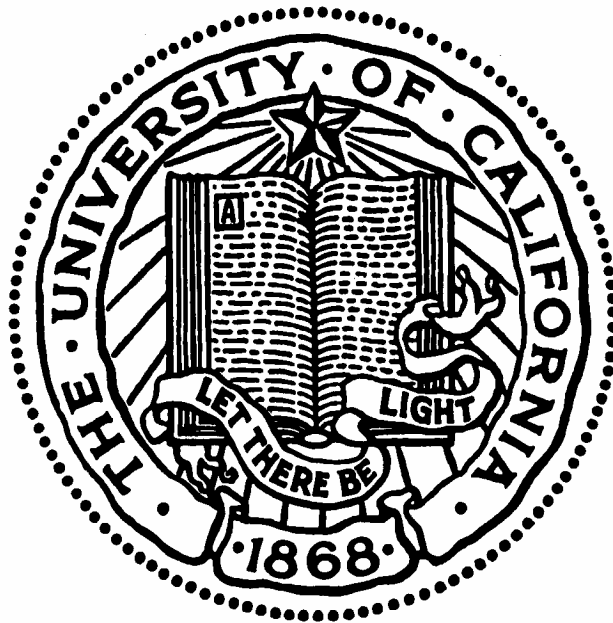# PH.D. STUDENT HANDBOOK

Policies, Procedures, and Requirements

2024-2025

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALIFORNIA, SANTA CRUZ

Table of Contents

WELCOME TO UCSC

This handbook is your guide to our Ph.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 your 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.

PROGRAM REQUIREMENTS

Each cohort of Ph.D. students is governed by the program requirements set forth in the UCSC Catalog for the year it enters graduate education at UCSC. This Handbook offers fuller details about program requirements. In addition, for university-wide policies and regulations that govern graduate study at UC Santa Cruz, students are advised to consult the Division of Graduate Studies' Graduate Student Handbook at: https://graddiv.ucsc.edu/current-students/academic-regulations/graduate-student-handbook/index.html.

EDUCATION DEPARTMENT CONTACT INFORMATION

University of California, Santa Cruz
Education Department, McHenry Building
Attn: PhD Advisor
1156 High St.
Santa Cruz, CA 95064
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(831) 459-4509 – Education Department, PhD Advisor
(831) 459-3249 – Education Department, Main Phone

EDUCATION DEPARTMENT EMAIL ALIASES

EMAIL ALIAS	RECIPIENT LIST
edstaff@ucsc.edu	Education Department Core Staff Members
edladder@ucsc.edu	Education Department Faculty Members
edgrads@ucsc.edu	Education Department Ph.D. Students
edresearch@ucsc.edu	Education Department Research Staff Members
edsups@ucsc.edu	Education Department Teacher Supervisors - MA/Credential Program
edinstructors@ucsc.edu	Education Department Non-ladder Instructors (Lecturers, Visiting)
edgrada@ucsc.edu	Education Department PhD Advisor
education@ucsc.edu	Education Department Doctoral & MA/Credential Advisors
edstudent@ucsc.edu	Education Department Student Assistants

- **Individual Faculty** contact, research information, and office hours are available on the Education website: https://education.ucsc.edu/people/faculty.php
- **Individual Staff** contact information is available on the Education website: https://education.ucsc.edu/people/staff-directory.php.

GENERAL STUDENT AND DEPARTMENT INFORMATION

DOCTORAL PROGRAMS COMMITTEE (DPC)
The Ph.D. Program in Education is coordinated by the Graduate Director, the department's Doctoral Program Committee (DPC), and the PhD Advisor. The Graduate Director serves as the chair of the DPC.

The DPC, following policies determined by the Education Department and the Graduate Division, supports the administration of the doctoral program, reviews program policies, suggests changes to be acted on by the faculty and the Graduate Council or Graduate Division, reviews and acts on student petitions, establishes admissions procedures, and communicates with graduate student representatives.

Members of the DPC for 2024-2025 are:

Graduate Director: Lora Bartlett, Associate Professor – lorab@ucsc.edu

Faculty Committee Member(s):   Arshad Ali, Associate Professor - arshad@ucsc.edu
                          Rekia Jibrin, Assistant Professor - rjibrin@ucsc.edu

PhD Advisor: Isadora Vieira – edgrada@ucsc.edu

Graduate Student Representative(s): TBD

GRADUATE STUDENT ASSOCIATION
The UCSC Graduate Student Association (GSA) serves as a resource and proponent for graduate student issues and provides professional development and social opportunities outside of individual departments. To learn more about this organization, see the GSA web page at: https://gsa.ucsc.edu. They represent the interests of graduate students as a whole to campus and/or UC administrators with regard to tuition and fees, health insurance, parking, housing, child care offerings, and other important issues.

Graduate students from each department select someone to be their GSA representative. The GSA Council consists of elected officers and one voting member from each department with graduate students. Departmental reps attend bi-weekly meetings and can serve on various committees.

EDUCATION DEPARTMENT DOCTORAL STUDENT COMMITTEE (DSC)
Education Department Ph.D. students meet on a regular basis to discuss departmental policies, informally network with other graduate students in the program, and provide input about their needs and desires as

doctoral students that their representatives share with the Education Department Doctoral Program Committee (DPC) which is the governing body of the doctoral program.

Each year, the Education Ph.D. students select two or three students to meet with the DPC as their student representatives. The student representatives also organize, attend, and facilitate the Doctoral Student Committee meetings (DSC). The student representatives usually serve for the full academic year (fall, winter, and spring quarters), and are usually beyond the first or second year of the program. Students beyond the first or second year may have more flexible schedules and more experience with issues of concern to their fellow students.

EDUCATION DEPARTMENT GRADUATE STUDENT COMMUNAL SPACE
The Education grad student commons is located on the second floor of the McHenry Library Building in Room 2167. This graduate student space is shared by doctoral and master's students and has computer stations connected to the campus network (but not supported by ITS), a printer, and mailboxes. If you are the last person to leave this room, please be sure you have turned off the overhead lights, and locked the door behind you. Graduate students are responsible for keeping this room clean. Access to this room is by a keypad; the code will be provided to students. This space is not meant to be a regular group study room; other department rooms can be reserved for that purpose (see section *Education Department Space, Equipment, Room Reservations*).

EDUCATION DEPARTMENT KITCHENETTE
Graduate students and faculty will have access to the kitchenette (McHenry 3157) at all times. Though this is not a public kitchen, the room is usually not locked, so you shouldn't leave anything of personal or monetary value. There is a refrigerator, microwave, coffee maker, etc. for your use. Please note that – other than trash removal – there is no custodial service in the kitchen. It is your responsibility to clean up after yourself. Please help keep the kitchen clean by wiping down counters and the microwave tray after you use them. Cleaning supplies and paper towels aren't re-stocked; those who use this kitchenette may occasionally need to replenish these.

EDUCATION DEPARTMENT SPACE, EQUIPMENT, ROOM RESERVATIONS
Faculty, staff, and doctoral students can reserve conference and seminar rooms. Requests must be reviewed and rooms are in demand, so it is a good idea to book early. Departmental events and scheduled courses take precedence, but if the room is available, it will be booked on your behalf and you'll be notified.

To reserve a department room, complete the online Department Room Reservation form found at: https://education.ucsc.edu/forms/room-reservation.html. Before submitting your reservation request, you should: (a) check the department's Google Calendar to verify which rooms are available; and (b) use the link to Room Information on the reservation page to find out which rooms are equipped to best suit your needs (especially with respect to media equipment). If you need media other than that built-in to the room, include your specific media request in the media field of the request form. In the comments field, it is helpful if you note why you need special equipment. Some, but not all, of the department conference rooms have wireless and/data ports (Ethernet connections), and not all have cell phone reception. The department has a conference phone and data projectors, but these must be reserved in advance – typically the phone and projector are kept

in McHenry 3170. While many rooms may be available during regular working hours, special arrangements need to be made for after-hours access.

In general, we do not use the meeting and conference rooms for group study rooms – space is available for this purpose in the library (http://library.ucsc.edu/services/study-rooms), Graduate Student Commons (https://gradcommons.soe.ucsc.edu/res), or elsewhere.

TAs can reserve rooms if they need to proctor exams or for voluntary discussion sections. Education TAs can also reserve McHenry 2170 for their regularly scheduled office hours. This room is kept locked, but the department student assistant can provide access. This space is for Education appointments only – not for teaching appointments in other departments.

Doctoral students are encouraged to let the PhD Advisor (edgrada@ucsc.edu) know whenever they've made a reservation request for any of the following events: Qualifying Exam, Dissertation Proposal Defense, or Dissertation Defense. You may add a comment requesting that the PhD Advisor help with the coordination. If you've reserved equipment that you're unfamiliar with, it can be useful to practice setting up in advance of the exam to be sure everything works as you expect prior to the actual day of the event.

STUDENT FORMS
Student forms can be found in the lobby as you enter the department offices, but you can also download the most commonly used departmental forms from the department website: http://education.ucsc.edu/academics/phd-info/Current-PhD-Students.html or common Graduate Division student forms found at: https://graddiv.ucsc.edu/current-students/applications-forms/index.html. This page also has links to other important forms from Graduate Division and the Registrar's Office. It is recommended that you access campus forms online whenever possible, since they are usually the current versions.

KEY POLICY
Keys will be assigned to students for their student office. For after hours or weekend access to the building, contact the Department Manager or PhD Advisor to arrange for building access – you will need to present your student ID card.

If your key is lost or stolen, you must report the loss or theft to the Education Department immediately. Academic Administrative Coordinator Bryony Cohelan (bryony@ucsc.edu) handles keys. In most circumstances, you will be charged for the cost of a new lock and replacement key(s). The cost for key replacement is $40. There is a $10 charge if you lose the access card. It is important to keep your key(s) and card in a secure place.

Students are required to turn in their key(s):
1. if student takes a leave of absence;
2. if student withdraws from the program;
3. when student completes their degree;
4. when student is assigned to a different office (office space is reviewed in summer and a few changes may occur).

WEB SITE CONTACT INFORMATION
Students are encouraged to list themselves in the online the department Graduate Directory. Names of the new cohort can be found in the Campus Directory (Find People) by about the third week of fall quarter, and after that time, new students can add themselves to the graduate directory.

To update your graduate student profile, login to the online campus directory at: http://campusdirectory.ucsc.edu/. Select UPDATE DIRECTORY LISTING, sign on with your cruzid and gold password, then edit the form. Your campus email address will be automatically included. In order for your entry to appear in the department's graduate directory, choose "Education Department" for the Department/College/Unit field from the dropdown menu. Under "Biographical Information," there are tabs to enter biographical info, expertise, research interests, teaching, and awards.

MAIL/MAILBOXES
Graduate student mailboxes are located in the department's grad student commons, McHenry 2167. Mail is delivered Monday through Friday in the morning — the student assistants will put mail that arrives for you in your mailbox. Faculty mailboxes are located in McHenry 3118. Staff mailboxes are located in the department office McHenry 2140, which is also open to students M-F, 8am-5pm.

PAYCHECKS
If you are a graduate student employee (TA, GSI, GSR), you will be paid in three equal paychecks during the quarter. For Fall Quarter appointments, checks are issued November, December and January 1; for Winter Quarter, checks are issued February, March, and April 1, and for Spring Quarter, checks are issued May, June, and July 1. Readers are paid for the number of hours worked and reported during the previous month (using a timesheet if they have another appointment, or bi-weekly through CruzPay if they don't have another appointment).

As of January 2020, student pay is done through UCPath: https://ucpath.universityofcalifornia.edu.

COPY MACHINE
Please see the instructions below so that you can set-up your computer to print directly to the printer. You can also go to room 3118 in McHenry and make copies or scan. If you have trouble setting up the printer to your computer please contact socsci-it@ucsc.edu and the team will be happy to help you. You may also request help for printing/scanning/copying from the student assistant(s), but please note that they may not have time to do additional tasks such as cutting, marking, or other details beyond the printing itself. For large scanning jobs, like books, socsci-it@ucsc.edu or the library has specific tools to assist you in these kinds of jobs.To have the copy machine scan to yourscan your email, please contact socsci-it@ucsc.edu to request that your email be added as an account to the machine. This will need to happen in person. IT will make an appointment with you.

Please only print when necessary, our campus has been trying to move to a more sustainable resources model for some time and our department and many others have been moving away from using paper. We understand that there is a need for somethings to be put on paper, but we encourage you to be open to other electronic methods to avoid unnecessary waste and resource depletion.

How to Add to your Mac: Open up 'Self Service' app and add McHenry-3118-p@ucsc.edu or look for the printer tagged with McHenry 3118 OR Contact SocSci IT support team Ralph or Theo to have them install it to your computer - socsci-it@ucsc.edu.

How to Add to you PC: Contact SocSci IT support team Ralph or Theo to have them install it to your computer - socsci-it@ucsc.edu.

Copier: Insert your document into the paper feeder or lift lid and add to the glass & close lid, Select the number of copies you wish to print, Scroll down to select the options you wish to have including Black & White, Double sided, etc, Hit the start button, *Note on large documents above 35 pages per document - these can be done in sections or you can contact the Department Manager or our SocSci IT support team to discuss with them as there may be an alternative or contacting copy center may be a better optio

Scanner: You SHOULD be able to walk up, select "Scan To" then select your name from the address book or contacts and put in a piece of paper and hit the green button and it should end up in your email box. If your name is not there please let socsci-it@ucsc.edu know, but you can also enter in your email address manually. *if you have a large scan job such as a book project there may be better equipment for a large job like this and you should contact SocSci IT socsci-it@ucsc.edu team or the McHenry LIBRARY has some machines you can use or see if the library owns the book and can email you the file.

INFORMATION TECHNOLOGY SERVICES (ITS)
For assistance with doctoral office computers, UCSC email, MYUCSC student portal, etc., students will need to contact the ITS office. There are different ways students can receive support from the ITS office.

- Online – From the ITS website, use the Quick Link "Log into the IT Request" https://ucsc.service-now.com/ess/ or by email - help@ucsc.edu. IT Request tickets can be submitted online or via email 24 hours a day. Support staff will check tickets multiple times per day.
- Phone 459-HELP (9-4357).
- Walk-in at Kerr Hall room 54 open M-F from 8AM – 5PM.

If you haven't set your CruzID Gold password, see: https://cruzid.ucsc.edu/. Many programs now also require you to use Multi-Factor Authentication (MFA). For more information contact ITS.

REGULAR AND EMERGENCY FACILITIES MANAGEMENT
If you notice a problem with the facilities (for example, elevator not working, plumbing problem, odd smells in the building), please report it to the facilities department at (831) 459-4444 (from a campus phone, you can dial 9-4444).

For campus emergencies, dial 911 from any landline or cell phone. For more information on the Office of Emergency Services, see: https://oes.ucsc.edu/index.html.

Cell phones do not work on the basement level of the library. Graduate student offices are equipped with landline phones for emergencies.

PROGRAM OVERVIEW

PROGRAM DESCRIPTION
Our goal in the Ph.D. in Education program is to support graduate students to become creative scholars who engage in research and practice focused on the educational needs of students from linguistic, cultural, economic, and other groups that have historically not fared well in our nation's public schools. To achieve this goal, our program applies tools and perspectives from a range of disciplines including psychology, anthropology, sociology, philosophy, linguistics, and cognitive science. It focuses research and theoretical analysis on the practice of classroom teaching, and it provides research experiences in K-12 classrooms and/or informal settings with diverse student populations. It also focuses research on social, economic, political, and cultural issues impacting schooling and life outcomes for diverse populations.

Our program prepares students for research and teaching positions in colleges and universities, as well as for positions in schools, government agencies, non-profit policy and advocacy organizations, and other public and private institutions. The program requires full-time enrollment as a graduate student.

Recognizing the growing awareness that education must be studied in sociocultural contexts that reflect the increasing diversity of today's society, coursework and apprenticeship experiences often focus on topics such as the following:

- Diversity as a value in education

- Equity issues in learning and teaching

- Language learning and use as it emerges through social interaction inside and outside of schools

- How language and culture are implicated in learning and teaching

- Cognitive studies of learning and teaching in content areas such as mathematics, science, and reading

- The social, economic, political, and cultural structures and institutions that impact schooling, teaching, and learning

PROGRAM OF STUDY
The course requirements in the Ph.D. program are directed toward establishing a foundation of theory and knowledge in education and training for conducting theoretically important empirical research. 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 Ph.D. dissertation.

Students work closely with individual faculty members throughout their graduate careers, and each student **must** be associated with an Education Department faculty member, who serves as the Faculty Academic Advisor and research sponsor. In addition to their Faculty Academic Advisor, students work with other faculty members who serve on their Second Year Project, Qualifying Examination, and Dissertation Committees.

FACULTY ACADEMIC ADVISOR

First-year Faculty Academic Advisors are assigned at the time of admission. Upon entering the Ph.D. program, students consult with their Faculty Academic Advisor to develop an integrated program of study that corresponds with their interests and goals and that includes course work, independent studies, teaching, and research. It is essential that every graduate student have a Faculty Academic 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 Academic Advisors should seek out a new advisor, and ask this faculty member if he or she will serve as Faculty Academic Advisor. The change becomes official only after a "Change of Faculty Advisor" form is signed by the former advisor, the new advisor, and the Graduate Director, and is filed with the PhD Advisor. Although doctoral students typically have a single faculty advisor, occasionally they may have co-advisors – often because of the additional advisor's research expertise. To formalize co-advisors, complete the "Add Faculty Co-Advisor" form with your Faculty Academic Advisor, obtain the required signatures, and submit this to the PhD Advisor who will add the form to your student file. Both forms can be found online under PhD Student Forms at: http://education.ucsc.edu/academics/phd-info/Current-PhD-Students.html.

Should a situation arise where a student wishes to separate from her/his advisor but has no new advisor, either the department Chair or the Graduate Director will serve temporarily as the interim Faculty Academic Advisor. The deadline for finding a new advisor is at the discretion of the program, but 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 Faculty Academic 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 a Faculty Academic 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 a Faculty Academic Advisor. The role of the interim advisor is to serve as the official conduit of information between the department and the student, including completion of the annual review process.

Ph.D. DEGREE REQUIREMENTS

SUMMARY TABLE OF DEGREE REQUIREMENTS

COURSE NUMBER AND NAME	TYPE	WHEN
Foundational (Core) Courses (20 units)		
EDUC 261 Thinking and Learning	Core	Before Advancement to Candidacy (AC)
EDUC 262 Social and Cultural Context of Education	Core	Before AC
EDUC 272 Language in Education and Society	Core	Before AC
EDUC 250 Teaching and Teachers	Core	Before AC
Research Methodology Courses[1] (25 units)		
EDUC 235 Introduction to Educational Inquiry	Methods	Year 1
EDUC 236 Quantitative Research Methods	Methods	Before AC
EDUC 237 Qualitative Research Methods	Methods	Before AC
EDUC 255 Intermediate Quantitative Methods	Methods	Before AC
EDUC 256 Intermediate Qualitative Analysis	Methods	Before AC
Elective Courses (25 units) at least 2 of the 5 courses must be from this list (see following page for additional elective course options)		
EDUC 263 Educational Reform	Elective	Before AC
EDUC 264 Research on Teacher Development and Teacher Education	Elective	Before AC
EDUC 268 Schools, Communities, and Families	Elective	Before AC
EDUC 280 Language and Literacy Across Disciplines	Elective	Before AC
EDUC 286 Research in STEM Education	Elective	Before AC
EDUC 295 Critical Perspectives on Education	Elective	Before AC
Other Degree Requirements[3]		
One TAship in Education (or another department) or Teaching Internship in Education	Other	Before AC
Attendance at all Department-sponsored colloquiums	Other	Years 1 and 2
Second Year Project Oral Presentation	Other	End of spring quarter in Year 2
Second Year Project Paper	Other	By the first day of fall quarter in Year 3 (see pp. 16-17 for details)
EDUC 277 A/B/C Second-year Doctoral Proseminar	Other	Yr2
EDUC 293A (2u)/ 293B (5u)	Other	At least 5 units, Before AC (recommended in Years 1 or 2)
EDUC 294 Independent Study for Second Year Project (5u)	Other	Before AC
Conference or Grant Proposal	Other	Before AC

1.

2.

3. At least 5 units of Research Apprenticeship – EDUC 293A (2u) or EDUC 293B (5u) – had been recommended in Year 1 or 2, but are required before AC for students entering Fall 2016.

4. Directed Readings (279/279F) are intensive graduate reading courses. They do not satisfy any course requirements toward the degree. They do not involve a final paper. Students may enroll in either 5 or 2 units with a single faculty member. Coursework readings are approximately 5 book-length works, 15-20 articles, or equivalent, and 15-30 hours of meeting with the faculty sponsor for 5 units (EDUC 279) or 2 book-length works,

5-7 articles or equivalent and 10-15 hours of meeting with the faculty sponsor for 2 units (EDUC 279F).

We highly recommend students complete Education required courses by the end of their third year. All required course work must be completed before advancement to candidacy.

Foundational (Core) Courses

Ph.D. students are required to take four foundational (or "core") courses. These foundational courses cohere around the program's integrated, interdisciplinary orientation to pursuing deep and extensive research, policy, and practice work in education. The core aspects of the program's interdisciplinary commitments—equity education, education for culturally and linguistically diverse students, trans-disciplinary perspectives, and sociocultural orientations to learning—are represented within and across these foundational courses.

EDUC 261 (Thinking and Learning) and EDUC 262 (Social and Cultural Context of Education) are offered in successive quarters every other year. EDUC 272 (Language in Education and Society) and EDUC 250 (Teaching and Teachers) are offered in successive quarters every other year. This enables 1st and 2nd year students to take these foundational courses together.

Research Methodology Courses

Ph.D. students are required to take five research methodology courses. Generally, these courses introduce students to the central theoretical and empirical questions in the field and to conducting education research; in addition, they support students in developing their career trajectory. A number of these courses focus on research methods and methodologies that apply across multiple career possibilities.

Intermediate Methods Courses

After completing 235, 236, and 237, students are required to take both intermediate research methods courses:
- 255 - Intermediate Quantitative Methods
- 256 - Intermediate Qualitative Analysis

Students, with the approval of their Faculty Academic Advisor, can petition the Doctoral Program Committee for consideration of substituted courses for specific methodology requirements, regardless of whether those courses are offered inside or outside of the Education Department. To petition for an exception, see: http://education.ucsc.edu/academics/Petition%20for%20Exception.pdf.

Students should also investigate course offerings in other departments that can provide methodological preparation, and based on the recommendation and approval of the student's Faculty Academic Advisor, it may be appropriate for students to both fulfill and go beyond the intermediate methods requirement by taking one or more methods related courses in other departments.

Introduction to Educational Inquiry (EDUC 235) and Qualitative Research Methods (EDUC 237) will be offered yearly. Quantitative Research Methods (EDUC 236), Intermediate Quantitative Methods (EDUC 255), and Intermediate Qualitative Analysis (EDUC 256) are offered in alternate years.

Elective Courses

Each student will develop a program of study with their Faculty Academic Advisor to insure appropriate depth and breadth of study according to each student's intellectual interests and professional goals. In many, if not most, cases, students will enroll in courses outside the Education Department as well as take Departmental elective courses (see list below) as they complete their program of study. A *minimum* of five elective courses is required for completion of the Ph.D. degree, at least two of which must be from the Department Elective Courses list below.

Department Elective Courses (at least 2 of the 5 required electives must be from this list)
- EDUC 263 Educational Reform
- EDUC 264 Research on Teacher Development and Teacher Education
- EDUC 268 Schools, Communities, and Families
- EDUC 280 Language and Literacy Across Disciplines
- EDUC 286 Research in STEM Education
- EDUC 295 Critical Perspectives on Education

The following may also count towards meeting the remaining three elective requirements[1]:

1. M.A. course in Education with additional readings and assignments (one maximum to count toward the five electives)
2. Graduate courses in other departments
3. Independent Study or Research Apprenticeship (one maximum to count toward the five electives and/or the additional course)
4. Undergraduate upper-division course with additional readings and assignments[2] (one maximum undergraduate upper-division course to count toward the five electives).

For a course to meet an elective requirement, it must be 5 units.

COLLOQUIUM ATTENDANCE
To aid in the development of their research programs, **students are required to attend department colloquia during their first and second years in the Ph.D. program**. Colloquium attendance for Ph.D. students is a part of the program requirements. In the colloquia, graduate students and faculty present research plans, research-in-progress, and completed research for constructive criticism. Outside speakers are also invited to present formal colloquia on their research.

RESEARCH APPRENTICESHIP
Students are required to enroll in at least 5 units of a Research Apprenticeship before advancing to candidacy under the guidance of their Faculty Academic Advisor or another Education department faculty sponsor. The research apprenticeship can also be satisfied by work as a Graduate Student Researcher (GSR), participation in a faculty-led research group, or another kind of substantive contribution to a joint research project with a faculty member. Any requests for faculty sponsors outside of the Education department will be evaluated by the DPC on a case-by-case basis.

The Research Apprenticeship should meet the requirements for a 5-credit course. Students either enroll in EDUC 293B for 5 units or participate in the research apprenticeship over three quarters of EDUC 293A (each 2 units). To get enrollment codes, students should follow the instructions for independent study requests

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[1] These courses must be a minimum 5 units to substitute as one of the electives.

[2] When accepting an undergraduate course for credit towards a PhD requirement, it is common practice to expect additional work, reading and writing to try and match the rigor of a graduate class.

found at: https://education.ucsc.edu/academics/phd-info/Education-Department-Student-Forms.html. The description of work should include an outline of the proposed work for the apprenticeship. Petitions need approval from:

- the Faculty Academic Advisor
- the faculty sponsor, if different than the Faculty Academic Advisor

Upon approval and submission to the PhD Advisor, students will be given a course number with which to register. We recommend that students begin the apprenticeship in Year 1 so that they are prepared to do their Second Year Research Project in Year 2. Students are encouraged to complete a research apprenticeship before they advance to candidacy.

SECOND YEAR RESEARCH PROJECT AND PAPER
Students are required to complete a small independent research project by the end of their second year. It will be carried out under the close supervision of the Faculty Academic Advisor, but the student will assume major responsibility for all aspects of the project. The second year paper should reflect original data collection and/or analysis, as well as a substantial literature review and discussion of the theoretical implications of the research. This paper may be an extension of work begun in the first year or a report of new research undertaken during the second year. Students register for 5 units of independent study EDUC 294 Second Year Project during their second year. Students in their second year enroll in the sequence EDUC 277 A/B/C Second-year Doctoral Proseminar (2 units per quarter) to work through their second year project.

Alternative Second Year Project

If the student has already completed a research Master's degree thesis equivalent to the Second Year Research Project, as determined by Faculty Academic Advisor and the DPC, the student and the Faculty Academic Advisor may design an appropriate alternative project that advances the student's research development. To pursue this option, the student must first request the Faculty Academic Advisor to submit to DPC a written recommendation to waive the Second Year Project, based on her/his review of the thesis. The Alternate Second Year Project Approval Form should be attached to this request.

Faculty committee: The student selects two readers from among the Education Department faculty for the second year paper with the guidance and approval of the Faculty Academic Advisor, who typically is the First Reader.

Project proposal: Working with the Faculty Academic Advisor (or whoever is the First Reader) and Second Reader, each student prepares a second year project proposal and brief project abstract.

Proposal due date: A proposal for the second year project should be turned in to the Faculty Advisor and the Second Reader no later than November 15 in Fall Quarter of Year 2. The second year project approval form should be filed with the Graduate Advisor no later than the last day of Fall Quarter in Year 2. Both the Faculty Academic Advisor (or other First Reader) and the Second Reader must sign the form, indicating that the proposal has been approved.

Oral presentation: Students are required to report on their Second Year Project at an Education Department research presentation event, usually held near the end of spring quarter of Year 2. Students who are conducting an alternative second year project are also required to report on their work during this event. Students interested in watching previous oral presentations can check out a disc from the PhD Advisor.

Due date for the Second Year Project Paper: Students are strongly urged to complete the Second Year Project and project paper before the end of Year 2. However, for those needing more time, the latest date for submission of the Second Year Project paper (i.e., the final version, with all revisions incorporated and approved) is the first day of instruction in Fall Quarter of Year 3. The project paper, which should be prepared in APA style, reports on the Second Year Project. Students submit drafts of the paper to their Faculty Academic Advisor (or other First Reader) and their Second Reader. Once approved, the Faculty Academic Advisor (or other First Reader) and the Second Reader sign the Second Year Project Paper approval form. This form must be submitted to the PhD Advisor who will include it in the student's file. Students might be encouraged to further revise the second year paper for publication in an appropriate professional journal.

For 2YP proposal and paper approval forms, see: http://education.ucsc.edu/academics/phd-info/Education-Department-Student-Forms.html

> *Consequences for missing due dates for the Second Year Project Paper*:

> • If a student's Second Year Project paper is not approved in its final format with no further revisions by October 30 of the third year, they will receive a warning letter.

> • If the Second Year Project is not approved by the last day of Fall Quarter of the third year, the department will recommend academic probation to start in Winter Quarter.

> • If the Second Year Project paper is not approved by the last day of Spring Quarter of the third year, the department will recommend dismissal from the program.

Notes: The satisfactory completion of the Second Year Research Project and Paper is a requirement for the M.A. degree (see section *Requirements for the M.A. Degree*). The Second Year Project must also be completed before a Qualifying Examination committee can be approved.

TEACHING REQUIREMENT
Because the skills required for good teaching—the ability to articulate ideas, provide cogent explanations, support and participate in substantive discussions, and listen attentively and assess/discern someone else's understanding—are fundamental to education, the Education Ph.D. Program emphasizes teaching experience. Students are required to complete at least one quarter of teaching: one TAship in Education (or some other Department, with the approval of the student's Faculty Academic Advisor) or a Teaching Apprenticeship (EDUC 298) prior to advancement to candidacy (or demonstrate comparable teaching experience in Education, or a related field, at the university level).

Teaching assistant training is mandatory and provided for all graduate students during their first assignment. The department will notify students when the campus TA ASE Orientation will occur; it is generally scheduled before the beginning of fall quarter instruction. Attendance is mandatory for all new students, regardless of whether they have a first-year TA appointment. Information about teaching resources is posted by Graduate Division at: https://graddiv.ucsc.edu/current-students/teaching-resources/index.html, and by the Center for Innovations in Teaching and Learning – CITL at: https://citl.ucsc.edu/resources/index.html.

In addition, graduate students who have advanced to candidacy can be hired as graduate student instructors (GSI) to teach undergraduate courses offered by their home, or other, departments. Such hires need the approval of the student's faculty advisor, department chair, Graduate Division, CCI (Committee on Courses of Instruction), and the divisional dean. For such graduate student instructor appointments, the Faculty Academic Advisor usually provides overall supervision during the appointment, and provides input for the GSI application.

Teaching Assignments and Responsibilities

A Teaching Assistantship is a half-time 50% appointment. The total commitment is approximately 20 hours per week (and the maximum workload is 220 hours per quarter). Included in this total are TA trainings, formal contact hours in class, lab and discussion sections, time spent grading papers, attending lectures, preparing for teaching and office hours with students.

Teaching Assistants will be evaluated by their undergraduate students. Evaluations are now conducted online electronically by the University. TAs should strongly encourage their students to complete the evaluations so that they have a performance record to review with their Faculty Academic Advisor and to submit as part of their job search materials. To view your evaluations, contact Bryony Cohelan (bryony@ucsc.edu). Ask for your evaluations by class number, quarter, and year.

Teaching Apprenticeship (in lieu of a TAship in Education)

The 2-unit TA Apprenticeship course EDUC 298 is an opportunity for a student to work with a faculty member who is teaching an undergraduate course. The students have reduced responsibilities in comparison with a TAship. They are not responsible for final grades or evaluations or holding sections, will not have access to the grading portals, and the workload is limited to only 2-3 hours per week plus class meeting time. The student is able to receive apprenticeship into perspectives about and practices of teaching undergraduate courses: assisting with the instructor on lesson planning, class instruction, and assessing some student work. This internship cannot be repeated for course-credit. Students interested in pursuing this option should speak with their Faculty Academic Advisor and follow instructions to apply for an independent study found at: http://education.ucsc.edu/academics/phd-info/Education-Department-Student-Forms.html.

Note that EDUC 298 is a course; it does not count as a TAship or as graduate student employment.

QUALIFYING EXAMINATION
After satisfying all formal course and research requirements, a student must take a two-part Qualifying Examination (QE): preparation of a written file and engaging in a three-hour oral examination. The QE is

intended to assess a student's **depth and breadth of knowledge** in her or his focal areas of study and a student's **competence to carry out the proposed dissertation research**. This is an important milestone since, among other things, it signals the completion of all required coursework and the declaration of a field of scholarship. Students, in consultation with the Faculty Academic Advisor, should begin planning for the QE during their second or third year while completing course requirements. The Education PhD program expects students to schedule their QEs for some time during the third year or beginning of the fourth year. Campus policy, which follows both Graduate Division and Academic Senate regulations, states that **normative time requires students to complete their QEs before the end of the fourth year**. Extension beyond the fourth year requires approval from the Graduate Division.

It is **very important** to follow each step in preparing for your QE, so please refer to the following "Checklist" when you are beginning to prepare for your QE defense. Filling in the following checklist is not mandatory, but rather the checklist is offered as a way to track the student's completion of the requirements and it provides a recommended roadmap of how to proceed to insure the requirements are met.

Qualifying Examination Checklist

Student initials	*Advisor initials*	*Date*

1. _____   _____   _____   Discussed with and gotten approval from the Faculty Academic Advisor of the QE committee membership and chair (who cannot be the student's Faculty Academic Advisor) and QE date. Talked to potential committee members and chair and secured their agreement to serve. Submit the QE committee form which includes the proposed QE date if known (otherwise show as TBD) to the PhD Advisor who will submit it to Graduate Division. This form *must* be submitted to Graduate Division for approval at least 30 days prior to the QE, and no exam can take place without an approved committee. The Education Department and Graduate Division must approve each committee. [4] [5]

2. _____   _____   _____   Established list of research areas and/or reading list, specific topics of 2 QE papers, and plan for writing the dissertation prospectus.

3. _____   _____   _____   Drafts of both QE papers and dissertation prospectus submitted to Faculty Academic Advisor, commented on by Faculty Academic Advisor, and subsequent revisions discussed with Faculty Academic Advisor.

4. _____   _____   _____   Student scheduled room, arranged for equipment, notified QE committee of date, time, and place—and when to expect the QE papers. (see *Education Department Space, Equipment, Room Reservations*)

5. _____   _____   _____   Drafts of all three papers submitted to committee members for their consideration and feedback. **Must** occur at least two weeks prior to QE event, and preferably earlier, so that Committee members whose feedback will be substantial or who have concerns about the student's ability to complete the QE have sufficient time to read the papers and contact the Faculty Academic Advisor well in advance of the QE event. Committee members [other than Faculty

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[4] A student's QE committee, consists of four people: a chair (cannot be the Faculty Academic Advisor, and must be a tenured member of the Education Department), the student's Faculty Academic Advisor, a tenured faculty member from outside the Department, and typically one other Education Department faculty member (need not be tenured).

[5] The *Committee Nomination of Ph.D. Qualifying Examination* (QE committee form) is located on the Grad Division web site at: http://graddiv.ucsc.edu/current-students/applications-forms/index.html

Academic 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.

6. _____   _____   _____   Informal check-in with Faculty Academic Advisor to review structure, decorum, procedure of the QE event.

7. Students must bring the following forms[6] to their Qualifying Exam:
    1. *Report on Qualifying Examination* form
    2. *Nominations for Dissertation Reading Committee* form

8. After the Exam: Once the QE has been completed/passed, the QE chair submits the completed Report on Qualifying Exam form, signed by all the committee members, to the PhD Advisor. The student will also turn in the Nominations for Dissertation Reading Committee form to the PhD Advisor, who will submit both forms to Graduate Division. The fee for Advancement to Candidacy will be billed through the student portal. (Advancement is effective on the first day of the quarter *after* the quarter in which you pass the QE and submit a dissertation reading committee.)

9. Students need to set a date for their 3-hour dissertation proposal meeting, and write their dissertation proposal.[7] Use the department's online room reservation form to schedule the room for this meeting (see section *Education Department Space, Equipment, Room Reservations*). The proposal defense must be completed within the first quarter of advancement.

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[6] These forms are available on the Graduate Division's website: http://graddiv.ucsc.edu/current-students/applications-forms/index.html

[7] The dissertation proposal must be completed and approved within one quarter of advancing to candidacy. Normative time for part-time and full-time students to complete the PhD dissertation after advancing to candidacy is three years.

Timetable

Students will generally be expected to take the qualifying exam by the end of the third year, although some students may be ready earlier and others may need longer to prepare. **A student who has not advanced to candidacy by the end of four 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.[8]**

A student must be registered as a graduate student in the quarter that the QE is taken.

For more specific information about the QE regulations, refer to the Graduate Division's Graduate Student Handbook, Section XI.C. Doctoral Degree Requirements: http://graddiv.ucsc.edu/current-students/academic-regulations/index.html.

The time frame for preparing for the QEs will vary according to the student's preparatory experience and pace with which each student progresses through the program. It is recommended that students begin the research for one of their QE position papers during the second year of the program. **All three papers (two position papers plus a dissertation prospectus) must be completed and approved for committee examination by the student's Faculty Academic Advisor before the student takes the oral exam.** (Note that approval of the papers indicates that the student is ready to move forward to the QE, NOT that the student has passed the QE or that the papers need no further revisions.) Preparation for the QE normally takes about a year, including one or two summers.

Pre-qualifying Review

Preparation for the QE includes the following steps, referred to as the pre-qualifying review. This review consists of the preparation of three papers, two of which must be position papers on theoretical topics. The third is a dissertation prospectus.

Position papers

Each position paper 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

It is recommended that the topics relate to the student's proposed dissertation. In writing the position papers, students should strive to find a balance between (a) an accurate review of the various perspectives on the chosen topic and (b) an expression of their own well-supported views on the topic.

Position papers 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 can only be determined by having a

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[8] For students who have been approved for part-time status due to family or medical needs (see Family Leave section of Handbook), the clock moves at half-time *prior to* advancing to candidacy. For students who have been approved for a Leave of Absence (LOA) due to family or medical needs, the clock stops. In all cases, students should advance to candidacy by the end of six years to remain in good academic standing.

clear grasp of both the broad outlines of the field or theme of the review and the deep structure of the issues and arguments. In other words, the position paper must develop and defend a coherent position or argument as it relates to the established scholarship on the topic. It is anticipated that each position paper will be approximately the length of a professional article (typically 25-35 pages, about 8,000 to 12,000 words, exclusive of references and appendices).

Students are expected to work closely with their Faculty Academic Advisor, as well as other members of the QE committee, to determine properly focused topics and to develop an extensive reading list for each topic. Each member of the QE committee should approve topics and reading lists before the position 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 to three weeks to "turn around" the materials submitted. Students should not expect "instant feedback" at the last minute.

Dissertation prospectus

The third paper is a dissertation prospectus, which is a preliminary version of the dissertation proposal. It should be 12 to 15 pages in length (excluding references and appendices). The dissertation prospectus is designed to demonstrate a student's competence in research design and methodology, as well as to introduce the student's own dissertation research plans and their potential significance.

The prospectus should include

- Brief discussion of the student's relevant prior work (second-year project, pilot studies, prior research findings)
- An introduction to the dissertation work (context, research goals, hypotheses and methodology)
- Brief presentation of the theories, strategies, study design, and analytical approaches that will guide the dissertation research.

It should locate the student's dissertation plans inside existing literature and research, but does not need to offer its own fully developed literature review. The prospectus is not a dissertation proposal, although it is hoped that it will provide grounding for the development of a subsequent dissertation proposal. Yet, it is recognized that further inquiry may result in the subsequent development of a dissertation research proposal that may depart significantly from the prospectus. Students are expected to work closely with their Faculty Academic Advisor in developing the prospectus, as well as with proposed members of the dissertation reading committee, if they are known at that point. Typically the dissertation readers are selected from the QE Committee, but this is not a requirement.

Qualifying Examination Committee

The examination committee consists of at least four members including:

- The student's Faculty Academic Advisor
- Two other Education department Faculty members (one of who must be tenured).
    - A tenured Education Department faculty member who is not the student's assigned Faculty Academic Advisor must serve as the Chair of the Comitee.
- One of the four members (the "Outside Member") must be either an outside tenured faculty member in a UCSC department other than Education or a tenured non-UCSC faculty member in an appropriate discipline and whose work has particular relevance to the topics of the examination. If a student wishes to nominate a committee member who is not affiliated with UCSC, then the student must get the approval of their Faculty Academic Advisor, and then provide a copy of the proposed member's CV when they submit the QE Committee Nomination form to the PhD Advisor who will forward the appropriate documents on to Graduate Division for approval.

Students should consult with their Faculty Academic Advisor as to the composition of the committee. One good way to begin the process of putting together a committee could be to write a paragraph about each of the proposed topics and then present the topics and preliminary reading lists to potential committee members. If these 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. Because a committee is foundational in the development of papers, it is highly encouraged to form the committee early in the process.

Committee Approval

Students must submit the list of proposed Committee members, who have agreed to serve, to the Education Department's PhD Advisor as soon as the members have been identified but at least with enough lead time that it can be submitted to the Graduate Division **at least 4 weeks before the intended date of the QE**. The Graduate Director and Faculty Academic Advisor must approve the Committee's composition *before* it is submitted to the Dean of Graduate Studies for final approval. Once the Committee is approved by the Graduate Dean, any changes in membership must be resubmitted to the Graduate Dean for approval.

Scheduling the Qualifying Examination

The chair of the QE committee, in consultation with the student's Faculty Academic Advisor, should determine when a student is ready for the oral examination. It is the student's responsibility to give all members of the QE Committee copies of reading lists, the two position papers, and the dissertation prospectus 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, and to select dates when faculty members are on-duty.

<u>A student must usually be enrolled in the quarter they take the QE.</u> An exception is that a student who was enrolled in spring quarter may QE in summer. A student who was on leave in spring quarter may also QE during summer, but they must enroll in an independent study (through Summer Session). Summer QEs must occur (and the QE report and dissertation committee be filed with Graduate Division) *prior to* the first day of fall quarter as listed on the Academic and Administrative Calendar to qualify for fall quarter advancement – the first day of fall quarter is often a Saturday. Summer QEs depend upon the committee's agreement and availability.

Qualifying exams must be completed by the end of instruction each quarter to ensure advancement to candidacy in subsequent quarter. QEs that take place in finals week may not result in advancement to candidacy until second quarter after the QE.

Oral Examination

The oral examination is a three-hour meeting in which the student presents and defends their work to the Committee. Although the Committee will decide on the form of the oral exam, it typically begins with a brief (15-20 minute) presentation by the student outlining key points in the position papers 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. At times, other Ph.D. students are invited to attend, but may do so only with the permission of both the Faculty Academic Advisor and the examinee.

Toward 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. Students who receive a conditional pass or fail cannot advance to candidacy until they satisfactorily complete the revisions, or retake the exam and pass.

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 their QE file to the PhD Advisor.

ADVANCEMENT TO CANDIDACY

To advance to candidacy for the Ph.D., a student must have

- Completed all course requirements
- Completed a Second Year Research Project and Paper
- Passed his/her Qualifying Examination
- Completed a TAship or Teaching Apprenticeship in Education
- Completed a Conference or Grant Proposal
- Cleared all incompletes from his/her record

When the student passes the QE, the student and QE Committee chair must submit the following to the PhD Advisor

- *Report on Qualifying Exam* form (signed by all Committee members, with Committee comments compiled and completed by the QE Chair)
- *Nomination for Dissertation Reading Committee* form (approved by the Graduate Director)

When the PhD Advisor receives the above documents, these materials will be forwarded to the Graduate Division for final approval.

Advancement to Candidacy takes effect on the first day of the quarter *following* the submission of the QE Report and the Dissertation Reading Committee forms to the Graduate Division. The student will receive an email from the Graduate Division confirming their Advancement to Candidacy, and the advancement fee will be billed to their portal billing account.

An exception may occur when the QE takes place during finals week. In this case it may be delayed untill the first day of the second quarter following the QE.

DISSERTATION PROPOSAL

Timeline for Proposal Preparation and Defense

Within one quarter of advancing to candidacy a student is required to prepare and then defend before her/his dissertation committee a dissertation proposal.

Dissertation Proposal Defined

The dissertation proposal intends to meet two objectives: offer a clear, coherent, and systematic research plan to be followed; and demonstrate scholarly competence in the student's area(s) of study. The proposal is expected to be 20-25 pages in length (excluding references and appendices). It may be a refined and elaborated version of the prospectus presented as part of the qualifying exam. It should describe all the relevant details regarding research questions or hypotheses, significance of the topic, conceptual framework, literature review, research methods, plans for data analysis, and a proposed schedule to completion of the project. The proposal should include a title page and one-page abstract (maximum 400 words).

Once the proposal has received the approval of the Faculty Academic Advisor for it to be reviewed by the Dissertation Committee, the student should give a finished draft to all Dissertation Committee members. It is the student's responsibility to schedule a date, time, and room for the proposal defense (a two-hour block of time should be scheduled). Copies of the proposal should be distributed to Committee members at least two weeks before the defense. During the oral defense, the student will usually give a brief (15 minute) overview of the proposed topic and then answer questions from the faculty Committee about the plan of research. In most cases, the faculty will offer ideas and suggestions for improving the research plan.

Note: While dissertation defenses are not included in the same timing requirement as QEs, students and advisors are encouraged to avoid finals week whenever possible.

The recommended location for any PhD committee exams that include 1 or more remote members is a FITSE room. Students are responsible for making arrangements and reservation for such rooms.

Following approval of the proposal, Dissertation Committee members sign the Dissertation Proposal Approval Form. The form plus a copy of the dissertation abstract are submitted to the PhD Advisor for filing.

Consequence for missing deadline for dissertation proposal defense:

Students will normally defend their dissertation proposal in the first quarter of their fourth year.[9] Students who have not received signed approval for their dissertation proposal by the end of first quarter of advancement to candidacy or by the end of five years (whichever comes first) will be recommended for probation, barring extenuating circumstances.

Checklist of Student's Responsibilities Prior to Proposal Defense

❑ Discuss with Faculty Academic Advisor and recommend potential dissertation committee members, if different than those submitted at time of QE. Note that changes can be made to the original committee selection made at the qualifying exam, but a revised committee form must be submitted to Graduate Division.

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[9] Campus graduate policy does allow until the end of the fourth year to take the Qualifying Exam. This would mean that in this case the dissertation proposal would be due during the first quarter of the fifth year.

❑ Establish date for dissertation proposal defense (must be successfully completed no more than one quarter after passing the qualifying exam[10]).

❑ Draft of dissertation proposal approved by Faculty Academic Advisor for Committee review and sent to Committee members at least two weeks prior to defense.

DISSERTATION

A dissertation based on original research is required. The Ph.D. dissertation is a sophisticated, scholarly contribution to some area of education. An acceptable dissertation meets the following criteria to the satisfaction of the candidate's Dissertation Reading Committee:

- Is an original study that reports on a thorough analysis of data collected by the author around a researchable problem;[11] [12]
- Draws on established theoretical domains/foundations, while simultaneously moving the theoretical landscape forward;
- Sufficiently attends to methodologies and methods appropriate to the student's research questions(s);[13]
- Presents a meticulous analysis which offers a transparent path of inference and visibly supports all claims with appropriate evidence;
- Seeks to produce knowledge that is in some way generalizable to larger audiences and/or education contexts;
- Demonstrates expertise in the field education;
- Is coherently organized, well written and appropriately cited.

The traditional dissertation has been described as "a unified work with a single theme, including an introduction and literature review, a description of methods and procedures used, a presentation of results and a concluding discussion of the meaning of the results" (Council of Graduate Schools, *The Role and Nature of the Doctoral Dissertation*, 1991, p. 12). This format is acceptable for the dissertation requirement. However, Ph.D. candidates in education are additionally offered the option of a three-article dissertation format. This is the submission of three related papers of journal-article length—all deriving from one original research study—each of which is considered ready, or near ready, for submission to recognized high quality peer-reviewed journals. The papers—submitted as "chapters"—would be accompanied by some kind of introductory chapter that documents the overall research program from which the papers came, a concluding chapter that synthesizes implications and extended meanings of the study, and appendices describing methods, research procedures and data particulars.

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[10] If a student QE's in spring, they advance at the start of summer, but the dissertation proposal and defense are due by the end of fall, which is the next academic quarter.

[11] Not all problems in education are researchable. Problems that can be solved by a mere descriptive exercise are not appropriate for the Ph.D. dissertation. Acceptable problems are those that (a) pose a puzzle to the field at a theoretical, methodological, or policy level; (b) make analytical demands for solution, rather than mere cataloging or descriptive demands; and/or (c) can yield to a reasonable research methodology.

[12] A theoretical dissertation can also be written, in which case the 'data' would itself be comprised of theory.

[13] We hold that participant observation is a reasonable research methodology but, as such, is bound to its accepted conventions, limitations, and the need for evidence-based support.

The particulars regarding what distinguishes the three article-length chapters from each other, the extent to which each is connected and separate, and to which audience(s) they might be addressed are left up to the candidate and his or her Faculty Academic Advisor and Reading Committee. In such matters the guide should be the student's topic and method, the student's expected professional goals, and the dissertation criteria listed above.

Dissertation Reading Committee

Students advanced to candidacy will normally have a Dissertation Reading Committee (DRC) composed of at least three faculty members: two of those faculty members will be from the Education Department and the third will be a tenured faculty member from another department. It is understood that this outside member will not be required to regularly read drafts of the proposal and dissertation or regularly meet with the student, but will be expected to participate in the Proposal Defense and the Dissertation Defense and read occasional drafts of the student's written work. Students, in consultation with their Faculty Academic Advisors, may prefer to move forward with an alternative DRC membership if they believe their circumstances would be better met with a different DRC membership composition. If the DRC membership changes from that submitted after the QE, the student must submit a revised DRC committee form to the PhD Advisor, who will forward the revised form to Graduate Division.

The Dissertation Oral Exam (or "Dissertation Defense")

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 if a student is taking new employment and moving away, where it is nearly impossible for all the members of a Dissertation Reading Committee to get together for this final meeting for the dissertation defense. 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 must be waived, it is the responsibility of the Chair of the Dissertation Reading Committee, not the student, to get agreement for this waiver from all members of the Committee.

Note: While dissertation defenses are not included in the same timing requirement as QEs, students and advisors are encouraged to avoid finals week whenever possible.

The recommended location for any PhD committee exams that include 1 or more remote members is a FITSE room. Students are responsible for making arrangements and reservation for such rooms.

Submitting the Final Manuscript

Students will follow the directions for preparing and submitting their final dissertations as outlined in Graduate Division's *Dissertation and Thesis Preparation Guidelines*, available at:
http://graddiv.ucsc.edu/current-students/pdfs/dissertation-thesis-guidelines.pdf.

Filing for the Ph.D. Degree

To be awarded the Ph.D. at the end of a particular quarter, the student must submit an *Application for the Doctor of Philosophy Degree* at the beginning of the quarter. This application confirms their intention to complete all degree requirements by the end of that quarter. If eligible, the student also submits the *Application for Filing Fee Status* at the same time they file (apply) for the degree.

The final copy of the dissertation is submitted online, and a title page with original signatures must be submitted to the Graduate Division by the last day of the quarter. The student also submits a copy of the title page (hard copy or electronic, signed or unsigned) to the PhD Advisor.

Dissertation Checklist[14]

Communicate early and often with your Faculty Academic Advisor regarding the status of your dissertation and your plans and timing for defending.

Submit *Application for Doctor of Philosophy Degree* to the Education Department PhD Advisor no later than the first week of the quarter. Your defense date should be at least 2-3 weeks before the deadline to submit all requirements for degree.

If you plan to use the filing fee status, you must submit the *Application for Filing Fee Status* approved by all committee members to the Education Department PhD Advisor no later than the first week of the quarter (the signatures of all committee members are required for this form).

After the application deadline for each quarter, Graduate Division will email instructions to those who've applied to graduate. In spring, you will be able to register online to participate in Commencement, order regalia, and get full instructions at: http://graddiv.ucsc.edu/events/commencement/index.html.

Request a meeting room for your dissertation defense using the online Education Department Room Reservation form (http://education.ucsc.edu/about/room-reservation.html).

Send your committee a copy of your complete draft (they should receive a copy at least one month prior to your defense date). If you're applying for filing fee status, they must receive this draft earlier since the full committee must signoff at the start of the quarter that they've reviewed the dissertation and that it's ready for submission with only minor, or no, revisions.

Bring a copy of the title page to your defense, make sure all members sign this page in black ink. Original signatures are required on the title page.
   o If any of your committee members are participating remotely, or are not at the defense, you will need to circulate the title page via US mail or in person for the required signatures. Leave yourself enough time to gather these signatures.

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[14] For exact application and submission deadlines, see Announcing Candidacy for Degree/Apply to Graduate on the Academic & Administrative Calendar. The following link can be used to access all forms, including applications for the degree and for filing fee status, and the online submission and exit packet forms: http://graddiv.ucsc.edu/current-students/applications-forms/index.html#five.

Complete all edits to your committee's satisfaction.

Make an appointment with the Graduate Division's Administrative Assistant Veronica Larkin (vlarkin@ucsc.edu) to check your formatting.

Submit the signed hard copy title page to the Graduate Division office (original signatures are required).

Submit an electronic or hard copy of your title page to the Education Department PhD Advisor.

Submit your dissertation online by the deadline listed on the Academic and Administrative Calendar.
- o Note that for Fall and Winter Quarters, the deadline to complete requirements and submit the dissertation online is the final day of the quarter.
- o For Spring Quarter, there are two submission deadlines:
  - ▪ 1) the last day of the quarter if you ARE NOT participating in Commencement; and
  - ▪ 2) about two weeks earlier than that, if you ARE participating in Commencement.

Complete the "Exit Packet" surveys, and submit all other online requirements
- o All requirements are listed on the Graduate Division's web site under Current Students/Applications and Forms.

SUGGESTED TIMELINE FOR PROGRAM MILESTONES

Students will normally complete the dissertation after five to six years of full-time graduate work.

Year 1
Coursework
Colloquium attendance
Annual Review

Year 2
Coursework
Colloquium attendance
Second Year Project Proposal
EDUC 294 (5 Units) Independent Study for Second Year Project (required)
EDUC 277 A/B/C (2 units pe quarter) Second-year Doctoral Proseminar (required)
Second Year Project Research and Paper
Annual Review

Year 3
Remaining required coursework
Qualifying papers and dissertation prospectus written
Qualifying Exam (preferably end of 3rd year)
Annual Review

Year 4
Qualifying Exam (required by end of 4th year)
Dissertation Proposal Defense
Coursework as preferred
Annual Review

Year 5
Dissertation work
Defend Dissertation (potentially by end of 5th year)
Submit Dissertation (potentially by end of 5th year)
Annual Review (if not defending dissertation)

Year 6[15]
Defend Dissertation (required by end of 6th year)
Submit Dissertation

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[15] Graduate and financial aid policies allow for completion by the end of the seventh year, or within three years of advancement, whichever is sooner. However, the Education PhD program has established a 6-year completion.

PETITIONING TO CHANGE A PROGRAM REQUIREMENT
If special circumstances occur, students may petition to substitute a class or modify a program requirement. Modifying a requirement usually occurs only when a student has already met a particular program requirement through previous coursework or graduate training. Students need to submit a completed Petition for Exception form 6 weeks prior to the quarter in which the course they are petitioning begins. No substitution is considered for approval until the completed Petition for Exception form is filed with the PhD Advisor. All substitutions for PhD coursework or other requirements must be approved by the Faculty Academic Advisor and the DPC.

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 Academic Advisor, and submitted to the PhD Advisor, who will bring the request to the next Doctoral Program Committee meeting for final review and approval.

CATALOG RIGHTS
Students matriculating in a given graduate program will select the *UCSC General Catalog* they will follow to meet their requirements. This can be either the one published the year they enter the program, or any subsequent catalog published prior to the year they are awarded the degree sought. A student must follow the chosen catalog in its entirety, including both the individual degree program and general university requirements.
For more details, see http://registrar.ucsc.edu/catalog/grad-studies/index.html.

DESIGNATED EMPHASIS

Doctoral students in Education may obtain a Designated Emphasis (DE) in another subject area on their Education Ph.D. diploma (e.g., in Sociology). The Designated Emphasis (DE) is equivalent to a graduate minor, and generally involves the cooperation of two degree-granting programs. The program that provides the courses and training in the subject of the emphasis is called the *offering program*. A program whose students utilize the courses and training from the emphasis in its degree program is called the *coordinating program*. **Students should consult with their Faculty Academic Advisor prior to pursuing a DE.**

For information about DE programs and requirements, see: http://senate.ucsc.edu/committees/gc-graduate-council/policies-and-memoranda%20/designated-emphasis-policy/index.html.

The elements of a Designated Emphasis (DE) are as follows:

1) Requirements will typically include more than one of the following elements:
    a.   Coursework in the offering program
    b.   Membership on qualifying or thesis committee of a faculty member from the offering program
    c.   Significant writing, research, teaching, presentation, or production in the discipline or offering program
2) The requirements for the DE will be set by the emphasis-offering program.

3)   The coordinating program (student's home program) will approve student requests for the DE annotation through departmental graduate approval procedures, and the emphasis-offering program will certify completion of the DE requirements.

4)   The DE is a formal annotation, and records of it will be kept on the student's transcript in the Registrar's Office and on the student's diploma. The words used will be "a degree awarded in *Education with an emphasis in _____* ".

[Any change to the approved requirements of a designated emphasis must be re-approved by the Graduate Council]

REQUIREMENTS FOR THE M.A. DEGREE

Students are not admitted into the program to pursue only the Master's degree. However, students may be awarded the M.A. degree in Education as part of their studies for the Ph.D. Students wishing the M.A. degree must:

- complete a minimum of three quarters residency
- complete a satisfactory second year research project and paper
- complete a minimum of 75 graduate[16] course units including 4 foundational courses, 5 research methods courses, 4 elective courses, one additional course in any category, and EDUC 294 (Second Year Project independent study)[17]
- receive a positive review of a dossier containing the student's work to date
- submit work needed to remove any outstanding Incompletes

Normally completion of M.A. degree requirement will occur at the end of the student's second year, or early in the third year. Students seeking an M.A. degree are to refer to the guidelines set out by the Division of Graduate Studies for filing for a degree and complete the M.A. degree application form and submit it to the PhD Advisor. Refer to the Academic and Administrative Calendar for the quarterly deadlines to announce for an M.A. degree and to complete all requirements. For Graduate Division forms, see: https://graddiv.ucsc.edu/current-students/applications-forms/index.html.

GRADING POLICY

SATISFACTORY/UNSATISFACTORY GRADING
All graduate students in graduate or undergraduate courses will be graded Satisfactory (S), Unsatisfactory (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.

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[16] Graduate students may also take upper-division courses for credit; for Education's policy about how upper-division courses meet requirements, see Elective Courses (page 15). For campus graduate policy, see the Graduate Handbook, Section IX.D.1, Academic Good Standing, https://graddiv.ucsc.edu/current-students/academic-regulations/graduate-student-handbook/section-nine.html#10.

[17] At least 5 units of Research Apprenticeship – EDUC 293A (2u) or EDUC 293B (5u) - are required before advancement, but is not an MA requirement.

A grade of U or F requires immediate resolution or the student will be brought up for review before the Education Department ladder faculty.

The Academic Senate passed grade notation changes in 2011 one of which added the option of +/- on grades A and B, and + on grade C for graduate courses. Satisfactory work can be met by A, B with either +/-. A graduate student receiving a grade of C+, C, D, or F will not be able to use the credit for that course to satisfy any course requirement for a graduate degree:
http://senate.ucsc.edu/manual/santacruz-division-manual/part-two-regulations/section-four-graduate-program/chapter-thirteen-gradingandrecords/index.html

LETTER GRADE OPTION
For graduate students, the default grade option is S/U. For instructions on how to select the letter grade option in your MYUCSC portal, refer to FAQs for Students on the Registrar's web site:
http://registrar.ucsc.edu/faqs/students/index.html.

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 requirement has been met, though both grades appear on the transcript.

INCOMPLETE GRADES
The Education Department does not allow "Incompletes" in its first year Ph.D. courses and strongly discourages the use of "Incompletes" in other Education graduate courses. We also strongly recommend that Ph.D. 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 Ph.D. 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 (i.e., by the end of the third academic quarter from which the Incomplete was received, and excluding summer), the "Incomplete" grade will automatically revert to "Fail" (F) or to "Unsatisfactory" (U), depending upon which grade option the student used for the course.
The time to clear an incomplete, not to exceed three quarters, is determined by the faculty of record or DPC Chair.

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 following section on *General Academic Policies*). 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 receive a degree or advance to Candidacy with outstanding "Incomplete" grades on his/her transcript.

- Any student who allows an "Incomplete" grade to revert to an "F" or "U" is subject to <u>immediate</u> review by the Department. Receiving an "F" or "U" in an Education course is considered potential grounds for a recommendation for probation or dismissal from the program.

- Based on the annual review, PhD students who have received an I or a U in one or more courses may be recommended for academic probation. The time to clear an incomplete, not to exceed three quarters, is determined by the faculty of record or DPC Chair.

FEEDBACK FROM FACULTY ON STUDENT COURSE WORK
The Education Department faculty members teaching doctoral courses will include on their syllabus, and discuss with students at the beginning of each quarter, their practices concerning written feedback on student work throughout the quarter (and when students should expect to receive that feedback). No later than three weeks after a student has submitted a written assignment, instructors should provide substantive, written feedback that represents an intellectual engagement with the student's work.

GENERAL ACADEMIC POLICIES

ACADEMIC STANDING[18]
A duly registered graduate student is considered to be in good standing so long as

a) A student who has not advanced to candidacy must undertake a minimum of two upper-division or graduate level courses per quarter and pass a minimum of five 5-credit courses toward a terminal degree or certificate by the end of each academic year
b) A student who has advanced to candidacy must undertake and pass at least one course per quarter, usually Thesis Research (Educes 299), <u>OR</u>

Alternatively, for both students not advanced to candidacy and those who have advanced to candidacy:

c) The student's department determines that she or he is making satisfactory academic progress toward a terminal degree or certificate, <u>AND</u>
d) the student's academic progress shall be reviewed annually by the student's Faculty Academic Advisor and faculty as a whole. A report on any student not meeting expectations for progress will be submitted to the Dean of Graduate Studies and to the Financial Aid Office by the end of spring quarter.

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[18] For full statement of campus graduate policy regarding academic good standing, see: https://graddiv.ucsc.edu/current-students/academic-regulations/graduate-student-handbook/section-nine.html#10

ACADEMIC PROBATION

Education Department Policies Pertaining to 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.

<u>Probation occurs only rarely and in slow steps</u>.
The first step is a warning letter from the Graduate Director (copied to the Faculty Advisor) 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 or the Graduate Director to discuss his/her situation.

<u>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:</u>
- The DPC (Doctoral Program Committee), after consultation with the Faculty Advisor, will decide if it wishes to recommend to the Graduate Dean that the student be placed on academic probation. The Graduate Director will then write a letter to the Graduate Dean recommending academic probation and specifying the goals – with deadlines – that the student needs to meet to return to good standing, or which will result in dismissal from the program if not met.

Graduate Division Policies Pertaining to Academic Probation

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 students on academic probation so long as there are any other students in good standing 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 four calendar years without advancing to candidacy for the Ph.D.** is not considered to be making satisfactory progress and will be placed on academic probation until advancement is achieved.
Note: The typical limit for academic probation is three academic quarters.

A student who has been **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.

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.

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.

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]

ANNUAL REVIEW
To comply with the regulations above, the department conducts an annual review for each student. Each Ph.D. student submits an annual Academic Progress File during spring quarter to their Faculty Academic Advisor, and arranges a meeting with their advisor to discuss the file. The department faculty then meets as a whole group to review these files. A follow-up review will be carried out by the DPC and Graduate Director for any students whose work is below expectations or whose progress is of concern. Following the Annual Review, especially if there are any issues to address, there may also be a follow up meeting with the student, Faculty Advisor, and Graduate Director. Any changes to the file after the Annual Review (i.e. grades from Spring Quarter courses completed after the Annual Review) require that the student and Faculty Advisor add a memo to the Annual Review file.

Instructions for students who have <u>not</u> advanced to candidacy

Submit the following documents to your Academic Faculty Advisor and arrange a meeting to discuss your file and progress. Ask whether your advisor wants an electronic or hard copy for the meeting. After the annual review, you or your advisor must provide a hard copy of the entire file – except for the dossier of final papers – to the PhD Advisor. These are filed in your student file.

> 1. Student Planning Sheet (provided to student by the PhD Advisor)
> Meet with your Faculty Academic Advisor to go over this plan for next year. The Student Planning Sheet will contain course and degree requirements fulfilled by the Student. It is the responsibility of Student and Faculty Academic Advisor to correct any errors on the Planning Sheet before returning to the PhD Advisor.
>
> 2. Current Academic CV (model provided by the PhD 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 faculty advisors and students should review any TA evaluations for the current year, and your self-report should include a brief discussion of your teaching, if

applicable. The TA evaluations remain under the supervision of the Academic Administrative Coordinator (Bryony Cohelan, bryony@ucsc.edu). It is not necessary to make an appointment, however, it is helpful to email the Coordinator if you want to stop by to review your evaluations. You can request electronic copies of your evaluations by emailing Bryony – include the course number, quarter, and year for each set of evaluations.

4. Financial Support form (provided to student by the PhD Advisor)
>   This form details financial support provided to the student for the current year, and that anticipated for the upcoming year.

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

6. Unofficial Transcripts
>   Students can download unofficial transcripts from AIS. For instructions, see FAQs for Students on the Registrar's site: registrar.ucsc.edu/faqs/students/transcripts.html.
>
>   **Q: How do I get unofficial transcripts?**
>   **A:** Log into MyUCSC and go to My Student Center. From the drop down menu in the Academics section, select "Transcript: View Unofficial" and click "Go." Select Unofficial Transcript for the report type and click "Go."
>   Information on how to print from MyUCSC can be found here.

After the review, all items (except the dossier of final papers) should be submitted to the PhD advisor for the student's file. The Faculty Academic Advisor should return the dossier of final papers to the student.

Instructions for students who <u>have</u> advanced to candidacy

Submit the following documents to your Academic Faculty Advisor and arrange a meeting to discuss your file and progress. Ask whether your advisor wants an electronic or hard copy for the meeting. After the annual review, you or your advisor must provide a hard copy of the entire file – except for the dossier of final papers – to the PhD Advisor. These are filed in your student file. Even if you are graduating at the end of the quarter, you should submit these documents, and we'd like to know your plans post-graduation (if known).

1. Current Academic CV

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

3. Financial Support form (provided to student by the PhD Advisor)

After the review, Items 1-3 are submitted to the PhD Advisor for the student's file.

In accordance with Graduate Council policy, the department must report the results of its annual review – in particular, about students who are not making satisfactory progress – to the Dean of Graduate Studies.

The review process is designed to support and assist students to be ready for their Qualifying Examination (QE), usually taken at the end of the third year of study and to prepare students for professional careers where CV's and personal statements are updated on a yearly basis.

The review is meant to help students and their advisors see their progress toward becoming mature researchers and teachers. 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), recommended for 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 Ph.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 from faculty members knowledgeable about the student's area of study, decides that students will (1) continue in the program and prepare for the QE exam, (2) complete the course work and Second Year Project for the M.A. degree and then leave the program, or (3) leave the program at the end of the Spring Quarter of the current year.

Based on the annual review, PhD students who have received an I or a U in one or more courses may be recommended for academic probation. The time to clear an incomplete, not to exceed three quarters, is determined by the faculty of record or DPC Chair.

First-year students who are recommended not to continue beyond the M.A. degree may submit an appeal to the DPC in Year 2 based on new work. All recommendations for dismissal can be appealed to the Dean of Graduate Studies. For more information about the appeals process, see the Graduate Student Handbook, section IX.D.3. Appealing Academic Judgments, http://graddiv.ucsc.edu/current-students/academic-regulations/graduate-student-handbook/section-nine.html#12.

An Annual Review of Student Progress report signed by the Faculty Academic Advisor will be placed in each student's file. We also recommend that students talk with their Faculty Academic 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 Faculty Academic Advisor should be put in writing and communicated to the Graduate Director and the PhD Advisor.

ENROLLMENTAND LEAVE POLICIES

ENROLLMENT POLICY
The expectation is that Ph.D. students in Education will be enrolled as full-time students (at least ten units) every quarter (Fall, Winter, Spring) until they have advanced to candidacy. Once a student has advanced to

candidacy, five units is considered full-time and allows students access to University resources (e.g., faculty, library, and internet). In the final quarter – when a student is ready to submit their dissertation – there is also a non-enrollment option called filing fee status.

TIME TO DEGREE AND NORMATIVE TIME[19]
Education has a six-year normative time for PhD completion.

Full-time doctoral students are expected to complete their degree objectives within the following maximum time frames:	
MILESTONE	**NORMATIVE TIME**
Advance to Candidacy	End of Year 3, Department suggested deadline [20]End of Year 4, campus deadline
Time to Degree (Receive PhD degree in Education)	End of Year 6, Department suggested deadline [21]End of Year 7, campus deadline

Part-time doctoral students are subject to the same provisions as full-time students, except that satisfactory progress toward degree completion is measured at a minimum of one course per quarter or three courses per academic year, and the maximum time frame is prorated accordingly:	
MILESTONE	**NORMATIVE TIME**
Advance to Candidacy	Normative-time-clock will count at half time for part-time students and will therefore be calculated on a case-by-case basis.
Time to Degree (Receive PhD degree in Education)	After advancement to candidacy, the time to degree is the same for both full- and part-time students, and a part-time doctoral student has up to 3 years in which to earn their degree. A student who has advanced, but who doesn't earn the degree within 3 years, must petition the Dean of Graduate Studies for an approval of extension to normative time.

FILING FEE STATUS
Students may apply for filing fee status in 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 status, a student must have been either on an approved leave of absence or registered in the previous quarter.

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[19] For more details, see the Graduate Handbook, Section IX. D.2. Time to Degree

[20] Per campus policy, a full-time student who has been enrolled in the same graduate program for four calendar years without advancing to candidacy for the Ph.D. is not considered to be making satisfactory progress and will be recommended for academic probation until advancement is achieved.

[21] Per campus policy, a student who has been advanced to candidacy for more than three calendar years is not considered to be making satisfactory academic progress and will be recommended for academic probation for up to one academic year by the student's department.

To apply for filing fee status, the student should submit the *Application for Filing Fee Status*, signed by all members of the Reading Committee, to the department PhD Advisor by the deadline listed on the Academic and Administrative Calendar, and at the same time, they submit the degree application. The committees' signatures signify that they have reviewed a full copy of the dissertation and believe that the candidate will need to make only minor or no revisions and will submit the completed work by the end of the quarter. The PhD Advisor will forward the following to the Graduate Division:

1. *Application for the Doctor of Philosophy Degree*
2. *Application for Filing Fee Status*

For forms, see: http://graddiv.ucsc.edu/current-students/applications-forms/index.html

Candidates on filing fee status are not eligible to use University facilities with the exception of the library or to make demands upon faculty time except for the final reading of the dissertation or for attendance at the final formal examination), nor are they eligible for financial support (GSR, TA, Fellowships, or need-based financial aid), nor are they considered a registered graduate student for the quarter on filing fee status.

Filing fee status can be used only once. If you do not complete the dissertation while on filing fee status, you must register as a student and pay fees in the quarter you re-apply to graduate.

LEAVE OF ABSENCE[22]

All students are strongly 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 after applying) must complete and submit the *Request for Leave of Absence* form before the beginning of the quarter for which leave is requested. The signatures of the student's Faculty Academic Advisor, the Department Chair (delegated to Graduate Director), and PhD Advisor are required. In this department, requests for leave of absence should include a letter of support from the Faculty Advisor and are reviewed by the DPC before being approved.

- 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.

- Use of University facilities is restricted while on leave. Library access is permitted as determined by

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[22] For more details, see the Graduate Student Handbook, section X. A. Leave of Absence: http://graddiv.ucsc.edu/current-students/academic-regulations/graduate-student-handbook/section-ten.html#1.

Library policy.

- All financial aid (including Teaching Assistantships, Graduate Student Researcher 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.

- Readmission will automatically be effective for the quarter of return you indicated, provided that the total leave time is three quarters or less. Students on leave for more than one quarter are required to re-establish CA residency with the Registrar.

- Students who are advanced to candidacy and take a leave of absence forfeit eligibility for any future In-Candidacy Fee Offset Grant (ICFOG).

PART-TIME ENROLLMENT
A part-time graduate student is one who has approval to enroll for one-half of the full-time course load up to a maximum of 8 units; 5 units is usually recommended – it is the minimum required by financial aid to remain eligible for PT-GSR or fellowship funding.

The enrollment units are commensurate with amount of time student will receive from faculty and staff.

Part-time students pay the full Student Services Fee, one-half of the Tuition, and the full amount of all other campus fees including the Health Insurance Fee[23]. To apply for part-time enrollment, a student must fill out an *Application for Part-Time Status* form, available at: http://graddiv.ucsc.edu/current-students/applications-forms/index.html. After the student's Faculty Academic Advisor and the Graduate Director have given approval and signed the form, the PhD Advisor will forward it for final approval by the Dean of Graduate Studies.

IN-ABSENTIA ENROLLMENT[24]
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 Fees. In-absentia Registration allows graduate students to take research or coursework outside of California and remain enrolled in the University while paying 15% of the CA Tuition plus Student Services Fees, and health insurance, unless approved for a waiver.

FAMILY AND MEDICAL LEAVE POLICY
In order to support Ph.D. students in caring for families (e.g., childbirth, adoption, elder care, infant care, family illness), or student medical needs, 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).

- For students who have been approved for a leave of absence due to family needs (e.g., childbirth, adoption, elder care, infant care, family illness), or student medical needs, the clock will stop.

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[23] All graduate students (FT, PT, or in-absentia) pay student health insurance unless they've applied for, and had a waiver approved.
[24] For more information, see: https://graddiv.ucsc.edu/current-students/academic-regulations/graduate-student-handbook/section-six.html#five

- For students who have not yet advanced to candidacy, and have been approved for part-time status due to family needs (e.g., childbirth, adoption, elder care, infant care, family illness), or student medical needs, the clock moves at half time.

- In all cases, full-time students should advance to candidacy by the end of five years (four years plus one year of approved leave) 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.

RESIDENCY

UNIVERSITY REQUIREMENTS
The minimum university residency requirement for a M.A. degree at UCSC is three quarters. The minimum residency for a Ph.D. degree is six quarters. To receive a Ph.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 establish California residency. Permanent residents may apply for CA residency for tuition purposes, just as U.S. citizen out-of-state students. International students are not eligible to apply for California residency. For more information about residency, see: http://registrar.ucsc.edu/faqs/students/residency.html.

GRADUATE STUDENT EMPLOYEE TITLES AND EMPLOYMENT OPPORTUNITIES

OVERVIEW OF EMPLOYMENT POLICIES
A graduate student may work up to 50% (20 hours/week) during the fall, winter, and spring quarters. This maximum percentage of time applies to all of a student's campus positions. For a student to work more than 50% time during an academic quarter, the department must gain the Dean of Graduate Studies approval prior to the student working beyond 50% time. A graduate student may work 100% (40 hours/week) between the fall, winter, and spring quarters and during the summer.

A student should never begin any type of campus work until s/he has received official word from the university that his/her appointment has been processed and finalized. In most cases, the Social Sciences Division will send the student employee an official email notifying them of the employment terms.

WHEN FEES ARE COVERED
When a Graduate Student is employed as a Teaching Assistant (TA), GSR, Associate In, or Teaching Fellow at a minimum of 25%, the grant (in the case of GSRs) or department (in the case of TAs, Associates In, or Teaching Fellows) must pay the student's quarterly fees. The full amount of a student's quarterly fees is paid

when they are appointed as a GSR. TAs in the Education Department are appointed at 50% and get a fee remission which covers their quarterly fees (including health insurance) *except for* the Campus Fees. A student employed as a TA, TF, or Associate In will be responsible for their Campus Fees.

Students working as GSRs should check with the Faculty Principal Investigator (PI) whether or not their fees will be covered by the GSRship. In some cases, students have a GSR appointment that is 24.99% or less; these appointments do not cover fees.

NON-REPRESENTED STUDENT ACADEMIC TITLES
Information on Non-Represented Student Academic Titles can be found at the following link:
http://apo.ucsc.edu/policy/capm/700.410.html

Graduate Student Researcher (GSR)
A Graduate Student Researcher is a registered graduate student appointed to assist in performing research related to the student's degree program in an academic department or research unit under the direction of a faculty member or authorized Principal Investigator. The student must be in good academic standing and making satisfactory and continuous progress toward the degree.

For information about 2018-19 appointments and costs, see:https://socialsciences.ucsc.edu/faculty-and-staff/academic-human-resources/gsr-2018-19-information-and-action-form-fillable-.pdf.

Starting July 1, 2015, Social Sciences appoints graduate students to a minimum GSR step 6, with students advanced to candidacy appointed at step 8. Continuing GSR appointments that began before July 1, 2015 will align with the policy at the time of initial appointment[25]. In these instances, step increases are permitted, eligibility depends on grant guidelines and funding availability. This also applies to appointments from grants submitted/awarded prior to the policy change. Students affiliated with another division must be appointed at the step determined by their home department/division. Note: If the grant was awarded/submitted prior to July 1, 2015 and will not support a GSR at the higher step, Steps 2 to 5 are allowed, but the division requests that they are appointed as close to the new steps as possible.

REPRESENTED ACADEMIC STUDENT EMPLOYEE (ASE) TITLES
Information on Represented Academic Student Employee (ASE) titles can be found at the following link:
http://apo.ucsc.edu/policy/capm/700.411.html.

The term "Academic Student Employee" (ASE) is used on the Santa Cruz Campus to refer to the titles: Teaching Assistant, Associate In, Teaching Fellow, Readers, and Tutors.

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[25] Prior to the new steps, graduate students in Social Sciences departments were appointed at step 2 prior to advancement, or step 3 if advanced to candidacy (except in the case of Environmental Studies students who were appointed at steps 4 and 5).

Teaching Assistant

A Teaching Assistant is a registered graduate student, chosen for excellent scholarship and for promise as a teacher, and serving an apprenticeship under the active tutelage and supervision of a regular faculty member.

Hiring an undergraduate student as a Teaching Assistant is an exception to normal practice. The relevant unit must first ensure that no qualified graduate student is available. Then the relevant unit must obtain approval from the Academic Senate Committee on Educational Policy (CEP). Once approved by CEP, the undergraduate student may be appointed as a Teaching Assistant in the title code 2311 and thereby is covered by the terms and conditions of the MOU for the ASE bargaining unit. They are therefore eligible for the University's Partial Fee Remission Program for the Tuition and Student Services Fees. Classification and pay rates for undergraduate Teaching Assistants do not differ from those of graduate Teaching Assistants.

Associate In

An Associate In is a registered graduate student with a Master's degree or equivalent training, with at least one year of teaching experience, and who has been chosen because of competence to conduct the entire instruction of a group of students in a lower division course under the general supervision of a regular faculty member.

Teaching Fellow

A Teaching Fellow is a registered graduate student who has advanced to candidacy for the doctorate, or otherwise has achieved appropriate professional maturity, and who has been chosen because of competence to conduct the entire instruction of a group of students in a lower division course under the general supervision of a regular faculty member.

Associate In and **Teaching Fellow** are Graduate Student Instructor (GSI) titles. Refer to the Policy on the Appointment and Use of Graduate Student Instructors for the current approval procedures required by the Academic Senate Committee on Educational Policy for use of this title on the Santa Cruz campus.

Tutor

A Tutor is registered undergraduate or graduate student who works with individual students or small groups of students to assist them in understanding course concepts, discovering solutions to problems, modeling study strategies, developing methods for independent work and preparing for upcoming exams. A Tutor shall not be given the responsibilities customarily accorded a Teaching Assistant.

Reader

A Reader is a registered undergraduate or graduate student employed to render diverse course-related services, which will normally include the grading of student papers and examinations. A Reader shall not be given the responsibilities customarily accorded a Teaching Assistant. (Refer to APM 420 for more information)

EDUCATION DEPARTMENT TASHIPS

TA ASSIGNMENTS AND RESPONSIBILITIES
A Teaching Assistantship (TAship) is a half-time 50% appointment. The total commitment is approximately 20 hours per week (the maximum is 220 hours per quarter). Included in this total are: TA trainings, formal contact hours in class, lab and discussion sections, time spent grading papers, attending lectures, preparing for teaching and office hours with students.

TAs will be evaluated by their undergraduate students. Undergraduate students enrolled in TA sections will receive emails at their UCSC email accounts notifying them when and how to complete the evaluations of their primary instructors and their TA's.

After all class requirements are met and grades are completed, TAs may view their teaching evaluations by contacting edhr@ucsc.edu beginning 2 weeks after grades have been submitted.

TA APPLICATION PROCESS
A TA call will be sent to all eligible graduate students on an annual basis. Applications returned by the deadline to the department are then forwarded to the appropriate faculty member(s) for review, after review by the chair of the Undergraduate Education Committee.

Although the Department Chair is ultimately responsible for appointing TAs, our department practice has been for instructors to select TAs for the courses that they will be teaching. In addition, at times the Department is obligated to provide TAships for students who have been awarded particular kinds of university-wide fellowships.

The Education Department recognizes that TAships are an increasingly valuable (and scarce) resource and encourages course instructors to consider a number of factors when selecting TAs. Along with students' qualifications (expertise, experience, etc.) to teach the course, the department recommends that instructors consider factors that will facilitate opportunities for a wide range of students to serve as TAs (students' other sources of funding, number of consecutive quarters that a student has held a TA position, etc.).

TA OFFER LETTER/APPOINTMENT
The PhD Advisor may communicate informally with students about tentative TA assignments. 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 AND EVALUATION
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.

TAs may view their teaching evaluations by contacting the Administrative Coordinator at edhr@ucsc.edu. Evaluations cannot leave the Education Department's main office. Therefore, an appointment is necessary to

ensure that office space (i.e., the Academic Coordinator or Department Manager's office) is available for the student to sit down and review his/her evaluations. You can also ask whether electronic copies are available. When you email edhr@ucsc.edu, ask for these by course number, quarter, and year.

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.

MAINTAINING CONFIDENTIALITY
Graduate students (TAs, GSIs) are NOT to store exam or grade information on any hard drives of shared computers. *Student information is to remain confidential.* Shared computers include those found in the McHenry grad student commons (Room 2167).

ACADEMIC STUDENT EMPLOYEES: MAXIMUM QUARTERS OF EMPLOYMENT
Per campus policy, the total length of time a student may hold any one or a combination of the following titles may not exceed four years (12 quarters): Reader, Teaching Fellow, Teaching Assistant, Associate In ___. Under special circumstances, an exception may be granted for additional appointments beyond 12 quarters. System-wide regulations do not permit academic student employee (ASE) appointment beyond 18 quarters.

Note that this policy doesn't apply to GSRships, and that Summer Session teaching appointments do not count toward these totals.

FINANCIAL SUPPORT

OVERVIEW
It is the student's responsibility to secure funding for graduate studies. As of Fall 2020, PhD students are guaranteed funding for five academic years in an amount equivalent of at least 3 TAships. Over the course of their enrollment in the graduate program, students typically fund their education with some combination of the following: TAships, GSIships, GSRships, UCSC graduate fellowships, scholarships or fellowships from outside sources, loans, personal savings, family income, and support from other individuals (e.g., extended family members). When possible, first year students are supported with UCSC graduate fellowships, which typically cover part of a student's expenses for the first year only. Beginning in the student's first year, he or she is strongly encouraged to apply for TAships in college core courses and in other departments on campus. Students are also encouraged to seek and apply for outside funding from government agencies, private foundations, and industry, and to plan alternative financing should none of these opportunities become available.

The Education Department will forward to students notices of TA openings, GSRships, UCSC fellowships, and outside funding opportunities. Students should sign up for Graduate Division's tajobs group where campus wide vacancies are posted: http://graddiv.ucsc.edu/current-students/TA%20Application/index.html. Students should also discuss with their Faculty Academic Advisors strategies for securing funding opportunities within and beyond UCSC.

The availability of all funding sources, including TAships, GSRships, and graduate fellowships, varies from year to year based on a variety of budgetary factors.

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/financial-aid/fellowships.html.

ACQUIRING EXTERNAL FUNDING
The Division of Social Sciences offers assistance in searching for appropriate scholarships and fellowships.

For more information, see: http://socialsciences.ucsc.edu/faculty-and-staff/grants/index.html, or contact:
    Ashlee A Tews, J.D.
    Director of Research Development
    Division of Social Sciences
    1156 High Street
    Santa Cruz, CA 95064
    Tel: 831.459.1644
    email: ashleeac@ucsc.edu

DEPARTMENT FELLOWSHIPS AND GRANTS
When funding is available, the Education Department offers competitive Blue and Gold Fellowships, awarded to students based on merit (in scholarship, teaching, and service). The fellowship amount may vary and depends on funding available. When these funds are available, the department usually accepts applications during Spring Quarter.

CAMPUS RESOURCES

A-Z Index
http://www.ucsc.edu/tools/azindex.html

Academic Calendars
https://registrar.ucsc.edu/calendar/academiccalendar.html

AIS/MYUCSC FAQs page
http://registrar.ucsc.edu/faqs/students/index.html (Registrar's FAQs for Students)
http://its.ucsc.edu/myucsc-help/using-myucsc.html (Using My UCSC)

Course Catalog (doctoral course numbers run from EDUC 235 – EDUC 299)
https://education.ucsc.edu/courses/course-catalog-view.php

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

Campus Directories/ Find People (Faculty/Staff/Students)
http://www.ucsc.edu/tools/people.html

Student Fees
http://reg.ucsc.edu/Fees/fees.html

Financial Aid & Scholarship information
http://www2.ucsc.edu/fin-aid/
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, or a teaching assistant-ship, 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.

Division of Graduate Studies
The Division of Graduate Studies web site https://graddiv.ucsc.edu/about/index.html has 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.

Graduate Division Forms
https://graddiv.ucsc.edu/current-students/applications-forms/index.html

Graduate Student Handbook
http://graddiv.ucsc.edu/current-students/academic-regulations/graduate-student-handbook/index.html

Health Insurance

The UC Regents mandate that all students be covered by a health insurance plan. All full and part-time undergraduate and graduate students, including those enrolled in-absentia, 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. Dates to apply for waivers are shown on the Academic & Administrative Calendar.

For more information, please feel free to contact the Student Insurance Office at 459-2211 or visit their web site at https://healthcenter.ucsc.edu/billing-insurance/

ID Cards
https://slugstore.ucsc.edu/id-card-services

Information Technology Services (ITS) Help Desk & Information

http://its.ucsc.edu/ais/help/students/

Phone: (831) 459-4357

Email: help@ucsc.edu

When sending an email for help with MyUCSC the subject line should read: "Student".   In the body of your email, include a full description of the problem, your full name, a phone number, and your user ID used to sign into MyUCSC (not your log-in).

University Library

Home: http://library.ucsc.edu/

To reserve study rooms: http://library.ucsc.edu/services/study-rooms

Parking and Bus Pass Information

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

Student Business Services

http://sbs.ucsc.edu/

Before contacting Student Business Services regarding a bill, be sure to always first check the portal (my.ucsc.edu) for account information. It is the Student's responsibility to maintain current billing and mailing address information using the MyUCSC Portal.

Student Organization Advising & Resources (SOAR)

http://soar.ucsc.edu/

Teaching Resources

Division of Graduate Studies: http://graddiv.ucsc.edu/current-students/teaching-resources/index.html

Center for Innovations in Teaching and Learning (CITL): https://citl.ucsc.edu/

FELLOWSHIPS AND GRANTS

Division of Graduate Studies – Fellowship Lists

http://graddiv.ucsc.edu/financial-aid/fellowships.html

https://graddiv.ucsc.edu/financial-aid/minority-fellowships.html

Division of Social Sciences – Grants and Contracts Support Center

http://socialsciences.ucsc.edu/faculty-and-staff/grants/index.html

Division of Social Sciences – List of Education Fellowships and Scholarships

http://socialsciences.ucsc.edu/faculty-and-staff/grants/graduate-student-resources/fellowships-scholarships/education.html

NSF Active Funding Opportunities

Find Funding: http://www.nsf.gov/funding/

The fellowships below are listed by the month in which applications are due this year 2021-22. Deadlines can vary in subsequent years.

JULY:
American Association of Hispanics in Higher Education (AAHHE)
Graduate Fellows Program: https://www.aahhe.org/graduate-fellows-program

AUGUST:
Harry Frank Guggenheim Foundation Distinguished Scholars
(formerly known at Harry Frank Guggenheim Research Grants)
https://www.hfg.org/distinguished-scholars/

SEPTEMBER:
UC Mexus Funding
https://ucmexus.ucr.edu/funding/index.html

United States Institute of Peace, Jennings Randolph Program for International Peace
https://www.usip.org/grants-fellowships/fellowships

OCTOBER:
NSF Graduate Research Fellowship Program (GRFP)
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6201&org=NSF

NAEd/Spencer Dissertation Fellowships Program
http://naeducation.org/naedspencer-dissertation-fellowship-program/
Next year's application will open in summer 2022.

Mellon/ACLS Dissertation Completion Fellowships
http://www.acls.org/programs/dcf/

Presidential Management Fellowship
https://www.pmf.gov/become-a-pmf/application-process/

NOVEMBER:
Social Science Research Council-International Dissertation Research Fellowship
https://www.ssrc.org/programs/idrf/international-dissertation-research-fellowship/

Wenner-Gren Dissertation Fieldwork Grants (deadlines Nov 1 and May 1)
http://www.wennergren.org/programs/dissertation-fieldwork-grants

DECEMBER:
AERA Minority Dissertation Fellowship Program in Education Research
http://www.aera.net/Professional-Opportunities-Funding/AERA-Funding-Opportunities/Minority-Dissertation-Fellowship-Program

Ford Foundation Predoctoral, Dissertation, and Postdoctoral Fellowships
http://sites.nationalacademies.org/PGA/FordFellowships/index.htm

JANUARY:
Foundations For Change: Thomas I. Yamashita Prize
http://issi.berkeley.edu/yamashita-prize

David Boren Fellowship
https://www.borenawards.org/fellowships/boren-fellowship-basics
https://www.borenawards.org/campus-representatives#evaluation

The Clark Foundation Community Fellowship (no update for 21-22)
http://www.theclarkfoundation.org/overview.html

Kauffman Knowledge Challenge
https://www.kauffman.org/what-we-do/entrepreneurship/research/kauffman-knowledge-challenge
 (The Kauffman Dissertation Fellowship was awarded from 2003 -2018 to support of dissertations in area of entrepreneurship. Starting in 2018, these were part of a group of programs consolidated under the Kauffman Knowledge Challenge. This is a biannual program. For 2022, the program opens in January 18, and applications are due by February 28.

Penn Predoctoral Fellowships for Academic Diversity
https://faculty.upenn.edu/fellows/predoc/

MAY**:**
Wenner-Gren Dissertation Fieldwork Grants (May 1 and Nov 1)
http://www.wennergren.org/programs/dissertation-fieldwork-grants

JUNE:
AERA Research and Dissertation Grants
https://www.aera.net/Professional-Opportunities-Funding/AERA-Funding-Opportunities

JULY:
NAEd/Spencer Dissertation Fellowships Program
http://naeducation.org/naedspencer-dissertation-fellowship-program/
application portal opens