

**Graduate Student Handbook
2017-2018**

Graduate Student Handbook

2017-2018

On behalf of the faculty and staff of the César E. Chávez Department of Chicana and Chicano Studies, we wish to extend a very warm welcome to you, the 2017 CCS graduate students (our sixth cohort) and best wishes for a successful and challenging graduate student experience.

This handbook contains much of the academic and administrative information you will need while pursuing your graduate work in the department. It brings together information from university policy and department policy. It supplements the UCLA General Catalog and Graduate Division's website, which should also be consulted for information on rules and procedures.

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GRADUATE STUDIES

Areas of Study

One distinctive feature of our Program is its foundational interdisciplinarity. The program integrates four areas of study that are drawn from the research and curricular strengths of the core and joint faculty of Chicana/o Studies.

M.A. and Ph.D. students can take courses in each of the four areas:

- 1) Border and Transnational Studies
- 2) Expressive Arts
- 3) History, Culture, and Language of the Americas
- 4) Labor, Law, and Policy Studies

Moreover, the research paradigms of genders and sexualities, power and inequalities, and the colonial-decolonial-postcolonial intersect the four areas.

Unjust social inequality is the shared scholarly concern of our faculty and a central theme of our graduate program. Our curriculum offers students the tools to become exceptional scholars who are socially engaged, to be able to deconstruct cultural discourses and politics of oppression, as well as to offer effective strategies of resistance and empowerment.

The geopolitical focus of the curriculum is the metropolitan Los Angeles region, home to the largest Mexican origin community in the country, as well as to several other Latino groups. The Chávez department is well placed to draw from this large and diverse population – its social experiences, historical realities, cultural and linguistic processes, and literary and artistic productions.

Contact Information

➤ Email

All graduate students are entitled to a free email account. Every student is expected to

establish and regularly monitor their own UCLA email account for official communications. The Office of Graduate Studies, our department, and other campus entities will send information to your UCLA e-mail account. You will be considered notified when such official emails are sent to your UCLA email account. Please sign up for and monitor your UCLA e-mail account.

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Department Chair
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- **Graduate Student Affairs Officer**
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- **Administrative Specialist**
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- **Graduate Division**
<http://www.gdnet.ucla.edu>
-Graduate Division Academic Policies (Guidelines)
<http://www.gdnet.ucla.edu/gasaa/library/degreeinfo.htm>
-Graduate Division Financial Support
<http://www.gdnet.ucla.edu/asis/stusup/index.html>
-Graduate Division Handbook
www.gdnet.ucla.edu/orientation.html
- **Graduate Student Resource Center**
<http://gsrc.ucla.edu>
- **Student Health Services**
<http://www.studenthealth.ucla.edu/default.aspx>
- **Counseling and Psychological Services**
<http://www.counseling.ucla.edu/>
- **Center for Accessible Education**
<http://www.cae.ucla.edu>

Advising

Director of Graduate Studies. Professor Otto Santa Ana is formally responsible for the program. He plays a key role in your academic life, and in the functions of Graduate Division. With the help of the Graduate Student Advisor Officer, Ellie Hernández, he will assist you as you plan your program of study so you fulfill the program requirements. He expects you to meet with him twice a year, usually just before the Fall quarter starts, and in January to approve your enrollment plan.

He also considers any special requests you may need, such as leaves of absence, petitions to add or drop a course, readmission to the program, and other petitions such as to nominate an

outside M.A. or Ph.D. committee member from UC faculty beyond UCLA. In some of these instances, the Graduate Advisor, in consultation with the Graduate Committee and/or the student's academic advisor, must judge whether the student's request is in order, is in his or her own best interest, and is feasible under existing regulations. He is available by appointment.

Graduate Student Affairs Officer, Ellie Hernández, is your advisor and go-to person for graduate student concerns that involve the department or Graduate Division. Consider her your first line of advice for requirements, course selection, timelines (when you are unable to figure out what you need). She is also responsible for informing you about important information about the program requirements and funding opportunities, and is ready to offer you help with Graduate Division and departmental policy and procedure. Except in emergencies, you should make an appointment to meet with Ellie, since she is also the SAO of our large and important undergraduate program.

Faculty Adviser. This professor will be your principal scholarly advisor. Your faculty advisor will mentor you so you optimize your academic performance, and maximize your education experience at UCLA. Your faculty advisor is there to help you make critical decisions regarding your career. The faculty advisor will help you successfully carry out your research projects, to complete your M.A. thesis, prepare for your Qualifying Exams, and guide you to the completion of your doctoral dissertation. The faculty advisor also serves as the chair of your M.A. thesis and Doctoral Committees.

You are required to select your faculty advisor by the end of your first year. You may later change advisors in special circumstances.

Full-Time Graduate Program

The department expects the you to be enrolled full time, except in special circumstances as described below. To be a full time graduate student prior to your doctoral candidacy, you are

officially required to take 12 units (normally three courses) per term. When you are a doctoral candidate, you are required to take eight units per term.

When you are a Teaching Assistant (TA), you are required to be registered and enrolled in at least 12-quarter units throughout your appointments. The 12 units required per quarter may include, among other courses, those in the 500 series (individual study or research), or the 375 course and/or 495 course.

TAs who take a leave of absence or withdraw terminate their appointments and salary.

If you receive a Graduate Division Fellowship awards (e.g. Cota-Robles, Graduate Research Mentorship, Dissertation Year Fellowship, etc.) you are required to be enrolled in a minimum of 12 units per term for the duration of the fellowship, both before and after advancing to candidacy.

Although UCLA is a full-time educational institution, it recognizes the need for part-time study in special circumstances. Approval of less than full-time enrollment is at the discretion of the Department. If you have family, employment, or health problems that preclude full-time enrollment, you should contact Ellie to begin discussions regarding the possibility of an exception. (See “Standards and Procedures for Graduate Studies at UCLA, page 25.)

Continuous Enrollment

You must be continuously registered and enrolled unless you have an approved leave of absence (see below). Once you advance to candidacy, you must be enrolled in 8 units, or 12 units if you are a TA and Graduate Division fellowship recipients.

It is crucial that you are enrolled in classes, and if you must drop and add courses, that you do so by the end of the 2nd week of the quarter. Any late enrollments must be completed by the end of the 3rd week of the quarter. **Why?** Full-time enrollment throughout the quarter is necessary in

order to protect your employment benefits and to meet the terms of most financial awards.

PROGRAM REQUIREMENTS

Foreign Language Requirement

You must demonstrate reading fluency in Spanish to obtain a Ph.D. in Chicana and Chicano Studies. You may satisfy the language requirement:

(1) By passing a level 5 oral and written exam administered by the Spanish and Portuguese Department.

(2) By completing, with a passing grade in each term, 2 years of coursework in the target language at the University level. If the coursework consists of Spanish language courses, you should be above level 5.

(3) By passing a translation examination administered by the department. You are given two hours to take the exam, and are permitted the use of a dictionary. *Exams will be offered once a year, typically in the Fall term.* You should inform Ellie Hernández of your intention to take the translation exam, and an exam date will be scheduled (usually between the fourth and sixth week of classes).

You should complete the foreign language requirement in the first year of graduate study, at the latest before you apply for the ATC.

Course Requirements

General Required Courses series/numbers:

100 series: undergrad upper division courses

200 series: graduate courses and seminars

300 series: Graduate courses numbered 300-399 are highly specialized teacher-training courses (i.e. 375), which are not applicable toward University minimum requirements for graduate degrees.

400 series: Graduate courses numbered 400-499 are designed for professional programs

leading to graduate degrees other than the M.A., M.S., and Ph.D.

500 series: Courses numbered in the 500 series are directed individual study or research at the graduate level. Graduate individual study or research courses are numbered as follows:

596 (directed individual study or research);

597 (preparation for the master's comprehensive examination or doctoral qualifying examination);

598 (master's thesis research and prep);

599 (doctoral dissertation research and preparation).

NB: **501** is used for cooperative programs held in conjunction with USC; not for individual study and research.

Master's Degree

The M.A. degree in Chicana/o Studies is not a stand-alone, terminal degree. It is a requirement to fulfill in order to obtain a Ph.D. At the M.A. level, you must successfully complete a certain set of courses in the different areas of study, in addition to successfully executing a thesis.

- If you hold a M.A. in Chicana and Chicano Studies or in a related field, and want credit for this degree, you must submit your Master's thesis for evaluation. The Department's Graduate Committee will evaluate the thesis to determine whether or not it fulfills the M.A. requirements of our program. If your Master's thesis is deemed satisfactory, you will be allowed to enter the Ph.D. program under Plan B (see Doctoral Degree requirements below).

To get your Chicana/o Studies M.A. accepted for credit, you must submit your original, unaltered thesis no later than the third week of the Fall quarter of your first year.

- If you were admitted to the Ph.D. program without an M.A. degree, you will follow "Plan A" (described below). If you enter the Ph.D. program with an approved M.A. thesis, then you will follow Plan B.

Plan A

Course Requirements

You must successfully complete a total of 40 units (normally 10 courses) taken when you have graduate status, and for a letter grade with a minimum of 3.0 GPA. Of those 40 units, at least 32 must graduate level units. You may apply up to 8 units of upper division undergrad courses to the 40-unit requirement. One 500-series course (up to four units) may be applied toward the 40-unit requirement.

NB: If you enter our Program with a Bachelors degree from another discipline, you may be required to take additional courses to assure us that you are competent in the field of Chicana and Chicano Studies.

Required courses:

- Chicana/o Studies 200, 201 and 202 (12 units) are required. These core courses should be taken within your first two years.

You are also required to take:

- One course in each area of study for a total of four courses (16 units), one of which must be a methodology course.
- Two elective courses (8 units), of which both may be upper division undergrad courses or taken outside the department.
- 598: You can take four units of Chicana/o Studies 598 (master's thesis research).

You may take up to a maximum of 12 units of Chicana/o Studies 598 in a single academic year.

- 596: You can take four units of Chicana/o Studies 596 (Directed Individual Studies or Research) in lieu of one elective.

You may take up to a maximum of 12 units of Chicana/o Studies 596 in a single academic year.

- 495: To serve as a TA, you must have enrolled in Chicana/o Studies 495 preferably

before, or during the quarter of your first teaching appointment. 495 is designed to train you to be an effective university instructor. It will not count toward your degree requirements, but up to 4 units may count as elective credits.

- 375: As a TA, you must enroll in Chicana/o Studies 375 each quarter in which you hold a teaching appointment. Take 2 units of 375 for a 25% appointment; 4 units for a 50% appointment. This course does not count toward the minimum number of units of grad courses required for a master's degrees.

Again, you must take the minimum course load of 12 units each quarter. You can take more than 12 units, with the approval of your faculty advisor. NB: you must be continuously registered and enrolled, unless you obtained an approved leave of absence.

Master's Thesis

To complete the M.A. degree, you will write an original interdisciplinary research paper, a critical reflection, or creative portfolio that integrates the knowledge you learned while taking graduate coursework.

M.A. Committee

The thesis committee consisting of three UCLA faculty members plus your faculty advisor. You must file your "Nomination of a Master's Committee" form no later than Fall quarter of your second year. Please consult the form for detailed regulations regarding the eligibility of faculty members. For example, you may petition for committee member who is a faculty member of another UC campus. Here is the link:

<https://grad.ucla.edu/academics/masters-studies/nomination-of-masters-thesis-committee/>

Prior to writing your thesis your M.A. committee must formally accept your thesis plan. Take care to follow the filing procedures carefully.

You should submit your M.A. thesis at the end of the Spring quarter of your second year, but no later than the seventh quarter (normally Fall quarter of the third year). When you are writing

your thesis, you must enroll in Chicana/o Studies 598 (M.A. Thesis Research) under the guidance of their faculty advisor. (See M.A. Thesis Preparation Guidelines, Appendix 1.)

The thesis is evaluated on a pass/no pass basis.

Advance to Candidacy (ATC)

According to Graduate Division Standards and Procedures, it is your responsibility to file advancement to candidacy forms for the master's degree *no later than the second week of the quarter* in which you expect the degree. (See Standards and Procedures, pp.7–8).

The Advancement to Candidacy Form can be found in the Graduate Division main web page (See "Forms and Publications")

<http://www.gdnet.ucla.edu/forms.asp>.

The ATC form must be approved by the chair or authorized departmental advisor.

Thesis Deadline

For the M.A. thesis-filing deadline, see the Registrar's Calendar online.

Thesis Formatting and Filing

Your thesis manuscript should be formatted and filed according to Grad Division regulations. For guidance in the final preparation of the manuscript, please consult Thesis and Dissertation Formatting and Filing Guide, available at

<http://www.gdnet.ucla.edu/gasaa/etd/thesisguide.pdf>.

Grad Division offers Orientation meetings on manuscript preparation and filing procedures at the beginning of each quarter (see the Registrar's Calendar online).

Time-to-degree

For full-time students, the maximum time to degree is seven quarters (See M.A. and Ph.D. Timeline chart, Appendix 2).

Doctoral Degree

Advising & Committees

Faculty Advisor: When you enter the program, the Director of Graduate Studies will serve as your temporary faculty advisor until you select

one. During your first year, please actively engage widely with the faculty in order to determine who might be your permanent Faculty Advisor, and ask him or her to serve in this capacity. You must select a Faculty Advisor by the end of your first year.

Written Qualifying Examination Committee: See below.

Doctoral Committee: Once you complete all your coursework for the Ph.D., but before you can take the UCLA Oral Qualifying Exam, the Chair of the department will consult with you, then s/he will nominate your four-person doctoral committee. This committee is responsible for supervising, reviewing, and approving your doctoral dissertation.

Formally, the Chair merely nominates your doctoral committee. Actually, the Dean of the Graduate Division formally appoints these faculty members to this committee. (See Standards and Procedures for more details.) Ellie Hernández, our Student Affairs Officer, will help you follow these crucial procedures.

Course Requirements

Plan A

Under Plan A, when you have completed all the course requirements for the M.A. as described above, you will need 24 more units (normally six graduate courses) to complete the Ph.D. These 24 units will provide you with more depth of preparation in the field and research agenda.

Plan B

If you enter our Ph.D. program with an approved M.A. thesis, you are expected to take 44 units minimum (about 11 courses) as follows:

- Chicana/o Studies 200, 201, and 202 (12 units) are required and should be taken within the first two years.
- One course in each area of study (16 units), one of which must be a methodology course (in addition to 202).
- Four elective courses (16 units), up to two may be taken outside the department, and

only one of which may be an upper division course.

Units taken in the 500-series—Chicana/o 596 (Directed Individual Studies or Research), Chicana/o Studies 597 (Preparation for Qualifying Exams) or Chicana/o Studies 599 (doctoral dissertation research)—may not be applied toward course requirements for the Ph.D. degree.

You may not take more than 12 units of Chicana/o Studies 597.

You can take up to a maximum of 12 units of Chicana/o Studies 596 per academic year before the language requirement and the Ph.D. coursework requirement is completed.

The minimum course load is 12 units per quarter. You must be continuously registered and enrolled. If not, you must have obtained an approved leave of absence.

Teaching Experience

As a doctoral student, we expect you to obtain a minimum of one year of teaching experience as a Teaching Assistant (TA) in our department — even if you are fully funded by foundation fellowships.

495: First-time TAs must take Chicana/o Studies 495, a course designed to prepare you to be an effective university instructor. We strongly recommend completing 495 **before** undertaking your first TAship, in order to be well prepared for the challenges of university teaching.

375: In subsequent quarters, as a TA, you may enroll in Chicana/o Studies 375 each quarter in which you hold a teaching appointment. *Take 2 units of 375 for a 25% appointment; 4 units for a 50% appointment.* This will help you fulfill your unit requirements. *The 375 courses do not count toward the degree requirements.*

Written and Oral Qualifying Examinations

To become a doctoral candidate, you must provide evidence of competency in the field by

passing a series of written and oral examinations.

Academic Senate regulations require all doctoral students to complete and pass written and oral Qualifying Examinations prior to doctoral advancement to candidacy. You must have completed all coursework and language requirements *before* the examinations can take place.

1st: Qualifying Examination Committee: Prior to taking the qualifying exams, you must nominate a Qualifying Examination Committee. In consultation with your Faculty Advisor, you will choose two other committee members from among professors whose interests and fields of expertise can provide expertise in your proposed area of the dissertation. The exact constitution of your committee is specified in the following link:

<https://grad.ucla.edu/academics/doctoral-studies/minimum-standards-for-doctoral-committee-constitution-effective-2016-fall/>

Your Qualifying Examination Committee is responsible for administering the Written Qualifying Exams.

Be sure to constitute your Qualifying Examination Committee no later than the quarter before the exam is to be given.

Written QE: The written portion of the qualifying exams has two parts. The written portion is based on your particular coursework, research interests, and will be a test of your familiarity with the field.

Part One of the written Qualifying Exam will be a literature review based on a reading list of 40–50 books, reports and articles that you will draw up, in consultation with your Faculty Advisor, who now becomes your **Dissertation Advisor**. All reading lists and the questions for the written examination must be shared with the examination committee and the department’s Graduate Committee by the end of the quarter preceding that in which the examination is

given. (See Appendix 2 of this handbook.)

Part Two of the written Qualifying Exam will be a paper that you write in response to a question related to your specific dissertation research. A well written paper will demonstrate that you have developed a thorough grounding in the theoretical frameworks that underlie your specialization, the ability to define and apply interdisciplinary methodology, and that you can write a well-supported argument.

At a date and time that your Faculty Advisor and you have predetermined, your Faculty Advisor will email you the two questions. You will have exactly two weeks (date and hour) to complete your written qualifying exam.

To prepare for the exam, you may enroll in up to 12 units of Chicana/o Studies 597 (examination preparation). If you fail either part of the written qualifying examination, you may retake it once without petition, as early as the next quarter. Students who fail the written qualifying examination twice will not advance to doctoral candidacy and will be dismissed from the Program.

Oral QE & Prospectus: You will be required to pass the Oral QE, only after:

- (a) you pass your written QE,
- (b) you finish your dissertation prospectus, and
- (c) your doctoral committee has been appointed in accord with UCLA regulations.

You are required to take the Oral Qualifying Exam no later than Spring of your fourth year, unless special circumstances arise. A four-member doctoral committee is responsible for administering the exam. Under UCLA faculty Senate regulations, the UCLA oral qualifying examination is open only to the student and appointed members of the doctoral committee. The approximately-two-hour Oral Qualifying Exam (conducted behind closed doors where only you and the doctoral committee members participate) will focus on your dissertation proposal. (For more details, see “Doctoral

Qualifying Examination Guidelines,” Appendix 3).

Advancement to Candidacy (ATC)

When you successfully complete the written and oral qualifying exams, you have “advanced to candidacy,” and will be awarded a *C.Phil.*, a Candidate in Philosophy degree.

When you advance to candidacy, please give Ellie Hernández, our GSAO, a copy of your dissertation prospectus. Each subsequent year, you must submit a dissertation project update to her to add to your dossier.

 *The normative Time to Advance to Candidacy is 12 quarters. This is inclusive of the completed M.A. coursework.*

Dissertation

The doctoral degree program requires the candidate to complete a dissertation (in the form of the prospectus your doctoral committee has previously approved). This dissertation is direct evidence that you are able to perform original, independent research. The dissertation constitutes a distinct contribution to knowledge in your field of study.

For guidance in the final preparation of the manuscript, you should consult the *Thesis and Dissertation Formatting and Filing Guide*, available at www.grad.ucla.edu/publications.asp.

You are encouraged to attend an orientation meeting on manuscript preparation and filing procedures that are conducted by the Graduate Division at the beginning of each quarter.

Human Subject Protection Committee: If you conduct research that entail the use of human subjects (medical procedures, questionnaires, interviews, etc.) then in addition to receiving the approval of the thesis or doctoral committee, you must also seek the official approval of the appropriate UCLA Human Subject Protection Committee (HSPC) *before* beginning your research project. Additional information

regarding application procedures may be obtained from the HSPC: (310) 825-7122.

Final Oral Examination (Dissertation Defense)

No public defense of the dissertation is required, but the doctoral committee, in conjunction with the student, may choose to hold a defense of the dissertation.

Thesis/Dissertation Filing

All Thesis and Dissertation filings are done electronically. You will find all the require information in the Graduate Division webpage at <http://www.grad.ucla.edu/gasaa/etd/index.html>

Time-to-Degree

Full-time graduate students should normally complete the requirements for the Ph.D. degree within 5 years of completion of the requirements for the master’s degree; the total time from admission to graduate status until you finish Ph.D. completion is 7 years (21 quarters).

The Maximum Time-To-Degree is 24 quarters.

Evaluation of Students’ Academic Progress

Your academic progress is monitored at the departmental level so that problems you might have, as well as faculty/mentor and program-wide problems can be discovered and addressed early. To this end the faculty conducts an Academic Progress Evaluation on each student, usually in the fall quarter of each academic year.

“In Good Standing”

You are considered a graduate student in good academic standing if you:

- 1) meet the standards of quality of the CCS program and the Graduate School;
- 2) makes satisfactory progress toward completing the degree requirements within the established time limit;

- 3) fulfills the Graduate School's requirement regarding continuous registration; and
- 4) fulfills the Graduate School's requirement regarding grade-point average.

When you are not in good standing, you cannot receive a degree or obtain a merit award. (For more information, see Appendix 4, "Guidelines for Student's Progress Assessment.")

OTHER IMPORTANT GENERAL REGULATIONS & POLICIES

Please carefully study the "*Standards and Procedures for Graduate Study at UCLA*." This document should be your "bible" while you are a UCLA graduate student. The link is:
<http://www.gdnet.ucla.edu/gasaa/library/spfgs.pdf>

UC Intercampus Exchange Program

The UC Intercampus Exchange Program is for graduate students who seek contact with distinguished faculty, scholars, fields of study, and resources not available on her or his home campus. You are eligible if you:

- Complete at least one quarter of study prior to beginning the exchange.
- Have a grade-point average of 3.0 or above.
- Be in a state-supported program, not a special-fee or self-supported program.

Unless specifically restricted, fellowship recipients may participate. For Application Instructions and additional information see Standards and Procedures, and Graduate Division website.

Transfer of Credit

You can petition to have apply graduate status courses that you completed at other UCs to master's programs at UCLA, provided they were not used toward a previous degree. Such courses may fulfill no more than one-half of the total course requirements, one-half of the graduate

course requirement, and one-third of the academic residence requirement.

A maximum of 2 graduate status courses completed with a minimum grade of 'B' at other UCs may apply to UCLA master's programs. The two courses would constitute the equivalent of 8-quarter units or 5-semester units. They may not fulfill the minimum 5-graduate-course requirement or the academic residence requirement. The Graduate Division and the Chávez Department must approve the student's petition for transfer of credit.

Otherwise other courses may not be applied toward a UCLA graduate degree.

Correspondence courses are not applicable to graduate degrees.

Employment and Degree Programs

UCLA policy governing the employment of graduate students treats the individual as a student first, not an employee. It is designed to help you to make timely progress toward the degree. To this end, you cannot hold *any combination* of the following titles for more than 12 quarters:

- Reader or Special Reader on annual stipend
- Teaching Assistant • Tutor
- Teaching Fellow • Associate Fellow

Under special circumstances, the Chancellor, upon recommendation of the Chávez chair and the Dean may authorize a longer period, but in no case for more than six years.

You will be required to fill out an exception form. Please confer with your faculty advisor, since you should be dissertating at this time.

TA Requirements and Regulations

Each appointment you receive to be a student teacher appointment is for one academic year or less, and is self-terminating unless you are otherwise notified.

Appointment to the title of Teaching Assistant or Teaching Fellow may not exceed 50 percent

time employment during the academic year, unless you apply for and receive an exception.

When you are employed halftime, you are expected to devote, during instructional and examination periods, 16 to 20 hours per week to such work, including time spent in preparation, classroom and laboratory teaching, office consultation, and reading student papers (See: APM – 410 Student Teachers.) Exception to this rule may be made only by special approval of the individual case by the Chancellor, upon recommendation of the department chair and the Dean of the college.

As mentioned earlier, all new TAs must complete the TA training course, CCS 495, prior to or concurrent with their first appointment or concurrent with it. 495 is offered in the Spring quarter. We suggest taking 495 in the quarter before your first TA assignment.

Teaching Fellowships: We offer these to students who have advanced to candidacy (*C.Phil.*) to teach seminars during each summer and during the academic year. These are paid opportunities to refine your teaching skills, since you'll design and teach your own course. You must apply; the number of fellowships are based on the department curricular needs.

TOP: Students whose native language is not English must pass the **Test of Oral Proficiency (TOP)**, an oral English exam, before their first TA appointment. See:

<https://grad.ucla.edu/admissions/english-requirements/>

If you don't take the exam, or fail the exam, you will lose the appointment. See:

<http://www.oid.ucla.edu/training/top>

How to Decline a TAship offer: If you are offered a TAship, you must decide to take or decline the appointment, as early as possible. Please inform Professor Santa Ana or GSAO Ellie Hernández when circumstances delay your decision. *Any delay creates significant problems for the department staff, since we must select another eligible graduate student.*

Teaching Union: UCLA TAs are represented by a union. The department follows union guidelines regarding TA appointments, contracts, and possible disciplinary action (such as removal from a TA position for failure to perform the contracted functions). (See Appendix 6 of this handbook.)

TA Summer Positions

Our department regularly offers a limited number of TA positions during Summer. Eligible graduate students seeking additional financial support during the summer months are welcome to apply. To be eligible you must:

- Good academic standing (3.5 or above GPA)
- No outstanding Incomplete grades.
- No previous Dean's Awards, or a GSRM fellowship for the Summer in question.

We give preference to the students who were not TAs in the previous Summer, and who have at least one-year experience as a TA in our department.

Travel Financial Support

Travel support is merit-based. You are **FIRST** eligible to apply for Grad Division funding (up to \$1000 over your time at UCLA) to reimburse costs travel to professional conferences, engaging in off-campus fieldwork, collaborative research, or taking advantage of off-campus professional development. Consult the following link for details (p. 15):

<https://grad.ucla.edu/asis/stusup/gradsupport.pdf>

After applying for Grad Division travel funds, you can apply for a Department travel award (up to \$350) toward conference expenses. You must be formally presenting at the conference, be in good standing (3.5 or above GPA), and have no outstanding incomplete grades. You are eligible for departmental funds for only one conference per Academic Year. To apply, please complete the "Student Petition Form" (Find this form in Box) and submit it to Christopher Palomo, along with the official conference acceptance letter,

and the abstract of the paper you will present. Be sure to apply for Grad Division funds first or you'll shortchange yourself. (Ask Chris why).

Leaves of Absence

- **Eligibility:** On recommendation of the department, a leave of absence may be granted by the Graduate Division to continuing graduate students in good standing (3.5 GPA), who have completed at least one quarter in graduate status at UCLA. Request for Leave of Absence forms are available on the Graduate Division website.

- **Types and Criteria:** A student may request a leave of absence for the following reasons: parental obligation, other family obligation (e.g., parenting), medical, military, financial hardship, and outside employment. Per UCLA requirements including continuous registration, a student who is conducting research or thesis or dissertation preparation and writing is not eligible for a leave of absence, but may qualify for in absentia registration (see below).

International students on non-immigrant visas (F-1 or J-1) may not remain in the United States while on a leave of absence unless they have finished all coursework and have advanced to candidacy.

- **Duration:** A leave is granted for a period of one to three quarters at the request of the student, on the recommendation of the department, and with the approval of the Graduate Division. No more than 3 quarters of leave of absence are permissible for a graduate student during the course of her or his enrollment at UCLA. Extensions may be approved in exceptional circumstances.

Note: By UCLA policy, you entitled to use UCLA facilities (excluding the library) only when you are a registered student. You may use the library without being a registered student.

Take Heed! If you plan to consult with faculty or use other UCLA facilities during any quarter for 12 or more hours, you will not be eligible for a leave of absence or an extension of a leave of

absence. Instead you must register. *All faculty time is counted toward the 12-hour limit, such as reading and commenting on draft theses.*

For more detailed information on “Leaves of Absence” policies, application forms and FAQ, see the Graduate Division webpage at <http://www.grad.ucla.edu/gasaa/library/loa.htm>

In-Absentia Registration

In-Absentia registration allows graduate students to be away from California for research or coursework and remain enrolled at UCLA. This registration allows you to pay only 15% of combined Tuition and Student Services Fees. In Absentia Registration is for the academic year only. For in-absentia petition form is at: www.grad.ucla.edu/gss/library/abspetition.pdf

Incomplete Grades

The grade ‘I’ (Incomplete) is assigned when a student’s work is of passing quality but is incomplete for good cause. A student is entitled to remove the Incomplete and to receive unit credit and grade points provided the student satisfactorily completes the work of the course by the end of the next full quarter that the student is in academic residence. It is not necessary for a student to be registered at the time the work for the course is completed.

If the work is not completed by the end of the next quarter of residence, the ‘I’ grade will automatically be replaced with the grade ‘F’ or ‘U’ (Unsatisfactory) as appropriate. The work for a course for which the ‘I’ grade has lapsed to an ‘F’ or ‘U’ may, with the permission of the instructor, be completed in a subsequent quarter and the appropriate earned grade assigned. Until that time, however, the ‘F’ or ‘U’ grade appears on the record and the ‘F’ is calculated in the grade-point average (for additional information see Standards and Procedures).

Termination of Graduate Study

A student who fails to meet the above requirements may be recommended for termination of graduate study. A graduate student may be disqualified from continuing in the graduate program for a variety of reasons. The most common is failure to maintain the minimum cumulative grade point average (3.5) required by the Department to remain in good standing. Other examples include failure of examinations, lack of timely progress toward the degree and poor performance in core courses. Probationary students (those with cumulative grade point averages below 3.00) are subject to immediate dismissal upon the recommendation of their department. UCLA guidelines governing termination of graduate students, including the **appeal procedure**, are outlined in Standards and Procedures for Graduate Study at UCLA.

Special departmental or program policy

In accordance with a vote of the CCS faculty, the Director of Graduate Studies will make a recommendation to Graduate Division to terminate the student. Prior to sending the recommendation to terminate to the Graduate Division, the student will be notified in writing. The student has two weeks to respond in writing to the Chair. If the student appeals, the CCS faculty will review the appeal and make its final recommendation to the Graduate Division.

Withdrawal

Withdrawing from the University means discontinuing attendance in all courses in which students are enrolled.

If a registered student leaves the University before the end of the quarter without formally withdrawing, the student will receive a grade of 'F' or, where appropriate, 'U' (Unsatisfactory) for each course in which the student is enrolled. If you intend to withdraw, you must request this status by the last day of instruction of the quarter in which the withdrawal is to begin. All such

dates and deadlines are published for each quarter in the Registrar's Office Calendar.

A student who withdraws or breaks registration without filing for a Leave of Absence is not guaranteed readmission. UCLA requirements state that unless granted a formal leave of absence, graduate students who fail to register are considered to have withdrawn from UCLA and must compete for readmission with all other applicants.

FINANCIAL SUPPORT

As part of our commitment to graduate education, UCLA provides substantial support for its graduate students through fellowships, traineeships, and teaching and research assistantships.

Financial support information and application forms for campus-wide fellowship programs are available at <http://www.gdnet.ucla.edu/asis/stusup/stusup.htm>
<http://www.gdnet.ucla.edu/grpinst.htm>

- **Financial need-based support:** The UCLA Financial Aid Office (A-129 Murphy Hall) can offer loans, grants, and (limited) work-study employment. Funding based on financial need is available only to U.S. citizens and permanent residents. For more information: (310) 206-0400. <http://www.fao.ucla.edu>

- **Merit based support:** These take the form of fellowships, traineeships, TAs, and graduate student researcher positions. These awards are open to all students who have demonstrated high academic achievement, whether US citizens, permanent residents, or international students. For more information, refer to the Financial Support for Entering or Continuing Students on the Graduate Division website at: <http://www.grad.ucla.edu/asis/entsup/finsup.htm>

UCLA Fellowships & Grants:

Merit-based awards provide stipends in varying amounts and may include fees and nonresident tuition. These awards are competitive and open

to all graduate students. For a complete list of UCLA fellowships for continuing students see: <http://www.gdnet.ucla.edu/asis/stusup/contsprt.pdf>

Extramural Fellowships

You are strongly encouraged to apply for extramural funding. It is a merit-based support provided by national, international or private foundations. Many organizations accept applications up to a year before acceptance into a graduate program. An excellent source to look for extramural fellowships for graduates and postdoctoral students is GRAPES database. <http://www.gdnet.ucla.edu/grpinst.htm#search>

Teaching & Research Assistantships

Teaching Assistantships provide experience in teaching undergrad with faculty supervision. Graduate Student Researcher positions provide experience working on faculty-supervised research projects. Each department selects awardees for TAs, graduate student research positions, registration tuition grants and nonresident supplemental tuition fellowships.

We also advise you to apply for other forms of university support, such as, Graduate Research Mentorship, Graduate Research Summer Mentorship and Dissertation Year Fellowships. (See below and speak to GSAO Ellie Hernández for more information.)

Keep in mind: If you are awarded a Dissertation Year Fellowship by the university, it is expected that you will finish your dissertation during the fellowship year. Once you accept a DYF, you are ineligible to receive any future funding from the university or departmental sources. You can, of course, receive outside funding after a DYF.

Graduate Summer Research Mentorship Program

This Program is designed to provide financial support for doctoral students in the humanities, social sciences and other disciplines where

students have little opportunity for academic apprentice appointments or other university funding relevant to their graduate training during the summer months. A specific objective of the program is to promote opportunities for students to work closely with a faculty mentor in developing a paper for presentation at an academic conference and/or for publication. For applications, deadlines and requirements, see: www.gdnet.ucla.edu/asis/sfap/srmintr.htm#Apply

Foreign Language and Area Studies Fellowship

These fellowships can help you obtain advanced training in modern foreign languages and related area studies. Visit the Foreign Language and Area Studies Fellowship page: <http://www.grad.ucla.edu/asis/entsup/titlevi.htm>

Concurrent Awards/Fellowships

If you are offered other awards (e.g., from extramural agencies or department allocations) in addition to a Graduate Division-administered fellowship, at the Graduate Division's or department's discretion, you may be required to relinquish all or part of the Graduate Division-administered award. *In most cases a student may not hold multiple academic-year stipends from the Graduate Division or from the Graduate Division and another source that total more than a specified amount that changes yearly.* This amount does not include GSR or TA salaries. (Consult the maxsupport link below.)

Also, a student may not receive a combination of fee/tuition awards that total more than the cost of fees/tuition. For more information, see: <http://www.gdnet.ucla.edu/gss/library/maxsupport.htm>

Taxes: The IRS and the California Franchise Tax Board consider graduate fellowships as taxable income. For detailed info and forms go to: <http://www.gdnet.ucla.edu/gss/library/taxinfous.htm>

ACADEMIC RESOURCES AVAILABLE TO GRADUATE STUDENTS

UCLA Chicano Studies Research Center^[SEP]
<http://www.chicano.ucla.edu>

UCLA Latin American Center^[SEP]
<http://www.international.ucla.edu/lai/>

UCLA Latino Home-School Research Project^[SEP]
<http://cultureandhealth.ucla.edu/latinohsproj/>

Center for the Study of Latino Health and Culture^[SEP] <http://www.cesla.med.ucla.edu>

Midwest Consortium for Latino Research
<http://www.indigenouspeople.net/mclr/>

Other Important Career Resource Centers

- **Career Center.** <http://career.ucla.edu>
The UCLA Career Center offers job listings, campus interviews, workshops, and career counseling. Special services for graduate students, such as PhD workshops and graduate students' drop-in support group, are available.
- **Graduate Students Association.**
The UCLA Graduate Students Association was established to provide for the representation of graduate students and the promotion of graduate students' interests at UCLA and within the University of California. Consult their web site for info on GSA structures, activities, and resources: <http://gsa.asucla.ucla.edu>
- **Graduate Student Resource Center**
The UCLA Graduate Student Resource Center is a one-stop resource, referral and information center for grad students. The Graduate Student Resource Center offers programs and workshops on a variety of topics, drop-in counseling, a web and in-house resource library, meeting and study space, and the opportunity for social interaction. More information can be found

on their web site: <http://gsrc.ucla.edu>

- **Graduate Writing Center**

Writing is the currency of the realm of the university. The Graduate Writing Center offers free writing consultation to graduate and professional school students at all levels and in all disciplines, as well as writing workshops on a variety of topics. You can meet with a trained and experienced graduate writing consultant to work on issues ranging from style and argumentation to grammar and syntax. Its consultants will work with you to develop your writing confidence and your writing skills. <http://gsrc.ucla.edu/gwc/>

- **Grant Proposal Advising**

<http://www.gdnet.ucla.edu/asis/infoserv/fcltycon.htm>

Scholars who can obtain extramural grants are highly regarded. Doing so early in your career is widely recognized as a strong indicator of academic potential. This program provides you with experienced professional assistance so you can learn how to submit optimal grant proposals. They will help you refine your own proposals for grad and postdoc fellowships for a variety of agencies, e.g. the National Science Foundation, Mellon Foundation, Ford Foundation, National Institutes of Health, Social Sciences Research Council, and Fulbright Fellowship Programs. These agencies offer competitive awards.

STUDENT HEALTH SERVICES

Arthur Ashe Student Health and Wellness Center

All registered graduate students may use the Ashe Center. It is an outpatient clinic geared to the special needs of UCLA students. The Ashe Center offers a full range of clinical and support services, most of which are prepaid by student registration fees. The clinical staff is comprised

of highly qualified doctors, nurse practitioners, and nurses.

Counseling & Psychological Services (CAPS)

CAPS is a multi-disciplinary mental health center for the UCLA community. Psychologists, clinical social workers, and psychiatrists are available, offering individual and group counseling and psychotherapy to students; consultation, outreach, prevention, and education to students; and training programs for graduates in the mental health professions. *Counseling & Psychological Services maintains a strict policy of confidentiality.* No information is released without the student's written consent except where disclosure is required or allowed by law.

Emergency counseling is also available on a drop-in, first-come-first-serve basis.

Medical Insurance Requirement

As a condition of registration, UCLA requires all grad and professional students, including international students on non-immigrant visas, to have medical insurance coverage that meets the certain minimum requirements. Contact the Insurance Office on the fourth floor of the Ashe Student Center for details regarding the campus Student Health Insurance Plan (SHIP) or regarding the campus minimum requirements.

Center for Accessible Education (CAE)

The CAE is designed to meet the unique educational needs of regularly enrolled students with documented permanent or temporary disabilities. The philosophy and mission of the program are to encourage independence; assist students in realizing their academic potential; and facilitate the elimination of physical, programmatic, and attitudinal barriers. The CAE staff are available to assist students. An introduction to the CAE that explains how things work and how to obtain services, is available at the CAE website:

<http://www.cae.ucla.edu>

OTHER IMPORTANT CAMPUS SERVICES

Libraries

As one of the top five research libraries in North America, the UCLA Library system comprises the Young Research Library (YRL), the College Library, and 8 specialized subject libraries. Your BruinCard serves as your library card. You must have your account activated the first time you want to check out materials; this can be done at the circulation desk in any campus library.

BruinCard

The free BruinCard serves as students' official piece of identification as long as they are a part of the UCLA community. This multi-purpose card serves as a registration card, library card, recreation center card, building access control card, Big Blue Bus card, Culver City bus card, and much more. It should be presented when you are asked to provide proof of UCLA status.

Bruin OnLine (BOL) - (310) 267-HELP

For computer support, consult BOL. It will provide you with e-mail, web hosting services, network connectivity (including wireless), and free software and support.

MyUCLA

This is your customized portal web page to access your email, real-time class schedules, grades, campus appointments, traffic, weather info, and link to campus events and resources.

University Credit Union

This on-campus credit union offers free checking, on-campus ATMs, student loans, and computer & car loans.

BruinDirect Deposit

This is UCLA's electronic direct deposit service. You are strongly encouraged to sign up if you were awarded a fellowship or traineeships. With BruinDirect your stipends are deposited directly into your personal bank accounts. Otherwise, you might experience a multiday delay in receiving your checks. Monthly checks for those who have not signed up for BruinDirect will be mailed to your local address (if you have provide us with one), but it may not be mailed before the first of the month. Sign up is available on the BruinBill via MyUCLA. It's the fastest, most secure way to receive refunds at UCLA! Refunds processed using this method occur each weeknight.

Legal Services

Student Legal Services provides legal counseling and assistance regarding a wide range of legal issues to all currently registered and enrolled UCLA students. They help students with a variety of problems, including: landlord/tenant relations; accident and injury problems; domestic violence and harassment; criminal matters; divorces and other family law matters; automobile purchase, repair, and insurance problems; health care, credit, and financial aid issues; and consumer problems.

Of special note is Student Legal Services immigration consultations.

Students may make appointments by telephone or in person, and there is an initial intake charge of \$10 for each matter; there are no charges for subsequent visits on the same matter. The office, located at A239 Murphy Hall, is open from September through June. See: <http://www.studentlegal.ucla.edu>

Bruin Resource Center

The Bruin Resource Center (located at the Student Activities Center B44) helps by providing information, referrals, and support to navigate the university and to connect with the right campus resource or person. The Center also provides specialized services and programs to address the particular concerns and needs of Bruins who are transfers, veterans, former foster

youth, parenting students, or AB 540 students. Check out: <http://www.brc.ucla.edu>

Computing and Technical Services

• Free Online IT Training

UCLA LearnIT is a gateway to technology training: <http://www.learnit.ucla.edu>

• Social Science Computing (SSC)

SSC offers a variety of computing services. It supports your computing needs in the Social Sciences division by providing computer labs for personal coursework, training, and instructional use. In the SSC website, you will also find very useful info for instructional purposes. For instance, as TAs you can make your own class web sites for your discussion sections. SSC offers one-on-one training on how to use the class web sites.

• **SSC Support Desk** is located in Public Policy Building Room 2035A. *It is open: M–F 9am–5pm.* You can contact SSC in person.

- It is located at **2041 Public Affairs**
- by: <http://computing.sscnet.ucla.edu>
- via the phone (310-206-2821), or
- by email (support@ssc.ucla.edu).

Please, direct all questions and problems about access to the network or services the SSC Support Desk.

• **SSC Labs:** The labs are available to all graduate students taking a social sciences course. SSC maintains six labs available for instruction during the academic year. The main labs are located at **2041 Public Affairs** (other labs are in Bunche and Haines).

CAMPUS SAFETY

Emergency Phone Numbers

CALL 911 when from prefixes 206, 267, 794, or 825

CALL 8-911 from Emergency Phones. They have bright blue hoods or they look like towers.

CALL (310) 825-1491 from your cell phone

For more info

<https://www.ucpd.ucla.edu/emergency-information/emergency-calling-9-1-1>

or

<https://www.ucpd.ucla.edu>

Escort Service - (310) 794-WALK

(310)794-9255. Campus Security Officers are available for a walking escort free of charge to students, faculty, staff, or visitors 365 days a year from dusk until 1 a.m.

Evening Van Service (310) 825-4774

The UCLA Evening Van Service provides a safe means of transportation around campus during evening hours. The vans provide transportation between campus buildings, on-campus housing, and nearby residential areas. The service is free for UCLA students, employees, and visitors. Maps of the van routes are available online.

Emergency Medical Services

UCLA Emergency Medical Services is a student operated program that provides 911 ambulance coverage for the campus and the surrounding community, 24 hours a day, 365 days of the year.

- **UCLA Emergency Medical Services**

Email: info@ucpd.ucla.edu

Phone: (310) 825-1491

- **UCLA Emergency Room**

Phone: (310) 825-2111

601 Westwood Plaza, Westwood, CA

Business Hours:

Monday-Friday 8 a.m.- 5 p.m.

Station Hours: 24 hours a day, 7 days/week.

CAMPUS EVENTS

Campus Events Commission (CEC). CEC is a student-funded organization dedicated to introducing the freshest fare in film, music, and speakers into the bloodstream of the UCLA community. They host weekly \$2 movies as well as free sneak previews.

The Graduate Student Events program offers social and cultural events that promote interaction among graduate students. Events include mixers, GradBar, and speed dating.

UCLA Happenings presents over 1,000 top events each year in sports, arts and lectures on the UCLA campus.

Free movies at the Melnitz movies. All movies are FREE to the UCLA community, including students, staff, faculty and guests, unless otherwise noted. Movies are shown at James Bridges Theatre at UCLA. Tickets are available

at the Melnitz box office the day of the screening, one hour before show time.
<http://www.gsa.asucla.ucla.edu/melnitz>

PARKING AND TRANSPORTATION

Parking

Current and incoming UCLA graduate students are eligible for student parking. However, because UCLA is in a densely populated urban area, parking for students near campus is very limited.

Though student parking on campus is assigned by a need-based point system, our department has requested parking spaces for our graduate students. Student parking is generally assigned prior to the start of Fall Quarter classes and offered for the academic year. If you are interested in getting a parking permit, please inform, Brenda Trujillo, our Administrative Specialist Officer. (BrendaT@chavez.ucla.edu) She will let you know the costs and how to proceed.

Transportation

Bicycles. Riding a bicycle could be not only fun but also healthy and an inexpensive way to get to campus. The UCLA Recreation Center provides shower and locker facilities to cycling students. The university recently opened a Bicycle Community Center where students can rent bikes and tools or have trained staff fix their bicycle. The center is located next to the Outdoor Adventure Center in the northwest corner of the Wooden Center.

Motorcycles and Scooters. Motorcycles, scooters and mopeds park free at UCLA in designated spaces. There are nearly 1,200 motorcycle-scooter parking spaces, including specially designed areas in parking lots and structures. Motorcyclists and scooters are only required to display a permit when parked in a designated parking stall in an area/lot where a

permit is required.

Shuttles. There are different shuttle routes that provide round-trip service within campus and close neighborhood: the Campus Express, the Wilshire Center Shuttle, the Northwest Campus Shuttle, the University Apartments shuttle, the Football Shuttle and the Groceries Shuttle. For more detail on their routes and schedules go to <http://map.ais.ucla.edu/go/1001490>

Bus to LAX. There is a daily Non-Stop Bus Service to and from LAX. The stop is next to UCLA Parking Structure 32 on Kinross Avenue, two blocks north of Wilshire Blvd., just west of Gayley Ave. The cost is \$10 each way. See UCLA FlyAway's site <http://map.ais.ucla.edu/go/1003097>

BruinGo. All currently enrolled UCLA students and current UCLA staff and faculty with a valid BruinCard may participate in BruinGo and have unlimited access to any Santa Monica Big Blue Bus or Culver City Bus. More details go to <http://map.ais.ucla.edu/go/1000521>

Santa Monica's Big Blue Buses. They serve Santa Monica and neighboring communities in Los Angeles. This bus line travels 13 different routes, serving more than 1,000 stops along the way, from beaches, parks, and shopping areas to businesses, colleges, even downtown Los Angeles and LAX International Airport.

Culver City Bus. It serves the Westside communities of Century City, Culver City, Mar Vista, Marina del Rey, Palms, Venice, West Los Angeles, Westchester, and Westwood with convenient and reliable public transit service.

Go Metro transit pass gives UCLA riders the convenience of an unlimited Metro Bus and Metro Rail pass at significantly reduced fares. Metro Buses make nearly 1,200 trips to UCLA or Westwood daily. There are over 15 stops in the UCLA/Westwood area. Also board any of the hundreds of Metro bus routes and Metro rail lines that travel throughout metropolitan Los Angeles. Go Metro transit passes are available

for purchase two weeks before the start of each quarter, online or at the UCLA Central Ticket Office. Bring a valid BruinCard as its photo will be used on the Go Metro pass card.

Vanpools normally operate weekdays, traveling between a common pick-up location (where you may leave your car) and the UCLA campus/Westwood.

CODE OF ACADEMIC CONDUCT

In order to carry on its work of teaching, research, and public service, the University has an obligation to maintain conditions under which the work of the University can go forward freely, in accordance with the highest standards of quality, institutional integrity, and freedom of expression, with full recognition by all concerned of the rights and privileges, as well as the responsibilities, of those who comprise the University community. UCLA students assume these privileges and responsibilities upon admission and cannot use ignorance of these policies as a justification for violating community standards. (UCLA Student Conduct Code)

All members of the academic community are responsible for the academic integrity of the UCLA campus. A code of conduct for the campus community must exist in order to support high standards of behavior. Students are expected to make themselves aware of and comply with the law, and with University and campus policies and regulations. Academic misconduct is contrary to the purposes of the University and is not to be tolerated. Examples of academic misconduct include:

- Receiving or providing unauthorized assistance on examinations
- Using or having unauthorized materials out during an examination
- Plagiarism, namely using materials from sources without citations
- Altering an exam and submitting it for re-grading
- Fabricating data or references
- Using false excuses to obtain extensions of time
- Multiple submissions. It includes, but is not limited to, the resubmission by a student of any work that has been previously submitted for credit in identical or similar form in one course to fulfill the requirements of a second course, without the informed permission or consent of the instructor of the second course.
- Coercion Regarding Grading or Evaluation of Coursework

Other Forms of Dishonesty:

- Other forms of dishonesty, including, but not limited to, fabricating information or knowingly furnishing false information or reporting a false emergency to the University.
- Forgery, alteration, or misuse of any University document, record, key, electronic device, or identification.
- Sexual, racial, and other forms of harassment.
- Disturbing peace and the use of violence.

Recommendations:

- Be honest at all times.
- Act fairly toward others.
- Take group as well as individual responsibility for honorable behavior. Collectively, as well as individually, make every effort to prevent and avoid academic misconduct, and report acts of misconduct that you witness.
- Do not submit the same work in more than one class. A work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.
- Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.
- Know the rules - ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary

sanctions, including suspension and dismissal.

See also the document on UCLA Graduate Students Rights and Responsibilities elaborated by the UCLA Graduate Division (Appendix 7).

QUESTIONS AND PROBLEMS

Routine administrative questions should be addressed first to GSAO Ellie Hernández, and then to Professor Santa Ana as Director of the Graduate Program. The Director of the Graduate Program functions also as informal ombudsman for departmental graduate affairs. Graduate students and faculty should bring all matters of concern to his attention.

This handbook represents an effort to bring together information, university policy, and department policy and regular practices. However, students should be aware that these policies and practices can change (by vote of the Department or by decision of the Director of the Program, the University Graduate Council or the Graduate Division, depending on the policy) and that the existence of this handbook does not represent a promise that they will not be subject to change. Often, however, when university or department policies are changed, currently enrolled students are grandfathered into preexisting requirements.

APPENDIX 1

M.A. THESIS PREPARATION GUIDELINES

UCLA

CÉSAR E. CHÁVEZ DEPARTMENT
OF CHICANA & CHICANO STUDIES

M.A. Thesis - Guidelines

M.A. Thesis

According to University regulations, “Every master’s degree program that includes a thesis plan requires the completion of an approved thesis that demonstrates the student’s ability to perform original, independent research.” (*Standards and Procedures for Graduate Studies* p. 8)

Students will complete the M.A. degree by writing an original interdisciplinary research paper, critical reflection, or creative portfolio that integrates knowledge learned in their graduate coursework. The M.A. thesis should be submitted by Spring quarter of their second year, but no later than the seventh quarter (normally Fall quarter of the third year).

In consultation with the student, a thesis committee should be nominated by the department and approved by Graduate Division no later than Fall Quarter of the student’s second year. The thesis committee will consist of three members from UCLA. The student’s faculty advisor, and at least one other member must hold academic appointment in the student’s department (ladder-ranked faculty from the list of core or jointly-appointed faculty in the department). (See “Thesis Committee Regulations” below.)

A Master’s Thesis provides opportunities for students to plan, complete, interpret, and report research relevant to their chosen area of study. The thesis project must be an original work that has not been published previously, and must be conducted and written under the guidance of the faculty advisor.

Ultimately, it is the student’s responsibility to make adequate progress toward completion of her or his thesis and produce high quality work.

The Master’s Thesis should demonstrate the following from the student:

- Ability to plan and conceptualize an original research project.
- Ability to carry out the planned research activity.
- Ability to reference and understand important work in the field.
- Ability to analyze the results of the research.
- Ability to draw reasonable conclusions from the research.
- Ability to complete a publishable-quality thesis.

Steps Toward Writing the M.A. thesis

1. Form M.A. Thesis Committee.
2. Enroll in Chicana/o Studies 598 (M.A Thesis Research) under the guidance of the thesis advisor. Chicana/o Studies 598 may be repeated for three quarters. Students may take up to a maximum of 12 units of Chicana/o Studies 598 in a single Academic Year

3. Develop general plan of research to submit to M.A. thesis committee for approval during Fall quarter of the second year.¹
4. In consultation with your Academic Advisor, establish a research and writing timeline, and a date for submission of the completed thesis to your committee.
5. Develop a proposal for the thesis that should include:
 - a. Statement of research question
 - b. Proposed objectives of the study
 - c. Review of pertinent literature
 - d. Theoretical framework and methodology
6. If research involves human subjects, obtain IRB Approval.

Keep in mind

According to University regulations, **before beginning work on the thesis the student must obtain approval of the subject and general plan from the thesis committee.** (*Standards and Procedures for Graduate Studies* p. 8)

The Master's thesis should be approximately 50-75 double-spaced pages (depending on the field), excluding the bibliography, using one-inch margins. For style, footnotes, and bibliography, follow the MLA or Chicago Manual of Style.

The thesis is evaluated on a pass/no pass basis.

For guidance in the final preparation of the manuscript, the student should consult *Thesis and Dissertation Formatting and Filing Guide*, available at <http://www.gdnet.ucla.edu/gasaa/etd/thesisguide.pdf>

Orientation meetings on the preparation and filing of theses and dissertations are held normally during the first week of classes each regular academic term (except summer). Students are encouraged to attend one of these meetings. Dates are posted on the Graduate Division website at <http://www.grad.ucla.edu/gasaa/library/thesismtg.htm>.

Thesis Committee Regulations

The thesis committee must be nominated by the department no later than Fall Quarter of the student's second year. The student must initiate this nominating process.

Nominations for the thesis committee are listed on the "Nomination of Master's Thesis Committee" form and sent to the Graduate Division for consideration (<https://www.gdnet.ucla.edu/gasaa/library/degreeinfo.htm>).

According to University regulations, Master's thesis committees are appointed by the dean of the Graduate Division, acting for the Graduate Council, upon nomination by the chair of the department. They consist of a minimum of three faculty members from UCLA. The chair of the committee and at least one other member must hold academic appointments in the student's department. By petition, one of the minimum three members may be a faculty member from another UC campus who holds an appropriate appointment as listed in *Standards and Procedures*.

¹ Note: During the Fall quarter of the second year, students should be able to prepare at least an abstract of the proposed thesis and an outline of the work, as well as a timeline for gathering data and writing.

Filing and Format

For filing deadlines and format, see “Thesis and Dissertation: Formatting and Filing Guide”
<http://www.gdnet.ucla.edu/gasaa/etd/thesisguide.pdf>

Advancement to Candidacy

According to University regulations, it is “the student’s responsibility to file advancement to candidacy (ATC) forms for the master’s degree in the major department no later than the second week of the quarter in which the student expects the award of the degree. Failure to do so will prevent the student from receiving the degree until the quarter in which the forms are filed and the student is advanced to candidacy, regardless of when the degree requirements were completed.” (*Standards and Procedures* p. 7). Advancement to candidacy may not occur until the foreign language requirement has been satisfied. Candidates have one calendar year from the date of advancement to candidacy in which to complete all requirements for the degree (for additional information see *Standards and Procedures*). For instance, if the student needs more time to complete the thesis or needs to clear outstanding incompletes, she/he will have one year after advancing to candidacy to finish everything.

Advancement to Candidacy Form can be found in the Graduate Division main web page (under “Forms and Publication

M.A. AND PH.D. TIMELINE

UCLA

| The Steps to a Master's | |
|--------------------------------|--|
| YEAR 1 | |
| Fall | CCS 200 + 2 seminars |
| Winter | CCS 201 + 2 seminars |
| Spring | CCS 202 + 2 seminars |
| | <ul style="list-style-type: none"> • Fulfill language requirement • Choose faculty advisor |
| YEAR 2 | |
| Fall | 1 or 2 seminars (+ 598)* |
| | <ul style="list-style-type: none"> • Form MA thesis committee |
| Winter | 1 or 2 seminars (+ 598)* |
| | <ul style="list-style-type: none"> • Apply for fellowships and summer TA-ships |
| Spring | 1 or 2 seminars (+ 598)* |
| | <ul style="list-style-type: none"> • File MA thesis (<i>early</i> Master's ATC) |
| YEAR 3 | |
| Fall | <ul style="list-style-type: none"> • Last chance and normal time to file MA thesis |

Normative Time to Master's ATC: 7 quarter
 Normative & Max Time to Master's: 7 quarters

*PhD requires one-year TA experience (even if you are fully funded). TAs can only take 1 seminar per quarter; GRM awardees can takes 2 seminars + thesis or QE prep units

Normative time to PhD ATC: 12 quarters,
 including MA coursework.
 Normative Time to PhD: 7 yrs. (21 quarters)
 Max Time to PhD Degree: 8 yrs. (24 quarters)

| The Steps to the PhD | |
|-----------------------------|---|
| Y2 Spring | <i>early</i> Written Qualifying Exam (QE) |
| YEAR 3 | |
| Fall | 1-2 seminars as needed: (598) + * |
| | <ul style="list-style-type: none"> • Compose written-QE Reading List |
| Winter | 1-2 seminars as needed: CCS 597 &/or 596 in QE preparation |
| | <ul style="list-style-type: none"> • Form QE Committee • Submit Reading List to Exam Committee & CCS Grad Committee |
| Spring | <ul style="list-style-type: none"> • 1st week: Written QE • Prepare Dissertation Proposal for oral QE • Apply for Dissertation research grants |
| YEAR 4 | |
| | <ul style="list-style-type: none"> • Prepare Dissertation Proposal & Oral QE |
| Fall | <ul style="list-style-type: none"> • Last chance for Written QE • Normative Oral QE, then begin Dissertation work |
| Winter | <ul style="list-style-type: none"> • Catch up for Oral QE or Dissertation Proposal • Work on publishable paper |
| Spring | <ul style="list-style-type: none"> • Last chance for Oral QE |
| YEARS 5-7 | |
| | <ul style="list-style-type: none"> • Dissertation work • Nat'l and int'l conference talk • (Optionally) apply for Dissertation Year Fellowship (DYF) • (Recommended) publish an article and other job market preparation • Dissertation Defense (optional) |

(timeline updated to 26 August 2019)

APPENDIX 3

DOCTORAL QUALIFYING EXAMINATIONS GUIDELINES

UCLA

CÉSAR E. CHÁVEZ DEPARTMENT
OF CHICANA & CHICANO STUDIES

QUALIFYING EXAMINATIONS GUIDELINES

Academic Senate regulations require all doctoral students to complete and pass University written and oral qualifying examinations prior to doctoral advancement to candidacy. Also, under Senate regulations the University oral qualifying examination is open only to the student and appointed members of the doctoral committee. In addition to University requirements, some graduate programs have other pre-candidacy examination requirements. What follows in this section is how students are required to fulfill all of these requirements for this doctoral program. The Qualifying Examinations (QEs) consist of written and oral sections: 1) a written exam that seeks to evaluate the student's knowledge of the field; 2) a dissertation prospectus that outlines the rationale behind the proposed dissertation project and provides an outline of its major parts, and 3) an oral component that measures the student's ability to engage in informed conversation about these fields and their specific applications to the student's dissertation project.

To become a doctoral candidate, the student must provide evidence of competency in the field by passing both the written and oral Qualifying Examinations. The QEs determine whether the student has an adequate command of knowledge in the field of study, and can organize, apply and convey that knowledge. They also test the student's readiness to pursue advanced independent research in Chicana and Chicano Studies with appropriate concentrations.

All coursework and language requirements must be completed before the examinations take place.

Students must complete these examinations within one calendar year of completing all requirements listed on the degree plan. Normative Time to Advance to Candidacy is 12 quarters (normally Spring of the fourth year).

Students must be registered to take written and oral qualifying examinations. If such examinations are to be taken in the summer, the student must have been registered in the immediately preceding Spring term. (*Standards and Procedures* p. 13-14)

THE WRITTEN QUALIFYING EXAMINATION

1) The Written Qualifying Examination normally will take place in Spring of the third year, but no later than Winter of the fourth year.

2) The Written Qualifying Examination is a two-part exam based on the student's coursework, research interests, and familiarity with the field.

- ✦ **Part One** seeks to evaluate the student's knowledge of the field. It will consist on a literature review based on a reading list of 40-50 texts drawn up by the student in consultation with his/her dissertation advisor (See attached the Department Reading that could be used as a source to prepare your lists).
- ✦ **Part Two** will be a paper in response to a question related to the students' dissertation research; it will require a theoretical grounding in the students' areas of specialization, an ability to define and apply interdisciplinary methodology, and a well-supported argument.
- ✦ Each part of the written exam should be approximately 15–25 double-spaced pages, excluding the bibliography, and using 12-point font and one-inch margins.
- ✦ For students of the Expressive track an additional aspect of the comprehensive exam option is to demonstrate progress on agreed upon creative work approved by your Graduate Advisor (committee Chair) associated with the development of your thesis. It will require presentation of that work to the Chair of your committee and at least one other member along with submission of a written exam of 25 pages. Presentation can be carried out via presentation of the actual work or Digital representation (pwpt, Prezi, film, story board).

3) Examination Committee. Prior to taking the exams, an examination committee should be formed.

- The examination committee should be constituted not later than the quarter preceding that in which the examination is given (normally in Winter quarter of the third year).
- In consultation with the dissertation advisor, students choose two other committee members, one of which could be a faculty who holds a joint appointment with the department, and whose interests and fields of expertise support research in the proposed area of the dissertation.
- These three department faculty members constitute the departmental examination committee, which is responsible for administering the Written Qualifying Exams.
- The chair of the examination committee prepares the questions for the written examination, which also should be shared with the rest of the examination committee and the department's Graduate Committee.

4) Reading Lists. Students should start working on their list in Fall of their 3rd year.

- ✦ The student should circulate a first draft of the QEs bibliography to the examination committee and the early in the quarter preceding that in which the student plans to take the exam. The examination committee may recommend additional items to add to the list, which the student will be responsible for reading and adding to the list.
- ✦ A final copy of the bibliography should be submitted to the examination committee and department's Graduate Committee at least one month prior to the exam.

5) The Day of the Exam. Students will have two weeks to complete their written qualifying exam.

- The exam should be taken at the beginning of the quarter (normally Spring quarter of the third year).

- Students will receive the exam questions on Monday of the first week of the quarter and should submit their answers on Monday of the third week at the established time.
- Late submissions will not be considered and the student should re-take the exam in the following quarter.

6) Submission of the exams.

- The written exams should be sent in pdf format (and in word if so required by the advisor) by the due date, with copy to the Director of the Program and the GSAO.
- Because the QEs represent the student's own written and oral work, there should be no consultation about the content of the exam between the student and other students, faculty, and/or tutors between the time the Written QE questions are distributed and all the oral exams are completed. Students may consult the chair of the relevant qualifying examination committee for clarification on the written question.

7) Evaluation. The Examination Committee will evaluate the passing quality of the written exams. The decision should be made by the end of the quarter in which the student took the exam. The exams are evaluated on pass/no pass basis.

Please, keep in mind that the overall result of the qualifying exam is based on a holistic evaluation of all three elements—the written exam, the dissertation prospectus, and the oral examination. However, students who fail either part of the written qualifying examination may retake it once without petition the following quarter. Students who fail the written qualifying examination a second time will not advance to doctoral candidacy and will be dismissed from the Program.

THE ORAL QUALIFYING EXAMINATION

The University Oral Qualifying Examination is also known as a defense of the dissertation prospectus. Following completion of the Written Qualifying Examination, students are required to take the University Oral Qualifying Examination no later than Spring quarter of the fourth year.

The doctoral committee is responsible for administering the qualifying oral exam.

1) The Dissertation Committee

After completing coursework for the Ph.D. and the language requirement, but before taking the University Oral Qualifying Examination, the chair of the department, after consultation with the student, nominates a four-person doctoral committee.

According to University regulations, doctoral committees consist of a minimum of four faculty members from UCLA. Three of the four doctoral committee members must hold appointments at UCLA in the student's major department. One of the four doctoral committee members must hold an appointment at UCLA in a department "outside" the student's major department. (Faculty who hold multiple appointments counts as "inside" if one of those appointments is in the student's department). Two of the four doctoral committee members must hold the rank of professor or associate professor (regular or in-residence series) at UCLA. (See *Standards and Procedures* for more details.)

2) The Dissertation Prospectus

- The dissertation **prospectus** of approximately 30 pages, excluding bibliography, will be presented to the entire dissertation committee in a two-hour meeting. To pass the dissertation prospectus defense,

the exam must be “passed” by at least three members of the committee. If more than one committee member does not pass the oral exam, the student may be dismissed from the program, or, by majority vote of the committee, the student may be allowed to retake the oral exam once.

- Each doctoral committee member must receive a hard copy of the prospectus at least 2 weeks before the oral exam.

- It is the responsibility of the student to schedule the oral exams at least 6 weeks in advance, in consultation with all members of the committee and the Director of Graduate Studies. The department’s Administrative Specialist will be responsible for scheduling and reserving the room for the oral exam.

- The prospectus should

- Elucidates the candidate’s research project: What research questions and materials will be used to answer your questions?
- Gives an overview of the extant literature, indicating why the study will advance the field.
- Delineates and justifies the interdisciplinary methodologies, theories and critical approaches of the project. Why is an interdisciplinary approach appropriate for the topic under consideration?
- Justifies the project: Why this topic? Why now? What will be its original contribution to the field?
- Offers a tentative outline of the structure of the dissertation.
- Provides a timeline of the research to be conducted.
- Includes an annotated bibliography.

3) Evaluation. According to University regulations, the doctoral committee conducts the oral qualifying examination to determine whether the candidate is qualified for advancement to candidacy for a doctoral degree.

- This examination is open only to the committee members and the student.
- All members of the committee must be present at the examination.
- A successful oral exam is one in which the student is able to deliver a polished presentation and respond productively to questions, concerns, and suggestions their examiners may have about the dissertation prospectus.

- It is the duty of the chair of the Doctoral Committee to see that all members of the committee report the examination as ‘passed’ or ‘not passed.’

- A student may not be advanced to candidacy if more than one member votes ‘not passed’ regardless of the size of the committee. Upon majority vote of the doctoral committee, the oral qualifying exam may be repeated once.

Overall, there are three possible outcomes of the qualifying exams:

- Pass: Student advances to candidacy
- No pass: Student may retake the written exam, or a portion of it, once.
- Fail: Student does not advance to candidacy. (This only applies for students who have failed the written exam twice and/or failed the oral part of the exam. If this occurs, the student will be dismissed from the Program.)

Advancement to Candidacy

Students are advanced to candidacy and awarded the Candidate in Philosophy degree (*C.Phil.*) upon successful completion of the written and oral qualifying examinations.

Students who have advanced to candidacy should provide a copy of their dissertation prospectus to the SAO for inclusion in their files. Each subsequent year following advancement to candidacy, students should submit a dissertation project update that will be added to the student's dossier.

FAQ

The following is a list of questions put-together by the first doctoral cohort in Chicana/o Studies. The questions address inquiries regarding to the upcoming Qualifying Examinations. It is important to note that these questions deal mainly with the Written portion of the Qualifying Exams (i.e. sans "Prospectus").

Qualifying Exams Reading List

- **Can we add books to the track lists and remove books?**

- Yes. The reading list should be seen as a resource. According to the Doctoral Qualifying Exams Guidelines, *"The committee may recommend additional items to add to the list, which the student will be responsible for reading and adding to the list"* (p.2). The Graduate Committee also agreed that it should be a living list. Therefore, new texts could be added on regular basis. In agreement with their academic advisor and their Examination Committee, students can propose adding or removing texts from the list. If so desired, students in consultation with their advisors can also suggest a list of foundational texts in the field that would serve to prepare Part One of the written portion of the exam (a broad knowledge of the field). The Graduate Committee should be notified of any changes to the list.

- **Do we just read the books from our first and second track, or is there a list of foundational text we must incorporate (especially considering question one of the QE)?**

- For Part One, you should be able to demonstrate your familiarity with the field. As stated above, in consultation you're your advisors, you can come up with a list of foundational texts in preparation for this part of the exam. The proposed list of foundational texts should be shared with the rest of the Examination Committee and the Graduate Committee ahead of time just in case some modifications are needed. As stated in the Guidelines: *"A final copy of the bibliography should be submitted at least 1 month prior to the exam"* (p.2).

- Part Two of the exam is more specific to your field. As stated in the Doctoral Qualifying Exams Guidelines, *"The paper in response to a question related to the students' dissertation research; it will require a theoretical grounding in the students' areas of specialization, an ability to define and apply interdisciplinary methodology, and a well-supported argument"* (p. 2). Therefore, it is assumed that selected texts from your areas of specialization lists will be included.

Advancement to Candidacy

- **Is there a threshold between the moment you pass your qualifying examinations ("formally passing"), and officially advancing to candidacy in Graduate Divisions' records? If so, what is the timeframe between passing the exams, and officially ABD'ing?**

- See p.2 of the Guidelines: *"Students are advanced to candidacy and awarded the Candidate in Philosophy degree (C.Phil.) upon successful completion of the written and oral qualifying examinations."* Or to put it in another words, passing the exams means that you become an abd. Keep in mind that *"the academic residence requirement for doctoral advancement to candidacy consists of four quarters of registration, three of which (ordinarily the last three) must be spent in continuous residence at UCLA"* (Standards and Procedures).

- The Graduate Division advances a student to candidacy when the report on the University oral qualifying examination is received. The department will report to Graduate Division that you passed the written and oral exams immediately. However, the timeframe between we report that you passed the exams and showing it on Graduate Division's records would depend on their turn around, but it usually never takes more than 7-10 working days (provided everything is in order).

**CÉSAR E. CHÁVEZ DEPARTMENT
OF CHICANA & CHICANO STUDIES**

**PhD QUALIFYING EXAMS
Suggested LIST OF TEXTS**

Students should be prepared to write on at least 25 texts from the list of Caminos I, III, and IV. Students in Camino II see instructions under Expressive Arts.

I) Border and Transnational Studies

1. Anzaldúa, Gloria and Ana Louise Keating (ed). 2009. *The Gloria Anzaldúa Reader*. Durham: Duke U Press.
2. Anzaldúa, Gloria. 1987. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Press.
3. Bonfil Batalla, Guillermo. 1996. *México Profundo*. Austin: UT Press.
4. Dreby, Joanna. 2010. *Divided by Borders: Mexican Migrants and their Children*. UC Press.
5. Fox, Jonathon & Gaspar Rivera-Salgado, eds. 2004. *Indigenous Mexican Migrants in the US*. Center for U.S. Mexican Studies UCSD.
6. Fregoso, Rosa Linda. 2003. *meXicana Encounters: The Making of Social Identities on the Borderlands*. UC Press.
7. Fregoso, Rosa-Linda and Cynthia Bejarano (eds). 2010. *Terrorizing Women: Femicide in the Americas*. Duke U Pr.
8. Gaspar de Alba, Alicia (with G Guzmán) (eds). 2010. *Making a Killing: Femicide, Free Trade, and La Frontera*. U TX Pr.
9. Guarnizo, Luis Eduardo, and Michael Peter Smith (eds.). 1998. *Transnationalism from Below*. Transaction Publ.
10. Guidotti, Nicole. 2011. *Unspeakable Violence: Remapping U.S. and Mexican National Imaginaries*. Duke UP.
11. Gutiérrez-Jones, Carl. 1995. *Rethinking the Borderlands: Between Chicano Culture and Legal Discourse*. UC Press.
12. Hamilton, Nora, and Norma Stoltz Chinchilla. 2001. *Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles*. Philadelphia: Temple University Press.
13. Hondagneu-Sotelo, Pierrette. 1994. *Gendered Transitions: Mexican Experiences in Immigration*. UC Press.
14. Hondagneu-Sotelo, Pierrette, ed. 2003. *Gender and U.S. Immigration: Contemporary Trends*. UC Press.
15. Kaplan, Caren Norma Alarcón, and Minoo Moallem, eds. 1999. *Woman and Nation: Nationalisms, Transnational Feminisms and the State*, Durham: Duke University.
16. Leal, David & José Limón (eds). 2012. *Immigration and the Border: Politics and Policy in the New Latino Century*. U of Notre Dame Pr.

17. Levitt, Peggy. 2001. *Transnational Villagers*. Berkeley and Los Angeles, CA: University of California Press.
18. Lubheid, Ethne. 2002. *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: U of Minnesota Press.
19. Moraña, Mabel, Enrique Dussel and Carlos Jauregui, eds. 2006. *Coloniality at Large: Latin America and the Postcolonial Debate*. Duke University Press.
20. Memmi, Albert. 1991. *The Colonizer and the Colonized*. Boston: Beacon Press.
21. Mignolo, Walter. 2000. *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*. Princeton UP.
22. Mohanty, Chandra. 2003. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*, Duke UP.
23. Pederson, David. 2013. *American Value: Migrants, Money, and Meaning in El Salvador and the US*. U of Chicago Pr.
24. Pérez-Torres, Rafael. 2006. *Mestizaje: Critical Uses of Race in Chicano Culture*. Minneapolis: U of Minnesota Press.
25. Romo, David Dorado. 2005. *Ringside Seat to a Revolution: An Underground Cultural History of El Paso and Juárez, 1893-1923*. El Paso: Cinco Puntos Press.
26. Schmidt Camacho, A. 2008. *Migrant Imaginaries: Latino Cultural Politics in the U.S.-Mexico Borderlands*. NYU Pr.
27. Tuhiwai Smith, Linda. 1999. *Decolonizing Methodologies. Research and Indigenous Peoples*. London: Zed Books.
28. Staudt, K and I Coronado. 2002. *Fronteras No Más: Toward Social Justice at the U.S.-Mexico Border*. Palgrave.
29. Shohat, Ella ed. 1999. *Talking Visions: Multicultural Feminism in a Transnational Age*. New York: New Museum of Contemporary Art.
30. Velez-Ibanez, Carlos G. and Anna Sampaio, eds. 2002. *Transnational Latina/o Communities: Politics, Processes, and Cultures*. NY: Rowman and Littlefield.
31. Vertovec, Steven. 2009. *Transnationalism*. London and New York: Routledge.
32. Wright, Melissa W. 2006. *Disposable Women and Other Myths of Global Capitalism*. New York: Routledge.
33. Zavella, Patricia. 2011. *I'm Neither Here Nor There: Mexicans' Quotidian Struggles with Migration and Poverty*. Durham: Duke University Press.

II) Expressive Arts

Students specializing in Creative Writing will be tested on at least ten novels from the list below, plus an additional ten books from the list of Critical Texts. Those specializing in the Visual Arts will be tested on at least 20 texts from among the list of Visual Arts and Exhibition Catalogs.

Creative Writing

NOVELS

- Castillo, Ana. 1994. *So Far from God*. New York: Plume Books.
- Diaz, Junot. 2008. *The Brief Wondrous Life of Oscar Wao*. New York: Riverhead.
- Gaspar de Alba, Alicia. 1999. *Sor Juana's Second Dream*. U of New Mexico P.
- Gaspar de Alba, Alicia. 2005. *Desert Blood: The Juárez Murders*. Houston: Arte Publico Press.
- González, Rigoberto. 2006. *Butterfly Boy: Memories of a Chicano Mariposa*. Madison: U of Wisconsin Press.
- Islas, Arturo. 1991. *Rain God*. New York: Harper Perennial.

- Limon, Graciela. 2001. *Erased Faces*. Houston: Arte Público Press.
- Pérez, Emma. 2009. *Forgetting the Alamo, Or, Blood Memory*. Austin: U of Texas Press.
- Rechy, John. 2001. *The Miraculous Day of Amalia Gomez*. New York: Grove Press.
- Santiago, Esmeralda. 1993. *When I Was Puerto Rican*. New York: Vintage Books.
- Tobar, Hector. 1998. *The Tattooed Soldier*. New York: Penguin Books.
- Trujillo, Carla. 2003. *What Night Brings*. Willimantic, CT: Curbstone Press.
- Urrea, Luis Alberto. 2005. *The Hummingbird's Daughter*. New York: Back Bay Books.
- Villarreal, Jose Antonio. 1959, 1970, 1989. *Pocho*. New York: Anchor Books.
- Viramontes, Helena Maria. 2008. *And Their Dogs Came with Them*. New York: Washington Square Press.

CRITICAL TEXTS (All the titles of this “Critical Texts” list should also be included as part of Track III required texts list).

1. Aldama, Arturo. 2001. *Disrupting Savagism: Intersecting Chicana/o, Mexican Immigrant, and Native American Struggles for Self-Representation*. Duke University Press.
2. Aldama, Frederick. 2005. *Brown on Brown: Chicano/a Representations of Gender, Sexuality, and Ethnicity*. UT Press.
3. Arrizón, Alicia. 1999. *Latina Performance: Traversing the Stage*. Bloomington: Indiana U Press.
4. Anzaldúa, Gloria E. and AnaLouse Keating (ed). 2000. *Interviews/Entrevistas*. New York: Routledge Press.
5. Brady, Mary Pat. 2002. *Extinct Lands, Temporal Geographies: Chicana Literature and the Urgency of Space*. Duke UP.
6. Bebout, Lee. 2011. *Mythohistorical Interventions: The Chicano Movement and Its Legacies*. U of Minnesota Press.
7. Broyles-González, Yolanda. 1994. *El Teatro Campesino: Theater in the Chicano Movement*. Austin: U of Texas Press.
8. Delgadillo, Theresa. 2011. *Spiritual Mestizaje: Religion, Gender, Race, and Nation in Contemporary Chicana Narrative*. Durham: Duke U Press.
9. Moraga, Cherrie (and Celia Herrera Rodríguez). 2011. *A Xicana Codex of Changing Consciousness: Writings, 2000-2010*. Durham, NC: Duke UP.
10. Rodríguez, Juana María. 2003. *Queer Latinidad: Identity Practices, Discursive Spaces*. New York: NYU Press.
11. Rodríguez, Ralph E. 2005. *Brown Gumshoes: Detective Fiction and the Search for Chicana/o Identity*. U of Texas Pr.
12. Saldívar, José David. 1997. *Border Matters: Remapping American Cultural Studies*. Berkeley: U of California Press.
13. Saldívar, Ramón. 1990. *Chicano Narrative: The Dialectics of Difference*. Madison: U of Wisconsin Press.
14. Saldívar-Hull, Sonia. 2000. *Feminism on the Border: Chicana Gender Politics and Literature*. UC Press.
15. Torres, Edén E. 2003. *Chicana Without Apology: The New Chicana Cultural Studies*. New York: Routledge Press.

Visual Arts

1. Becker, Carol (ed.). 1994. *The Subversive Imagination: Artists, Society and Social Responsibility*. NY: Routledge .

2. Beyerbach, Barbara and R. Deborah Davis (eds.). 2011. *Activist Art in Social Justice Pedagogy. Engaging Students in Global Issues through the Arts*. NY: Peter Lang Publishing.
3. Cockcroft, Eva Sperling and Holly Barnet-Sanchez (eds.). 1993. *Signs From The Heart: California Chicano Murals*. Venice, CA: Social and Public Art Resource Center, 1994 (2nd printing); University of New Mexico Press.
4. Cockcroft, Eva, John Weber and James Cockcroft. 1977. *Toward a People's Art: The Contemporary Mural Movement*. NY: E.P. Dutton.
5. Davalos, Karen Mary. 2001. *Exhibiting Mestizaje: Mexican (American) Museums in the Diaspora*. U of NM Press.
6. Dear, Michael. 2011. *Geohumanties: Art, History, Text at the Edge of Place*. NY: Routledge.
7. Doss, Erika. 1995. *Spirit Poles and Flying Pigs: Public Art and Cultural Democracy in American Communities*. Washington, D.C.: Smithsonian Institution Press.
8. Felshin, Nina (ed.). 1995. *But is it Art: The Spirit of Art as Activism*. Seattle: Bay Press.
9. Gaspar de Alba, Alicia. 1998. *Chicano Art Inside/Outside the Master's House: Cultural Politics and the CARA Exhibition*. Austin: U of TX Press.
10. Goldbard, Arlene. 2006. *New Creative Community: The Art of Cultural Development*. New Village Press.
11. Goldman, Shifra M. 1995. *Dimensions of the Americas: Art and Social Change in Latin America and the United States*. Chicago: U of Chicago Press.
12. González, Jennifer A. 2008. *Subject to Display: Reframing Race in Contemporary Installation Art*. Boston: MIT Press.
13. Karp, Ivan and Steven D. Lavine. 1991. *Exhibiting Cultures: The Poetics and Politics of Museum Display*. Washington, D.C.: Smithsonian Institution Press.
14. Karp, Ivan, Christine Mullen Kreamer, and Steven D. Lavine (eds). 1992. *Museums and Communities: The Politics of Public Culture*. Washington, D.C.: Smithsonian Institution Press.
15. Latorre, Guisela. 2008. *Walls of Empowerment: Chicana/o Indigenist Murals of California*. Austin: U of Texas Press.
16. Lippard, Lucy R. 2001. *Mixed Blessings: New Art in a Multicultural America*. New York: Pantheon Books.
17. Mitchell, W.J.T. (ed). 1990, 1991, 1992. *Art and the Public Sphere*. Chicago: U of Chicago Press.
18. Pérez, Laura E. 2007. *Chicana Art: The Politics of Spiritual and Aesthetic Altarities*. Durham: Duke U Press.
19. Raven, Arlene. 1993. *Art in the Public Interest*. NY: Da Capo Press.
20. Wolff, Janet. 1983, 1993. *Aesthetics and the Sociology of Art*. Ann Arbor: University of Michigan Press.

EXHIBITION CATALOGS

21. Fields, Virginia M.; Zamudio-Taylor, Victor (eds). 2001. *The Road to Aztlán: Art from a Mythic Homeland*. Los Angeles: Los Angeles County Museum of Art.
22. González, Rita, Howard N. Fox, and Chon A. Noriega (eds). 2008. *Phantom Sightings: Art After the Chicano Movement*. Los Angeles: U of California Press and Los Angeles County Museum of Art.
23. Griswold del Castillo, Richard; McKenna, Teresa; Yarbrow-Bejarano, Yvonne (eds); Frederick S. Wight Art Gallery, CARA National Advisory Committee. 1991. *Chicano Art: Resistance and Affirmation, 1965-1985*. Los Angeles: Wight Art Gallery, University of California, Los Angeles.
24. Noriega, Chon A and Holly Barnet-Sanchez (eds); University Art Museum (UC Santa Barbara), Jack S. Blanton Museum of Art, et al. 2001. *Just Another Poster? Chicano Graphic Arts in California*. Santa Barbara, CA: University Art Museum, UC Santa Barbara; Seattle: Distributed by University of

Washington Press.

25. Rochfort, Desmond. 1993. *Mexican Muralists: Orozco, Rivera, Siqueiros*. San Francisco: Chronicle Books.

III) History, Culture, and Language of the Americas

1. Acuña, Rodolfo. 2011. *The Making of Chicana/o Studies: In the Trenches of the Academe*. Rutgers UP.
2. Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso.
3. Arenal, Electa and Amanda Powell (eds). 1994. *Sor Juana Inés de la Cruz: The Answer/La Respuesta*. Feminist Press.
4. Arrizón, Alicia. 2006. *Queering Mestizaje: Transculturation and Performance*. Ann Arbor: U of Michigan Press.
5. Avila, Arlene. 2008. *Latino Spin: Public Image and the Whitewashing of Race*. New York: New York U Press.
6. Balderrama, Francisco & Raymond Rodríguez. 2006. *Decade of Betrayal: Mexican Repatriation in the 1930s*. Albuquerque: U of New Mexico P.
7. Beverly, John. 2004. *Subalternity and Representation. Arguments in Cultural Theory*. Duke UP
8. Bhabha, Homi. 1994. *The Location of Culture*, London: Routledge.
9. Blackwell, Maylei. 2011. *Chicana Power. Contested History of Feminisms in the Chicano Movement*. U of TX Pr.
10. Cantú, Norma E., and Olga Nájera-Ramírez, 2002. *Chicana Traditions: Continuity and Change*. U of Illinois Press.
11. Chabram-Dernersesian, Angie (ed). 2006. *The Chicana/o Cultural Studies Reader*. New York: Routledge.
12. De León, Arnolando. 1983. *They Called Them Greasers: Anglo Attitudes Toward Mexicans in Texas, 1821-1900*. UT Pr.
13. Deverell, Bill. 2005. *Whitewashed Adobe*. Berkeley: University of California Press.
14. Fanon, Frantz. 1967. *Black Skin, White Masks*. NY: Grove Press.
15. Foley, Neil. 1997. *The White Scourge*. Berkeley: University of California Press.
16. Fregoso, Rosa Linda. 1993. *The Bronze Screen: Chicana and Chicano Film Culture*. U of Minnesota Press.
17. Gaspar de Alba, Alicia. 2003. *Velvet Barrios: Popular Culture & Chicana/o Sexualities*. Palgrave Macmillan.
18. Gaspar de Alba, Alicia and Alma Lopez (Eds). 2011. *Our Lady of Controversy: Alma Lopez's "Irreverent Apparition."* Austin: U of TX Press.
19. Gomez, Laura. 2007. *Manifest Destinies: The Making of the Mexican American Race*. NY: NYU Press.
20. Gomez-Quiñones, Juan. 1994. *Mexican American Labor, 1790-1990*. Albuquerque: U of New Mexico Press.
21. González, Deena. 1999. *Refusing the Favor: The Spanish-Mexican Women of Santa Fe, 1820-1850*. Oxford U Press.
22. Griswold del Castillo, Richard. 1990. *The Treaty of Guadalupe Hidalgo*. Norman: U of Oklahoma P.
23. Gutierrez, David. 1995. *Walls and Mirrors*. Berkeley: University of California Press.
24. Gutiérrez, Ramón. 1991. *When Jesus Came the Grandmothers Went Away: Marriage, Sexuality, and Power in New Mexico 1500-1846*. Stanford, CA: Stanford UP.
25. Hernández, Ellie D. 2009. *Postnationalism in Chicana/o Literature and Culture*. Austin: U of Texas

- Press.
26. Kelley, Robin D.G. *Race Rebels*. 1994. NY: Simon & Schuster.
 27. Levine, Lawrence. 1996. *The Opening of the American Mind*. Boston: Beacon Press.
 28. Limón, José E. 1999. *American Encounters: Greater Mexico, the United States, and the Erotics of Culture*. Beacon Pr.
 29. Lipsitz, George. 1998. *The Possessive Investment in Whiteness*. Philadelphia: Temple University Press.
 30. Miranda, Marie "Keta." 2003. *Homegirls in the Public Sphere*. Austin: U of TX Press.
 31. Mann, Charles C. 2005. *1491: New Revelations of the Americas Before Columbus*. NY: Alfred A. Knopf.
 32. Mignolo, Walter. 2000. *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking*. Princeton: Princeton UP, 2000.
 33. Mohanty, Chandra. 2003. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*, Duke UP.
 34. Montejano, David. 1987. *Anglos and Mexicans in the Making of Texas, 1836-1986*. Austin: U of Texas.
 35. Moraga, Cherríe L. 1993, 2000. *Loving in the War Years: lo que nunca pasó por sus labios: Expanded Edition*. South End Press.
 36. Muñoz, José Esteban. 1999. *Disidentifications: Queers of Color and the Performance of Politics*. Duke U Press.
 37. Noriega, Chon A. 2005. *Shot In America: Television, the State, and the Rise of Chicano Cinema*. U of MN Press.
 38. Oropeza, Lorena. 2005. *¡Raza Si! ¡Guerra No! Chicano Protest and Patriotism During the Viet Nam War Era*. UC Pr.
 39. Pérez, Domino Renee. 2008. *There Was a Woman: La Llorona from Folklore to Popular Culture*. Austin: U TX Press.
 40. Pérez, Emma. 1991. *The Decolonial Imagery. Writing Chicana into History*. Bloomington: Indiana, UP.
 41. Pérez-Torres, Rafael. 2006. *Mestizaje: Critical Uses of Race in Chicano Culture*. Minneapolis: U of Minnesota Press.
 42. Ramírez, C. 2009. *Woman in the Zoot Suit. Gender, Nationalism, and the Cultural Politics of Memory*. Duke UP.
 43. Ramírez-Berg, Charles. 2002. *Latino Images in Film: Stereotypes, Subversion, Resistance*. Austin: U of Texas Press.
 44. Rodríguez, Richard T. 2009. *Next of Kin: The Family in Chicano/a Cultural Politics*. Durham: Duke U Press.
 45. Ruiz, Vicki L. 1998. *From Out of the Shadows: Mexican women in twentieth-century America*. Oxford U Press.
 46. Saldivar, José David. 1991. *The Dialectics of Our America: Genealogy, Cultural Critique, and Literary History*. Durham: Duke University Press.
 47. Saldivar Hull, Sonia. 2000. *Feminism on the Broder. Chicana Gender Politics Literature*. U of California Pr.
 48. Sandoval, Chela. 1999. *Methodology of the Oppressed*. Minneapolis: U of Minnesota Press.
 49. Sanchez, George. 1993. *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*. Oxford UP.
 50. Santa Ana, Otto. 2002. *Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse*. UT Pr.

51. Smith, Andrea. 2005. *Conquest: Sexual Violence and American Indian Genocide* South End Press.

**See also CRITICAL TEXTS. All the titles listed under “Critical Texts” (in “Expressive Arts” track) should also be included as part of this track required texts).

IV) Labor, Law, and Policy Studies.

1. Arredondo, Gabriela, 2003. Title? Hurtado, Klahn, Nájera-Ramírez and Zavella, eds. *Chicana Feminisms: A Critical Reader*. Duke University Press.
2. Asencio, Marysol (ed). 2009. *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Rutgers UP.
3. Cantú, Lionel and Eithne Lubheid (eds). 2005. *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*. Minneapolis: U of Minnesota Press.
4. Cantú, Lionel. 2009. *The Sexuality of Migration: Border Crossings and Mexican Immigrant Men*. NYU Press.
5. Chavez, Leo R. 2008. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford University Pr.
6. Chavez, Leo R. 1998. *Shadowed Lives: Undocumented Immigrants in American Society*. Fort Worth: Harcourt Brace.
7. De Genova, Nicholas and Ana Y. Ramos-Zayas. 2003. *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship*. London: Routledge.
8. De Genova, Nicholas. 2005. *Working the Boundaries: Race, Space, and “Illegality” in Mexican Chicago*. Duke UP.
9. Delgado, Richard. 2000. *Critical Race Theory* (2nd edition). Philadelphia: Temple University Press.
10. Glenn, Evelyn Nakano. 2002. *Unequal Freedom: How Race and Gender Shaped American Citizenship and Labor*. Cambridge, MA: Harvard University Press.
11. Gomez, Laura. 2007. *Manifest Destinies: The Making of the Mexican American Race*. NY: NYU P.
12. Lucas, María Elena. 1993. *Forged under the Sun/Forjada Bajo el Sol*, Ed. Fran Leeper Bus. U of Michigan Press.
13. Mize, Donald L. and Alicia C.S. Swords. 2010. *Consuming Mexican Labor: From the Bracero Program to NAFTA*. Toronto: U of Toronto Press.
14. Omi, Michael and Howard Winant. 1994. *Racial Formation in the United States: From the 60s to the 90s*. Routledge.
15. García, María Cristina. 2006. *Seeking Refuge: Central American Migration to Mexico, the US, and Canada*. UC Press.
16. Hamilton, Nora, and Norma Stoltz Chinchilla. 2001. *Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles*. Philadelphia: Temple University Press.
17. Hondagneu-Sotelo, Pierrette. 1994. *Gendered Transitions: Mexican Experiences in Immigration*. UC Press.
18. Hondagneu-Sotelo, Pierrette. 2001. *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*: Berkeley University of California Press. (Labor, Law and Policy Studies)
19. Lubheid, Ethne. 2002. *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: U of Minnesota Press.
20. Massey, Douglas S.; Durand, Douglas S. and Nolan J. Malone. 2003. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*.
21. Menjivar, Cecilia. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*. U of California Press.
22. Miranda, Marie “Keta.” 2003. *Homegirls in the Public Sphere*. Austin: U of TX Press.

23. Ochoa, Gilda. 2004. *Becoming Neighbors in a Mexican America Community: Power, Conflict and Solidarity*. UT Pr.
24. Portes, Alejandro and Robert Bach. 1985. *Latin Journey: Cuban and Mexican Immigrants in the US*. UC Pr.
25. Repak, Terry A. 1995. *Waiting on Washington: Central American Workers in the Nation's Capital*. Temple U Pr.
26. Ruiz, Vicki. *Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry, 1930-1950*. 1987. Albuquerque: U of New Mexico P.
27. Ruiz, Vicki, ed. *Las obreras: Chicana politics of work and family*. UCLA Chicano Studies Research Center Press.
28. Stephen, Lynn. 2007. *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon*. Duke U Press.
29. Stern, Alexandra Minna. 2005. *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America*. UC Pr.
30. Telles, Edward E. and Vilma Ortiz. 2008. *Generations of Exclusion: Mexican Americans, Assimilation, and Race*. NY: Russel Sage Foundation.

Guidelines for Student's Progress Assessment

Quality of Work

- Please indicate if your evaluation of the student is on the basis of her/his performance in your courses or as your advisee (if both, make a distinction as needed).
- If your evaluation is based on the student's performance in your courses, please, indicate the grade she/he received.

- **Research.** Comment as applicable on: ability to conduct quality research, ability to think of and discuss new ideas, ability to organize ideas and develop a logical argument, thesis topic and overall progress toward completion of program requirements (writing M.A. thesis, doctoral dissertation, qualifying exams).

- **Professionalism.** Comment as applicable on: conduct, dependability, presentation skills, writing skills, communication skills, teamwork, participation in professional development opportunities.

Overall Performance

Comment on

- Activities/goals the student has accomplished and what activities/goals remain to be achieved.
- Any specific areas where the student demonstrates strengths.
- Any specific areas of improvement the student needs to address.
- Any particular concerns the student has raised regarding his/her academic and/or professional performance over the past AY. Steps taken towards its solution.

APPENDIX 5
GRADUATE STUDENTS SELF REPORT AND SELF-ASSESSMENT

UCLA

**CÉSAR E. CHÁVEZ DEPARTMENT
OF CHICANA & CHICANO STUDIES**

Graduate Students Self Report and Self-Assessment

_____ Last Name
First Name Date

_____ Faculty
Advisor

Cohort Year

Please use this self-report form to develop your curriculum vita. Your vita should include similar sections. Cut and Paste sections from your vita into the sections of this report.

Areas of Scholarly Interest

[INSERT a short paragraph]

Awards and Fellowships (applied to and granted or denied)

[INSERT a bullet point list]

Conferences attended as presenter in the past year.

[INSERT a bullet point list]

Teaching and/or research assistantships you have undertaken (including the past summer).

[INSERT a bullet point list]

Teaching portfolio development (i.e. courses you will be able to teach in a university setting).

[INSERT a bullet point list and description]

Teaching pedagogy and philosophy

[INSERT a descriptive paragraph or two]

Publications. List the works you published or submitted for publication in the past year.

[INSERT a bullet point list]

Other professional achievements and activities

[INSERT bullet point brief description]

Other community engagement activities

[INSERT bullet point brief description]

Ph.D. Qualifying Exams

[If applicable INSERT a brief description of your preparation for the exams]

M.A. Thesis/Ph.D. Dissertation

[INSERT title on one line, followed by a succinct paragraph description of your research topic, followed by a second paragraph describing your progress so far]

Summary of Accomplishments as a CCS Graduate Student

[INSERT a brief reflection]

Goals for coming year

[INSERT a brief description of your plans for this academic year through June of next year]

Long-term Goals

[INSERT a description of your post-UCLA objectives]

Reflections on the Program

[INSERT a description of the barriers you had to overcome and/or are currently facing. Offer us suggestions for improvement. Attach additional pages if necessary.]

APPENDIX 6

Terms of Employment

Terms of Employment

Academic Student Employees

Contract

Academic Student Employees (teaching assistants, readers, Tutors) are represented by the International Union, United Automobile, Aerospace and Agricultural Implement Workers of America (UAW). The contract covers Academic Student Employee policies, rights, terms of employment, benefits and grievances. The policies in this contract supersede any in this handbook. GSRs are not represented by a collective bargaining unit.

http://atyourservice.ucop.edu/employees/policies_employee_labor_relations/collective_bargaining_units/academicstudentemployees_bx/agreement.Html

Duration of Appointment

In most cases academic apprentice teaching and research appointments are for one year or less, and are self-terminating. Hire agreements for these appointments should include an annual or earlier ending date and the following statement:

“This appointment is for one academic year or such lesser term as herein set forth, and is not for a longer period unless express notification is so given to the appointee. In the absence of such express notification, the appointment ipso facto terminates at the conclusion of the academic year or such lesser time as specified.”

Those few appointments approved by the Graduate Division for more than one year are the exception to this general rule.

Maximum Working Hours

UC students may not be employed for more than 50 percent of full time during an academic quarter, in any single or combination of University titles, academic and/or staff, including University Extension unless authorized by the Dean of the student’s school or college. Percentages are figured on the basis of 100 percent = 40 hours per week. Students can be employed up to 100 percent during quarter breaks and summer. Go to <http://www.gdnet.ucla.edu/gss/appm/maxemploy.pdf> to see the maximum number of hours of employment that can be reported during months that include interquarter or summer periods.

1. For teaching assistants/associates/fellows, the 20 hours per week should include the time in faculty lectures, preparation, classroom or laboratory teaching, reading and commenting on student papers or examinations, office consultation, and other duties required to carry out the teaching role.
2. For graduate student researchers, the 20 hours should include the time spent in library, laboratory, and all other research tasks providing assistance to the assigned project.
3. For readers, an assignment to read for one course should not exceed 25 percent time per quarter, or the equivalent of 10 hours per week variable.

Foreign students on F-1 visas are also limited by federal regulations to 50 percent time aggregate employment. Students on J-1 visas may have similar limitations based on individual work limitations. Students should consult with the Dashew Center for International Students & Scholars regarding the details of their visa restrictions. Please note that the Dashew Center can only approve requests for students who have ATC and have completed all course work.

Compensation

Salary scales are at www.gdnet.ucla.edu/gss/appm/aaprate.pdf.

Range adjustments happen at the beginning of each October. Academic apprentice personnel are compensated at rates established by the University of California Office of the President. Students are not to be appointed to apprentice personnel titles, nor are they to assume responsibilities equivalent to those defined by such titles,

without salary. Short-term experiential student teaching or supportive research activities for educational purposes may be required in partial fulfillment of course or degree requirements, providing such requirements are approved by the Graduate Division and stated in official publications. However, such work may be equivalent to that of students in apprentice titles only if the student receives the appropriate salary.

Student assistants who have previously served in academic apprentice positions may be reappointed or advanced to the titles for which they are qualified no later than two weeks prior to the effective date of their employment. No advancements can occur for a given quarter after the beginning of that quarter. Reappointments and advancements are not automatic.

GSR Salary Step Increases

There are ten salary steps for GSRs. Students who have completed all the requirements for the masters degree, and/or have relevant prior experience may not be appointed below step III. Students who have formally advanced to candidacy for the doctorate and have a minimum of two years of relevant research experience may not be appointed below step V. Departments must develop their own consistent policies for all the other steps. Funding provided to graduate students in the form of fellowships, which is not administered via the Payroll system, is not academic apprentice employment and does not count toward step increases.

Special Reader Salary Step Increases

Students appointed at Step II must have completed at least 36 units of graduate coursework (not including courses 375 and 495). The course(s) in which special readers are to be used must be approved for this purpose by the Dean of the Graduate Division. Such courses should be upper division or graduate level, be required of all or a large number of majors, and have large enrollments and complex homework assignments.

GSR Terms of Employment

Unauthorized Absence

If an apprentice appointee fails to perform assigned duties due to an unauthorized absence, the employee is subject to a proportional reduction in salary.

Staff: Refer to the Teaching Days service chart in the Academic Personnel Manual for information on how such reductions can be effected in the EDB Personnel and Payroll Systems. This chart can be accessed at

<http://www.ucop.edu/acadadv/acadpers/apm/apm-600.pdf>.

GSR Conduct and Discipline

In addition to expecting academic apprentice appointees to follow ethical precepts, University policy provides that apprentice appointees who participate in a strike and who fail to meet their assigned duties in an effort to disrupt University administration, teaching, or research may receive a corresponding reduction in pay and may be subject to termination, denial of re-employment, or other appropriate sanctions.

An allegation against an apprentice appointee charging violation of professional ethics or University policy should be addressed to the appropriate chair or director. The chair or director is empowered to lodge a formal complaint against the individual with the appropriate dean of the school or college. The formal complaint shall be in writing, and shall state the facts which allegedly constitute a violation of policy or ethics. A copy shall be provided to the individual against whom the complaint has been lodged.

GSR Termination

a. For academic reasons: Academic apprentice appointees shall be terminated from their positions at the discretion of the Dean of the Graduate Division at any time the student withdraws from student status, does not

register, is placed on academic probation, or otherwise fails to maintain satisfactory academic progress.

b. For another good cause: Academic apprentice appointees may be terminated for such cause as incompetence or incapacitation, misconduct resulting in disciplinary action, and budgetary or programmatic considerations. Authority to terminate rests with the dean of the school or college. Termination may take place only after the appointee has been given written notice of the intention to terminate, with reasons and appropriate documentation, and after the appointee has been given an opportunity to appear before the school or divisional dean with a representative. Termination may not take effect until at least 30 days after written notice. When the dean determines that there is reasonable cause to believe that an appointee's continued assignment would endanger people or property, or would impair the integrity of the academic program, the student may be placed on full or partial interim suspension with pay until termination.

GSR Appeal Procedure

Copies of the grievance procedures for non-Senate academic appointees, including those in apprentice titles, can be obtained from the Office of Campus

UCLA Graduate Student Academic Rights and Responsibilities

Preamble

Considering the nature of the academy, we, the graduate students of the University of California, Los Angeles, in order to promote a collegial, respectful, and academically sound relationship between our faculty and colleagues, and to define our role in the University as a whole, do formally endorse the rights and responsibilities enumerated below. We will strive to fulfill the provisions outlined in this document, as it has the potential to lay a solid foundation so that faculty and students can together build a genuine intellectual community.

This document's purpose is to provide a general framework of guidance for graduate students with regards to academic issues. This document is not a legally binding document but a statement of principles to be used as guidance and support. Many of the items contained within are already specified as rights or responsibilities of students in official university literature, often in greater detail than presented here.

Section 1 General Provisions

1. As members of the University community, we, as graduate students, have the right to be respected as individuals. *UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A.* www.apo.ucla.edu/facultyhandbook/9.htm.
2. We have the right to be free from "discrimination, including harassment," based "on political

grounds, or for reasons of race, religion, sex, sexual orientation, ethnic origin, national origin, ancestry, marital status, medical condition, status as a covered veteran, or within the limits imposed by law or University regulations, because of age or citizenship or for other arbitrary or personal reasons."

Official grievance procedures and informal complaint procedures should be publicly available at the Graduate Division and at the department or graduate program level. *UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A.* www.apo.ucla.edu/facultyhandbook/9.htm.

3. We have the right to express our views and to participate in the political processes of the University community at large.
4. We have the right to be free from reprisals for exercising the rights claimed herein.

Section 2 Provisions for Mentorship

1. We have the right to respectful mentorship. *UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A.* www.apo.ucla.edu/facultyhandbook/9.htm.
2. We have the right to the "confidential nature of the relationship between professor and student" including our communications with members of the faculty. *UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A.* www.apo.ucla.edu/facultyhandbook/9.htm.
3. A member of the faculty should not discuss a student's formal academic evaluation or behavior with other students. Discussion of a student's performance among the faculty should be of a professional nature.
4. We have the right to refuse to perform tasks if those tasks are not closely related to our academic or professional development program. Members of the faculty should not exploit our abilities to

their personal advantage. *UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A.* www.apo.ucla.edu/facultyhandbook/9.htm.

5. Faculty are to “acknowledge significant academic or scholarly assistance” from students. Faculty and graduate students are expected to discuss collegially, respectfully, and in a timely manner, the recognition associated with contributions to scholarship and research. For example, the quality and level of work expected for first authorship, and the forms of co-authorship, should be clearly understood and commensurate with disciplinary norms relating to factors such as creative input, the conduct of research, and writing. *UCLA Faculty Handbook, Faculty Code of Conduct, Appendix I, Part II, Section A.* www.apo.ucla.edu/facultyhandbook/9.
6. We will conduct ourselves, in all University activities, in a manner befitting an academic colleague. Our behavior should be a credit to ourselves, to the higher academic unit, and to the University.
7. We will provide accurate and honest reporting of research results, and we will uphold ethical norms in research methodology and scholarship. *UCLA Student Code of Conduct, Section II, Part C.* www.deanofstudents.ucla.edu/conduct.html.
8. We will understand our role and do our part in the development of the relationship between a faculty mentor and a graduate student.
9. We will select a mentor whose research interests correspond to our own.
10. We will communicate regularly with faculty mentors and advisers, especially in matters related to research and progress within the graduate program.
11. We will have an awareness of the time constraints and other demands imposed on the members of the faculty and the program staff.

Section 3 Provisions for the Degree

1. We have the right to access non-confidential “approved outline of program requirements for all graduate and professional degree programs offered through the Graduate Division.” These requirements should be communicated clearly to us when we enter a graduate program, and we will thereafter routinely consult them in order to evaluate our progress. *Program Requirements for UCLA Graduate Degrees.* www.gdnet.ucla.edu/gasaa/library/pgmrqintro.htm
2. Graduate students have the right to know the normative time to degree, the average time to degree, and the maximum allowed time to degree within their graduate programs. This information should be explicitly communicated to newly admitted students. *Standards and Procedures for Graduate Study at UCLA.* www.gdnet.ucla.edu/gasaa/library/spintro.htm.
3. We will devote an appropriate amount of time and energy toward achieving the advanced degree within normative time, allowing for exceptional circumstances. We understand that timely progress through the program is necessary to allow prospective students to begin their pursuit of the advanced degree. *Standards and Procedures for Graduate Study at UCLA.* www.gdnet.ucla.edu/gasaa/library/spintro.htm.
4. We will take the initiative by asking questions in order to clarify the academic requirements and the financial matters of our specific graduate program.
5. We will honestly acknowledge the state of our progress toward the degree.
6. Graduate students have the right to know a program’s “graduation rates of enrolled students,” and, if available, the predominant reasons for which students choose to leave, but this should in no way compromise the privacy rights of others. *University of California Policies Applying to Campus Activities, Organizations, and Students, Section 72.00.* www.ucop.edu/ucophome/uwnews/aospol/uc70.html

Section 4 Provisions for Financial Support

1. We recognize that eligibility for merit-based financial support is appropriately based on satisfactory degree progress and other academic performance criteria. Graduate students who have not met established academic performance criteria should not be entitled to financial support.
2. We have the right to an accurate description of the availability and likelihood of financial and resource support within our programs. *Graduate Division, Mission Statement.*
www.gdnet.ucla.edu/asis/infoserv/mission.html
3. Newly admitted graduate students should be provided a thorough description of the requirements and qualifications necessary for “appointments of graduate students to all academic personnel titles” including “information on minimum requirements for appointment, terms of employment, benefits, tax information, TA training programs, and more” at the University, with deference to the current collective bargaining agreements. *Academic Apprentice Personnel Manual.*
www.gdnet.ucla.edu/gss/appm/appmintro.htm
4. The University, departments, and programs should make every effort to enhance student financial support and other resources in support of graduate education. This includes maximizing University resources and seeking support from outside the University. In turn, we will seek funding from outside sources as available.

Section 5 Provisions for Evaluation

1. We have the right to have “evaluations of students” that reflect “each student’s true merit” and based on criteria that are understood by the faculty, the graduate adviser, and us. *UCLA Faculty Handbook, Faculty Code of*

Conduct, Appendix I, Part II, Section A.
www.apo.ucla.edu/facultyhandbook/9.htm

2. Evaluations should be factual and specific, and should be shared with us within a reasonable period of time. Certain evaluations, including annual progress reports, split decisions on qualifying examinations, and unusual or additional program requirements, should be presented in writing.
3. The reasons for unsatisfactory performance on programmatic examinations should be stated clearly in a written evaluation.
4. We should be given a fair opportunity to correct deficiencies in our academic performance.
5. Any intent to dismiss a student (in regular status not on academic probation or on provisional status) from a graduate program for academic reasons must be preceded by specific, written performance information, well in advance of actual dismissal. The “Graduate Dean has final authority” with regards to academic dismissal and “an appeal can go no higher.” *Standards and Procedures for Graduate Study at UCLA.* www.gdnet.ucla.edu/gasaa/library/spintro.htm

Section 6 Provisions for Training and Future Employment

1. It is the responsibility of departments, faculty advisors and mentors to provide students with meaningful opportunities for professional training. This training should include socialization into the norms of the discipline, information about professional associations and conferences, job interview skills, career options, standards of conduct and professional ethics, and the basic intellectual skills required to be successful practitioners of the discipline. In turn, we will endeavor to participate in these opportunities as available.
2. We have the right to explore our full professional options, both inside and outside the academy. *UCLA Career Center.* career.ucla.edu

Section 7 Provisions for Contributions to the University Community

1. We will participate in the University community to the extent that we are able, and we will leave the campus enriched in whatever ways possible.
2. We will contribute to the academic development and the social environment of the department or program in which we are pursuing an advanced degree.
3. We will contribute to the administration of the graduate program, of student government, and of the University.
4. We will uphold the public service aspects of the mission of a Public University at a level appropriate to our individual wits and ability.
5. We will recognize the value of being good citizens of the University.

Section 8 Three Principles of Shared Governance

1. We have the right to share in the governance of the University. We have the right to “have the privilege of the floor” of the Academic Senate “including the right to make motions.” *Manual of the Academic Senate, Bylaw 55.* www.senate.ucla.edu/FormsDocs/bylaws/ch4-4-1.htm
2. Graduate students, when reasonable and appropriate, “shall be invited to attend and participate at all meetings of” of Academic

Senate committees, according to the guidelines of shared governance. *Manual of the Academic Senate, Bylaws 45 and 55.* www.senate.ucla.edu.

3. We have the right to “participate in the governance of the University” including our departments and programs. Student representatives should be selected by the students in the program. Our involvement in appropriate policy decisions made at the departmental and program level provides for increased communication of our ideas and concerns, as well as evidence that we are in training as future academicians. *University of California Policies Applying to Campus Activities, Organizations, and Students, Section 72.00.* www.ucop.edu/ucophome/uwnews/aospol/uc70.html

Section 9 Endorsement and Amendments

The endorsing bodies of this document are requested to re- view and propose changes to said document. These changes are subject to approval by all endorsing bodies. This review and amendment should take place during the Fall Quarter every academic year. The following entities are in endorsement of this document as a guiding document for graduate student academic rights and responsibilities.

UCLA Graduate Students Association

Endorsed May 28, 2003

UCLA Graduate Council of the Academic Senate

Endorsed May 30, 2003