research and preliminary reading lists to potential committee members. If these

1 For students who have been approved for part-time status due to family needs (see Family Leave section of Handbook), the clock moves at half time, but in all cases students should advance to candidacy by the end of three years to remain in good academic standing.
faculty members agree to serve, they then may add to the reading list. They may also offer feedback on draft position papers, if they wish.

Students must submit the list of proposed committee members, who have agreed to serve, to the Education Department’s graduate advisor at least 30 days before the intended date of the QE. The Graduate Director and advisor must approve the committee’s composition before it is submitted to the Dean of Graduate Studies for final approval. Once approved, the Graduate Dean must approve any change in the membership of the Committee.

**The Written File**

Students will write a 20-30 page dissertation proposal, a 10-15 page personal reflection paper in which they identify and discuss what they have learned thus far, and a 5-10 page paper—of publishable quality to a professional journal/magazine—that discusses how their research interest is related to practice and how it can change practice within their targeted professional field.

The student’s dissertation proposal should critically examine a particular body of literature and demonstrate the student’s ability to use the literature to defend a position, come to some conclusion about what is known on the topic, identify gaps in the literature, and/or pose questions or hypotheses that might serve as the basis for future research. In writing the proposal, students should strive to find a balance between (a) accurate and impartial coverage of the various perspectives on the chosen topic and (b) an expression of their own well-supported views on the topic. Dissertation proposals are not simply open-ended literature reviews. A review of relevant literature is a crucial part of the paper, but the delineation of what constitutes the relevant literature should be determined by having a clear central thematic core that guides the review and the student’s depiction of the key intellectual issues addressed. In other words, the proposal must develop and defend a coherent position on the topic. It is anticipated that each proposal will be approximately the length of a professional article in the student’s area of specialization.

Students are expected to work closely with their faculty adviser, as well as other members of the QE committee, to determine properly focused research and to develop an extensive reading list for each topic of interest. Each member of the QE committee should approve topics and reading lists before the dissertation proposal and the two other papers are drafted. When students submit draft papers to members of the QE committee for their review and feedback, they can reasonably expect that faculty members will take no more than two weeks to “turn around” the materials submitted. Students should not expect “instant feedback” at the last minute.

**Scheduling the Qualifying Examination**

The chair of the QE committee in consultation with the student’s faculty advisor should determine when a student is ready for the oral examination. The student must be enrolled during the quarter he/she takes his/her QE. If the student takes his/her QE during the summer, then he/she must be enrolled in the previous spring quarter. It is the student’s responsibility to give all members of the QE committee copies of the final reading lists, and the dissertation proposal at least two weeks before the date of the qualifying exam, assuming it is scheduled during the academic year. It is also the student’s responsibility to schedule the date and room for the QE. Due to faculty schedules, it is advisable to set this date well in advance.
Oral Examination

The oral examination is a three-hour meeting in which the student presents and defends his/her work to the Committee. Although the Committee decides the form of the oral exam, it typically begins with a brief (20 minute) presentation by the student outlining key points and describing the proposed research. The meeting will then normally move to a detailed discussion of the student’s file.

The QE Exam is open to all faculty members. Other doctoral students are encouraged to attend, but may do so only with the permission of the examinee.

Towards the end of the oral exam, the student will be asked to leave the exam room. At this point the Committee will review the entire QE file (orals and written) and decide on one of three actions: pass, conditional pass (requiring revisions to written papers to be submitted according to a specified timetable), or no pass/fail. A student who fails the QE may request a second (and final) examination.

Examination Results

Following the examination the student will receive a copy of the “Report on Qualifying Examination” prepared by the Committee Chair for the Graduate Division. Also following the exam and the completion of any revisions, the student is required to submit a copy of his/her QE file to the graduate advisor in the Education Department.

Qualifying Examination Checklist

<table>
<thead>
<tr>
<th>Student initials</th>
<th>Advisor initials</th>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________ __________ __________</td>
<td>Discussed, recommended QE committee membership and QE date. Talked to potential committee members. Put forward proposed committee form to the Graduate Advisor to submit to Grad Division.²</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. __________ __________ __________</td>
<td>Established list of research areas and/or reading list, specific topics of 2 QE papers, and plan for writing the dissertation prospectus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. __________ __________ __________</td>
<td>Drafts of both QE papers and dissertation prospectus given to advisor, commented on by advisor, and subsequently discussed with advisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. __________ __________ __________</td>
<td>Student scheduled room, arranged for equipment, notified QE committee of date, time, and place—and when to expect the QE papers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. __________ __________ __________</td>
<td>Drafts of all three papers submitted to committee members for their consideration and feedback. (Must occur at least two weeks prior to QE event; Committee members whose feedback will be substantial or who have concerns about the student’s ability to complete the QE should contact the advisor well in advance of the QE event. Committee members [other than advisor] may or may not offer written feedback prior to the meeting; they may choose to wait until the QE event to share their feedback on the three papers.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. __________ __________ __________</td>
<td>Informal check-in with advisor to review structure, decorum, procedure of the QE event.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

² A student’s QE committee, consisting of three people, is typically a chair (cannot be the advisor, must be tenured member of the department), the student’s advisor, and one other member.
7. Afterwards: Once the QE has been completed/passed, QE chair submits completed and signed form. Next steps for student: Create your dissertation reading committee (DRC) and submit along with check made out to “UC Regents” to the Graduate Advisor as soon as possible.

ADVEMENT TO CANDIDACY

To advance to candidacy for the Collaborative Leadership, Ed.D., a student must complete all course requirements, successfully pass the Qualifying Examination, and clear all incompletes from his/her record. When the student passes the QE, the Graduate Advisor sends the report to the Division of Graduate Studies, along with the names of the student’s Dissertation Reading Committee (approved by the Graduate Director) and the Advancement to Candidacy fee. The student officially advances the quarter after all of these requirements are met provided there are no incomplete grades on her/his record.

The QE Committee Chair is responsible for submitting the QE report to the Graduate Advisor. The student is responsible for submitting to the Graduate Advisor a completed Dissertation Reading Committee form as well as a check made out to the UC Regents in the amount of the current advancement to candidacy fee.

DISSERTATION

Dissertation Reading Committee

A dissertation reading committee consists of a minimum of three faculty members, at least two of whom are faculty members in a Department or School of Education. In addition, whatever the size of the committee, the majority of members should be UCSC ladder faculty (members of the Santa Cruz Academic Senate), at least one of whom is tenured. One member must be designated as the Dissertation Advisor; the advisor may also serve as the committee chair. Normally the dissertation readers are selected from the QE Committee, but this is not a requirement. This committee is subject to approval by the Graduate Director and appointed by the Graduate Dean, following review by the Graduate Council. Normally the chair is a member of the Education Department. The Graduate Dean must approve a change in the membership of the Committee.

Dissertation Standards

The Collaborative Leadership, Ed.D. dissertation is an important achievement that links research and theory to practice. Students will be expected to develop a dissertation that includes several key components: a clear statement of a problem regarding an educational policy and/or practice, an appropriate theoretical orientation/perspective, a clear implementation of a collaborative action research project, methodical collection of original data, critical analysis of data, a clear representation of findings, and a discussion of results that derive implications from the relationship of findings to theory and research and for practice and/or policy. The dissertation must reflect originality and contribute to practice and/or policy and to the knowledge base.
Writing the Dissertation

Students will work closely with their dissertation committee chair who will review and provide constructive feedback. Students will then share drafts with other committee members for feedback. Students will complete the final drafts of their dissertations by the winter quarter of their last year in the program, in order to allow time for revisions and the completion of graduation requirements. Dissertations will include the following elements: an abstract, copyright page, title page, acknowledgements, table of contents, list of tables and figures, references, and, when appropriate, appendices. Meeting all the requirements for human subjects research is required. The dissertation must adhere to the guidelines specified in the UCSC Dissertation and Thesis Preparation Guidelines. APA format is required.

The Dissertation Oral Exam

After the final draft of the dissertation has been completed and submitted to the reading committee, students must defend the dissertation in an oral exam. This meeting will normally provide the occasion for the student and committee members to discuss the final project and to celebrate the completion of the student's graduate career. The meeting also provides students with useful suggestions for possible publication of the dissertation.

There might be occasions, especially in the summer, where it is nearly impossible for all the members of a dissertation committee to get together for this final dissertation meeting. When this situation arises, it is still useful for students to meet with as many committee members as possible and/or to participate in a conference call. Students should set up this final meeting. If, under extreme circumstances, the final dissertation meeting is waived, it is the responsibility of the Chair of the dissertation committee, not the student, to get agreement for this waiver from all members of the committee.

Dissertation Format

Please see Graduate Division’s Graduate Student Handbook for details about the format for the dissertation.

Submitting the Final Manuscript and Graduation

Students will follow the directions for preparing and submitting their final dissertations that are outlined in the Dissertation and Thesis Preparation Guidelines, which is published by the UCSC Division of Graduate Studies and available at http://graddiv.ucsc.edu/student_affairs/pdf_student_affairs/Diss_Guidelines2009.pdf
Students will be responsible for the cost of copying and binding and/or preparing electronic storage of dissertations.

Filing for the Collaborative Leadership, Ed.D. Degree

To be awarded the Collaborative Leadership, Ed.D. degree at the end of a particular quarter, the student must file by the beginning of the third week of that quarter her/his intentions to complete all degree requirements by the end of that quarter. The signed final copy of the dissertation must be submitted to the Graduate Division by the end of the ninth week of the quarter. Since these dates are approximate, the student should check with the Graduate Division for the exact dates.

Final Examination

Students’ defense of their dissertations will serve as the terminal degree requirement for this Program.
**Program Requirements – Timeline**

**YEAR ONE**
Students will enroll in all required courses

**YEAR TWO**
Before the end of year two, students will need to have advanced to candidacy. To do this the following is required

- Complete all pre-qualifying course requirements.
- In conjunction with advisor, assemble a dissertation reading committee of three faculty.
- Prepare and submit Qualifying Exam materials that include
  - A dissertation proposal (a fully developed plan with a literature review and methodology)
  - A 10-15 page personal reflection paper which identifies and discusses what the student has learned thus far
  - A 5-10 page paper, *of publishable quality to a professional journal/magazine*, that discusses how the student’s research interest is related to practice and how it can change practice within the student’s targeted professional sphere.
- Schedule and successfully complete a 3-hour QE/proposal hearing in which the student talks through their documents and receives feedback on their progress and their dissertation plan.

In conjunction with their advisor, students may decide to submit a small pilot study in year two. *This is not a requirement.*

In conjunction with their advisor, students may decide to submit a dissertation prospectus to their committee for feedback before completing the dissertation proposal. *This is not a requirement.*

**YEAR THREE**
Students will enroll in required sections of Dissertation Research and Professional Development courses and continue working on their dissertation.

**YEAR FOUR**
Before the end of year four, students will need to schedule their oral exam to defend their dissertation. Students must prepare, defend and submit their final dissertation by the end of year four.
REQUEST FOR AN EXTENSION OF A DEADLINE

If special circumstances occur that prevent a student from meeting the deadline for completing a requirement specified in this handbook, the student may petition for an extension. The petition must explain the special circumstances and specify the date by which the requirement will be completed. The petition must be signed by the student, the faculty advisor, and the Graduate Director, and submitted to the Doctoral Programs Committee for final approval.

GRADING POLICY

Satisfactory/Unsatisfactory Grading

All graduate students in graduate or undergraduate courses will be graded Satisfactory, Unsatisfactory (S/U) or Incomplete (I). Graduate students also have the option of receiving a letter grade of A, B, C, D, or F in most courses. The grades of A or B shall be awarded for satisfactory work. Grades of C or D will not satisfy any course requirement for a graduate degree at UCSC. A grade of U or F requires immediate resolution or the student will be brought up for review before the Education Department ladder faculty.

Letter Grade Option

You may select the letter grade option for a course on the MYUCSC student portal. For instructions on how to select the letter grade option, refer to the Registrar’s website http://reg.ucsc.edu Select the FAQs for Students link.

Repeating Courses

Graduate students may repeat a course in which they earn a grade of C, D, F, or U. Degree credit for a repeated course will be granted only once and the most recently earned grade will be used to determine whether a degree requirement has been met.

Incomplete Grades

The Education Department does not allow “Incompletes” in its first year doctoral courses and strongly discourages the use of “Incompletes” in other Education graduate courses. We also recommend that doctoral students in Education not request incomplete grades for courses taken outside the Department.

We understand that an “Incomplete” may be appropriate in some instances, particularly in cases of serious medical or personal emergency. In such cases, the Department strongly urges all doctoral students to submit the required coursework to the instructor before the end of the 6th week of instruction in the Quarter following the issuing of an “Incomplete” grade. In any case, per University policy, if the course work is not completed within one calendar year, the “Incomplete” grade will automatically revert to a “Fail” (F).
Failure to complete coursework in a timely manner can severely hamper a student’s progress toward the degree and will reflect unfavorably on his/her performance during scheduled periodic reviews (see sections below on Academic Progress and Annual Reviews). For example:

- The current status of “Incomplete” grades is a factor in the annual review of a student’s dossier and a favorable review and recommendation for continuance in the program by the faculty review committee is conditional upon the timely completion of all outstanding coursework.

- No student is allowed to advance to Candidacy with outstanding “Incomplete” grades on his/her transcript.

- Any student who allows an “Incomplete” grade to revert to an “F” is subject to immediate review by the Department. Receiving an “F” in an Education course is considered potential grounds for dismissal from the program.

Narrative Evaluations

Instructors are no longer required to provide students with Narrative Evaluations for graduate courses, although some instructors may still write evaluations for students. These outline the subject of the course and the criteria by which your performance was evaluated, assessing the strengths and weaknesses of your work. Strict rules govern what can and cannot be mentioned in Narrative Evaluations. For example, notes on personality and personal habits are excluded, as is mention of illness or personal problems occurring while a student is enrolled in a course. A booklet of guidelines for Narrative Evaluations is available on the Registrar’s website.

If you think a particular Narrative Evaluation is an inaccurate reflection of your performance in a course or includes inappropriate information, you should first consult the instructor, requesting specific changes in the wording. If this does not result in a mutually satisfactory outcome, consult the Graduate Director and the Department Chair. Finally, cases may be appealed to the Committee on Narrative Evaluations, a standing Committee of the Academic Senate.

GENERAL ACADEMIC POLICIES

Academic Standing

A duly registered graduate student is considered to be in good standing so long as (a) the student not advanced to candidacy undertakes a minimum of two upper division or graduate level courses per quarter and passes a minimum of five 5-credit courses toward a terminal degree or certificate by the end of each academic year; the student advanced to candidacy undertakes and passes at least one course per quarter, usually Thesis Research, OR (b) the student's department or committee of studies determines that she or he is making satisfactory academic progress toward a terminal degree or certificate, AND (c) the student's progress meets the minimum criteria indicated below.

The academic progress of each continuing graduate student shall be reviewed annually by the student's department or committee of studies and the results reported to the Dean of Graduate Studies and to the Financial Aid Office no later than May 31.
A student whose academic progress is judged not satisfactory will be placed on academic probation until such time (one academic year, maximum) as her or his progress has become satisfactory once again and the Dean of Graduate Studies has been so informed in writing by the Graduate Representative of the student's department.

Students on academic probation are not eligible for merit fellowship support and will receive lower priority for academic appointments at UCSC (including Teaching Assistant, Teaching Fellow, Graduate Student Researcher, etc.). Special justifications will be required to appoint probationary students so long as there are any other students in the program who lack financial support.

A student whose academic progress has been found not satisfactory in two successive annual reviews will be subject to dismissal from the University. A full-time student who has been enrolled in the same graduate program for three calendar years without advancing to candidacy for the Collaborative Leadership, Ed.D. is not considered to be making satisfactory progress and will be placed on academic probation until advancement is achieved.

A student who has advanced to candidacy for more than three calendar years is not considered to be making satisfactory academic progress and may be placed on probation for up to one academic year by the student's department.

Students on probation will continue to be eligible for institutional, state, and federal need-based assistance for up to one academic year to support their efforts to make up satisfactory academic progress shortfalls.

A student who fails to register promptly following expiration of an approved leave of absence is not in good standing. The usual term for a leave of absence is three academic quarters, and all requests to extend or renew a leave must be approved in advance by the DPC and Dean of Graduate Studies.

Only students in good standing are eligible for leaves of absence. Students who are neither registered nor on an approved leave of absence are not in good standing. Only students in good standing are eligible to use the Filing Fee.”

[Approved by the UCSC Graduate Council on 6/8/00]

**Education Department Academic Progress File: Annual Review**

To comply with the regulations above, the department conducts an annual review for each student. Each Collaborative Leadership, Ed.D. student submits an annual Academic Progress File during spring quarter and academic advisors review their students with an overall review by the DPC or Director of Doctoral Programs.

Please meet with your faculty academic advisor to go over this file during the first week of May.

**Annual Review Instructions: For those students who have not advanced to Candidacy**

1. Student Planning Sheet (provided to student by the Graduate Advisor). Meet with your advisor to go over this plan for next year.

2. Current Academic CV (model provided via email by the Graduate Advisor)

3. Student Self-Report on Progress
This is a short (2-3-page) report that (a) reflects on the past year, including an evaluation of your achievements and a discussion of intellectual progress you've made as an academic through research, teaching and coursework; and (b) provides a statement of research goals for the coming year. Both the advisors and students should review any TA evaluations for the current year. The evaluations remain in Gillian McGuire’s office. It is not necessary to make an appointment, instead students and faculty may stop by to review evaluations anytime during normal business hours (M-F, 9-12 pm and 1-4 pm).

4. Financial Support form (provided to student by the Graduate Advisor)
This form details financial support provided to the student for the current year (Gillian will provide students with this information)

5. Dossier of Final Papers
The dossier should include all final papers prepared for courses in the past 3 quarters: the spring quarter from the previous academic year and the fall and winter quarters from the current year. Papers must included faculty comments. NOTE: Students should arrange with their advisors to have their papers returned to them.

6. Unofficial Transcripts (provided to student by the Graduate Advisor)

**Annual Review Instructions: For those students who have advanced to Candidacy**

1. Current Academic CV

2. Student Self-Report on Progress
   This is a short description (1-2 paragraphs) of progress on your dissertation, other research, teaching, presentations given, and other professional activities.

3. Financial Support form (Gillian will provide students with this information)

In accordance with Graduate Council policy, the department must report the results of its annual review to the Dean of Graduate Studies and to the Financial Aid Office no later than May 31.

The review process is designed to support and assist students to be ready for their Qualifying Examination (QE), usually taken at the beginning of the third year of study.

The review is meant to help students and their advisors see their progress toward becoming mature researchers and educational leaders. Students will be evaluated as being on-track (developing as one would expect for their stage of training), needing improvement (in which case specific steps will be recommended for working on the problem area), on probation (in which case specific goals and deadlines will be given that a student must meet to remain in academic good standing), or recommended for termination from the Collaborative Leadership, Ed.D. program (which occurs only after the stated goals and deadlines have not been met during an earlier period of probation).

The DPC, with the advice of the specialization faculty, decides that students will (1) continue in the program and prepare for the QE exam, or (2) leave the program at the end of the Spring Quarter.

All recommendations for dismissal can be appealed to DPC and the Dean of Graduate Studies.
An Annual Review of Doctoral Student Progress report signed by the faculty advisor and the graduate director or department chair will be placed in each student’s file, and given to each student at the end of the review cycle. We also recommend that students talk with their faculty advisor about the contents of their evaluation report. Any changes in what students are expected to do as a result of their conversation with their advisor should be put in writing and communicated to the graduate director and the graduate advisor.

**Academic Probation**

Occasionally students are unable or unwilling to complete their academic work in a satisfactory manner. When this occurs, the Education Department has the option to recommend to the Dean of the Graduate Division that the student be placed on academic probation and to terminate a student from the graduate program if the terms of the academic probation are not met. Probation occurs only rarely and in slow steps. The first step is a warning letter from the faculty advisor and the Graduate Director indicating where the problems lie and providing a clear timetable of what must be done to return to good standing. The student has the option to meet with the Department Chair to discuss his/her situation. If the student fails to meet the goals set out in the warning letter, or to remove the problems set out in the warning letter, the following steps are then taken: the DPC must meet and decide if they wish to recommend to the Chair that s/he recommend to the Graduate Dean that the student be placed on academic probation. The Chair can follow the faculty recommendation as closely or as loosely as s/he wants in the department’s recommendation to the Graduate Dean. Normally, the faculty recommendation to the Chair would occur toward the end of a quarter and the chair would write to the Dean at the close of the quarter so that the Dean might have a letter ready for the student at the start of the next quarter.

Consult the Graduate Student Handbook for more information about academic progress, probation, and the appeal process.

**RESIDENCY**

**University requirements**

The minimum residency for a Collaborative Leadership, Ed.D. degree is six quarters. To receive a Collaborative Leadership, Ed.D. degree from UCSC, you must be registered at the Santa Cruz campus for at least 3 of the 6 quarters. A minimum of one quarter in residence is required between advancement to candidacy and the awarding of the degree.

**California residency**

After one year, non-resident students (out-of-state students) should apply to become California residents. Foreign students are not eligible to become California residents.

**ENROLLMENT AND LEAVE POLICIES**

**Enrollment policy**

The expectation is that Collaborative Leadership, Ed.D. students in Education will be enrolled as full-time students (twelve units) every quarter (fall, winter, spring) until they have advanced to candidacy. Once a student has advanced to candidacy, eight units is considered full time.
After approval of the dissertation proposal and until a successful defense of the dissertation, students must be enrolled for at least 8 units every quarter they are using university resources (e.g., faculty, library, and internet).

**Leave of Absence**
(per Graduate Council policy)

All students are encouraged to maintain continuous registration so as to make steady progress toward the degree. A student wishing to apply for a Leave of Absence (to take effect at the beginning of the next academic quarter) must complete the Leave of Absence application form. The signatures of the student's graduate advisor and the chairperson of the student's department are required. The approved form should be submitted to your Department Assistant for review and submission to the Division of Graduate Studies.

- Only students in good standing are eligible for an approved Leave of Absence. A student on Academic Probation must ordinarily repair all deficiencies in order to qualify for a leave.
- Leaves of Absence will be granted for sound educational purposes, health reasons, financial problems, and family responsibilities. Other reasons will require extra justification.
- The maximum term for an approved Leave of Absence is three academic quarters. Students on leave are required to report their plans to the Graduate Division at least once a year.
- A request to renew a Leave of Absence must be submitted in advance to the Graduate Dean; substantial justifications and department approval will be required to obtain renewal.
- While on a Leave of Absence, a student is not permitted the use of University facilities.
- All financial aid (including Teaching Assistantships, Graduate Student Research-ship positions, and fellowships) terminates when a student is on a Leave of Absence. If a student accepts any University employment, staff or academic, while on a Leave of Absence, it must be reported to the Division of Graduate Studies (see Academic Progress; Withdrawal from the University).

**Part-Time Enrollment (for doctoral candidates conducting fieldwork)**

A part-time graduate student is one who has approval to enroll for one-half of the full-time course load of eight units. Part-time students pay the full Registration Fee and one-half of the Education fee paid by full-time students. To apply for part-time enrollment, a student must fill out a Request for Part-Time Status form, available on the Division of Graduate Studies website [http://www.graddiv.ucsc.edu](http://www.graddiv.ucsc.edu)

The student’s faculty advisor, the Graduate Director, and the Dean of Graduate Studies must sign the form. Please note that there are other university-level differences for part-time students. For example, student health insurance must be requested by the student and paid for prior to the start of the quarter. For further information, consult the Graduate Student Handbook (select the Academic Regulations link at the Graduate Division’s main website, [http://www.graddiv.ucsc.edu](http://www.graddiv.ucsc.edu))

**In-Absentia Enrollment**

Students whose research or study requires that they remain outside the State of California for an entire quarter may qualify for a reduction of the University Registration Fee and exemption from all local...
campus fees. In-absentia students pay one-half of the Registration Fee and the full Education Fee (unless approved for Part-Time Enrollment).

Filing Fee Status
(per Graduate Council policy)

Students may apply to use the filing Fee the quarter they wish to submit their dissertation to fulfill the requirements for the award of the doctoral degree. This status is used in lieu of registration to maintain the relationship between the student and the University for the express purpose of filing the dissertation. In order to be eligible for filing fee, a student must have been either on an approved leave of absence or registered in the previous quarter.

A student using the Filing Fee should submit the application for Filing Fee, signed by all members of the Reading Committee to the department graduate advisor by the deadline stated in the Academic and Administrative Calendar. These signatures signify that all members have read the dissertation and believe that the candidate will need to make only minor revisions and will submit the completed work by the end of the quarter. The department graduate advisor will forward the following to the graduate division on the deadline stated in the Academic and Administrative Calendar:

1. Application for Degree
2. Application for Filing Fee
3. Filing Fee Check - Made out to UC Regents

Family Leave Policy

In order to support the Collaborative Leadership, Ed.D. students in caring for families (e.g., childbirth, adoption, elder care, infant care, family illness), the Education Department will approve a petition to the Graduate Division for up to two one-year extensions to normative time (one prior to advancement to candidacy and one after). Full-time students, as well as those on leave, are eligible for this extension.

For students who have been approved for part-time status due to family needs, the clock moves at half time, but in all cases students should advance to candidacy by the end of 3 years to remain in good academic standing.

Note: The student and her/his advisor must petition DPC for a modified academic plan at the time family leave is requested, or if continuing as a full-time student in advance of the quarter or year that the extended time is requested for family reasons.
[Approved by Graduate Council on 4/24/07]

Financial support

Financial Aid & Scholarship information

http://financialaid.ucsc.edu/graduate_students.shtml
The University of California, Santa Cruz, makes a strong effort to provide financial support to graduate students who are making normal progress in their program of studies. This support may be in the form of a fellowship, a graduate student research-ship (GSRship), or a teaching assistant-ship (TAship), depending on the availability of funds. Certain kinds of support are awarded on the basis of academic merit, and others are granted on the basis of need. Graduate students are encouraged to apply for both kinds. Because the Collaborative Leadership Ed.D. students are employed professionals, they do not require financial support at the same level as Ph.D. students. As a result, PhD student requests are given priority over EdD student requests when TA, GSR, and department fellowship selections are made.

Please visit the Division of Graduate Studies website under financial aid for a comprehensive list of available fellowships for doctoral students. [http://graddiv.ucsc.edu/aid/fellowships.php](http://graddiv.ucsc.edu/aid/fellowships.php)

The Division of Social Sciences also offers assistance in searching for appropriate scholarships and fellowships. For more information, please contact:

Ashlee A Tews, J.D.
Government Grants Coordinator
Division of Social Sciences
1156 High Street
Santa Cruz, CA 95064
tel: 831.459.1644
e-mail: ashleeac@ucsc.edu

FELLOWSHIPS AND GRANTS

Application period for 2009 is now closed. Application information for the 2010 period will be available in September 2009.

Mellon Fellowships for Dissertation Research in Original Sources

September 1, 2009 to be reviewed in October

American Educational Research Association Dissertation Grants
[http://www.aera.net/grantsprogram](http://www.aera.net/grantsprogram)

September 7, 2009

American Association of Hispanics in Higher Education, Inc

September 9, 2009 – Science of Science and Innovation Policy

NSF Doctoral Dissertation Research Improvement Grants

September 23, 2009

Kauffman Dissertation Fellowship Program

October 5, 2009

US Department of Education-Jacob K. Javits Fellowships

October 11, 2009
Woodrow Wilson National Fellowship Foundation, Women's Studies Dissertation Grants
http://www.woodrow.org/fellowships/women_gender/application.php

October 15, 2009 ~ Doctoral Dissertation Research Improvement proposals
NSF Geography and Regional Science

NSF Geography and Regional Science

October 15, 2009 ~ Sociology
NSF Doctoral Dissertation Research Improvement Grants
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

October 21, 2009
Spencer Dissertation Fellowships Program
http://www.spencer.org/content.cfm/dissertation-fellowship-program

October 22, 2009
Environmental Protection Agency, Science to Achieve Results Program (STAR)
http://www.epa.gov/ncer/fellow/

November 1, 2009 and May 1, 2010
Wenner-Gren Dissertation Fieldwork Grants
http://www.wennergren.org/programs/programs_show.htm?doc_id=367834&attrib_id=13232

November 3, 2009
Social Science Research Council-International Dissertation Research Fellowship
http://www.ssrc.org/fellowships/idrf-fellowship/

November 2, 2009 ~ Interdisciplinary fields of Study
November 4, 2009 ~ Mathematical Sciences; Computer and Information Sciences and Engineering
November 5, 2009 ~ Social Sciences; Psychology; Geosciences
November 6, 2009 ~ Life Sciences
NSF Graduate Research Fellowship Program

November 9, 2009
Ford Foundation Dissertation Fellowships for Minorities
http://sites.nationalacademies.org/pga/FordFellowships/PGA_047959

November 11, 2009 no later than 9 p.m.
American Council of Learned Societies, Fellowships for East European Studies

November 11, 2009 no later than 9 p.m.
American Council of Learned Societies, Mellon/ACLS Dissertation Completion Fellowships

November 15, 2009
American Association of University Women Educational Foundation
http://www.aauw.org/education/fga/fellowships_grants/american.cfm

December 2009
American Educational Research Association, Minority Fellowships
http://www.aera.net/fellowships/?id=88

December 1, 2009
American Planning Association Congressional Fellowship Program
http://www.planning.org/scholarships/congressional/

December 31, 2009
Institute for Humane Studies Fellowships
http://www.theihs.org/ContentDetails.aspx?id=178

December 31, 2009
Institute for Humane Studies-Summer Graduate Research Fellowships
http://www.theihs.org/ContentSelectionList.aspx?id=924

January 1, 2010
UC Pacific Rim Advanced Graduate Research Fellowships
http://www.ucop.edu/research/pacrim/

January 6, 2010 to be reviewed in February
American Educational Research Association Dissertation Grants
http://www.aera.net/grantsprogram

January 9, 2010
NSF Environmental Biology

January 15, 2010 ~ Regular research proposals
NSF Geography and Regional Science

January 15, 2010 ~ Political Science
NSF Doctoral Dissertation Research Improvement Grants
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

January 15, 2010 ~ Linguistics
NSF Doctoral Dissertation Research Improvement Grants
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

January 15, 2010 ~ Cultural Anthropology
NSF Doctoral Dissertation Research Improvement Grants
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

January 15, 2010 ~ Law and Social Science
NSF Doctoral Dissertation Research Improvement Grants
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

January 15, 2010 ~ Research on Science and Technology Surveys and Statistics
NSF Doctoral Dissertation Research Improvement Grants
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

January 16, 2010 ~ Methodology, Measurement, and Statistics
NSF Doctoral Dissertation Research Improvement Grants
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453
January 18, 2009 and August 18, 2010

National Science Foundation (NSF) Decision, Risk, & Management Science
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5423

January 18, 2009 and August 18, 2010

NSF Economics

January 18, 2009 and August 18, 2010

NSF Political Science

January 28, 2010 to be reviewed in March/April 2010

David Boren Fellowship
http://www.borenawards.org/boren_fellowship/how_apply.html

February 1, 2010 to be reviewed in spring term, final decisions announced in June 2010

Harry Frank Guggenheim Foundation Dissertation Grants
http://www.hfg.org/df/guidelines.htm

February 1, 2010 ~ Science, Technology, and Society

NSF Doctoral Dissertation Research Improvement Grants
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

February 15, 2010 ~ Sociology

NSF Doctoral Dissertation Research Improvement Grants
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

February 15, 2010 ~ Doctoral Dissertation Research Improvement proposals

NSF Geography and Regional Science

February 24, 2010 to be reviewed in April (application available beginning in September)

Morris K. Udall Foundation
http://www.udall.gov/OurPrograms/ECRFellowship/ECRFellowship.aspx

Early spring 2010

HUD Doctoral Dissertation Research Grant
http://www.oup.org/funding/nofa_DDRG.asp

Early spring 2010

Dissertation Fellowship Grants for social science
http://www.oup.org/

March 15, 2010

Lerner-Gray Fund for Marine Research

March 16, 2010 to be reviewed in April

American Educational Research Association Dissertation Grants
http://www.aera.net/grantsprogram

March 30, 2010

UC Mexus Grants for Dissertation Research
http://www.ucmexus.ucr.edu/funding/grant_dissertation.html
March 31, 2010
   Hubert Humphrey Doctoral Fellowships in Arms Control, Nonproliferation and Disarmament
   http://dosfan.lib.uic.edu/acda/aboutacd/hh1.htm

May 1, 2010 and November 1, 2009
   Wenner-Gren Dissertation Fieldwork Grants
   http://www.wennergren.org/programs/programs_show.htm?doc_id=367834&attrib_id=13232

July 15, 2010 ~ Linguistics
   NSF Doctoral Dissertation Research Improvement Grants
   http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

August 1, 2010 ~ Science, Technology, and Society
   NSF Doctoral Dissertation Research Improvement Grants
   http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

August 15, 2010 ~ Cultural Anthropology
   NSF Doctoral Dissertation Research Improvement Grants
   http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

August 15, 2010 ~ Law and Social Science
   NSF Doctoral Dissertation Research Improvement Grants
   http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

August 15, 2010 ~ Regular research proposals
   NSF Geography and Regional Science

August 16, 2010 ~ Methodology, Measurement, and Statistics
   NSF Doctoral Dissertation Research Improvement Grants
   http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453

August 18, 2010 and January 18, 2009
   National Science Foundation (NSF) Decision, Risk, & Management Science
   http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5423

August 18, 2010 and January 18, 2009
   NSF Economics

August 18, 2010 and January 18, 2009
   NSF Political Science

Proposals and inquiries may be submitted to the designated program officer at any time throughout the year. The proposal development and review process is ongoing with final decisions made by USIP's Board of Directors approximately five times per year.

United States Institute of Peace, Jennings Randolph Program for International Peace
TEACHING ASSISTANTSHIPS (TAs)

Appointment and Evaluation

TA Application Process

TA applications are provided to all eligible graduate students on an annual or quarterly basis. Applications returned by the deadline to the department are then forwarded to the appropriate faculty for review.

TA Offer Letter/Appointment

Those students who are selected for TAships are notified by the department in writing and are provided an informal offer of employment. However, it is the Division of Social Sciences that emails the student a formal appointment offer. The student must formally accept the offer of employment by replying to the divisional email. Failure to accept the employment offer by the indicated deadline will terminate the official appointment.

TA Performance

Any TA who receives less than satisfactory final evaluations from her/his students will be required to work closely with a faculty mentor during the next TA assignment. Continuing access to TAships will depend upon improvement.

TA’s may view their teaching evaluations by contacting the Administrative Coordinator at edhr@ucsc.edu. Please note that the evaluations cannot leave the Education Department’s main office. Therefore an appointment is necessary to ensure that office space (i.e. the Department Manager’s office) is available for the student to sit down and review his/her evaluations.

Note: Previously assigned TAships may be withdrawn if a student is placed on academic probation. During the selection process for TAships, students who are placed on academic probation receive a lower priority for TAship assignment.
CAMPUS RESOURCES

Graduate Division Student Handbook
http://graddiv.ucsc.edu/regulations/handbook.php

Parking Information
http://www2.ucsc.edu/taps/

Library Information
http://library.ucsc.edu/
http://cruzcat.ucsc.edu/

Online Course Catalogue
http://reg.ucsc.edu/catalog/

CruzMail Account Set-up & Information
http://its.ucsc.edu/services/cruzmail/

ITS Help Desk & Information
http://its.ucsc.edu/ais/help/students/
Phone: (831) 459-4357
Email: helpdesk@ucsc.edu
When sending an email for help with MyUCSC:
Subject line should read: “Student”
In the body of your email include a full description
of the problem, your full name, a phone number your user ID
used to sign into MyUCSC (not your log-in)

AIS FAQs page
http://reg.ucsc.edu/Faqs/index.htm

Online Directory (Faculty/Staff/Students)
http://www2.ucsc.edu/its/cgi-bin/ucscdirectory

Campus ID Cards
Library Card, Santa Cruz County Metro Bus Pass, UCSC Recreation Facilities (OPERS) Pass
http://slugstore.ucsc.edu/ePOS/this_category=84&store=721&form=shared3/gm/browse.html&design=721

Graduate Student Fees and Expenses
http://sbs.ucsc.edu/
Check your Portal (my.ucsc.edu) for account information.
An electronic copy of your bill is available on the Portal each month you have charges due. Paper Billing
statements are mailed monthly to the billing or mailing address you provide. It is the Student's
responsibility to maintain current billing and mailing address information through the Portal.
For the most current and comprehensive information on fees, please visit the Office of the Registrar site:
http://reg.ucsc.edu/Fees/fees.html

Graduate Division
http://www.graddiv.ucsc.edu/

Academic Calendars
http://reg.ucsc.edu/calendar/index.html

Campus News and Events
http://www.ucsc.edu/news_events/

Student Resources
http://soar.ucsc.edu/

Student Business Services can help with financial questions
General Information (831) 459-2107

Financial Counseling (831) 459-4699
Graduate Insurance

The UC Regents mandate that all students be covered by a health insurance plan. All full and part-time undergraduate and graduate students are automatically enrolled in and charged for the University of California Student Health Insurance Plan (UC SHIP) unless they choose to submit an on-line insurance waiver confirming they have comparable health insurance coverage.

Health Center FAQs: [http://www2.ucsc.edu/healthcenter/billing/faqs.shtml](http://www2.ucsc.edu/healthcenter/billing/faqs.shtml)

For more information, please feel free to contact the Student Insurance Office at 459-2211 or visit their website at [http://www2.ucsc.edu/healthcenter/](http://www2.ucsc.edu/healthcenter/)