

Graduate Student Handbook 2014-  
2015

## Graduate Student Handbook

2014- 2015

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 our third cohort of graduate students 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 AT THE CHÁVEZ DEPARTMENT

### 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 will be expected to take courses in each of the four areas. These are as follows:

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

Genders and sexualities, power and inequalities, and the colonial/decolonial/postcolonial paradigms are transversals that 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.

A key 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.

### Important Contact Information

#### ➤ Email

All graduate students are entitled to a free email account. Every student is expected to establish and regularly monitor his or her own UCLA email account for official communications. Important notices will be sent to your UCLA e-mail account from the Office of Graduate Studies, the department, and other campus entities. You will be considered notified when such official emails are sent to your UCLA email account.

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<http://www.gdnet.ucla.edu>  
-Graduate Division Academic Policies (Guidelines)  
<http://www.gdnet.ucla.edu/gasaa/library/default.asp?gref=info.htm>  
-Graduate Division Financial Support  
<http://www.gdnet.ucla.edu/asis/stusup/index.html>  
-Graduate Division Handbook  
[www.gdnet.ucla.edu/orientation.html](http://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/>

## Advising

The Director of Graduate Studies is assigned as provisional adviser to all incoming graduate students until a permanent faculty adviser is selected in the second year. The faculty adviser assists students with

planning their program of study. Students are expected to meet with their faculty adviser at least once a quarter, usually little before the quarter starts to have their enrollment plan approved. All students must have their course schedules approved by the graduate adviser prior to enrolling. The student affairs officer also provides assistance with policy and procedure.

## Full-Time Graduate Program

The department expects the graduate students to be enrolled full time, except in special circumstances as described below. UCLA officially requires 12 unit (normally three courses) per term for graduate students to be a full time student prior to their doctoral candidacy. Eight units per term are required for a doctoral candidate to be a full time student.

Teaching assistants (TAs) and graduate student researchers (GSRs) are required to be registered and enrolled in at least twelve-quarter units throughout their appointments. Those assistants who take a leave of absence or withdraw terminate their appointments. Course 375 for TAs, and independent studies at the 500- level for GSRs, may be counted toward the eight or twelve-unit load.

Graduate students who hold fellowships must be enrolled in at least twelve units, both before and after advancement to candidacy. The twelve units required per quarter may include, among other courses, those in the 500 series (individual study or research).

*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 a student has family or employment responsibilities or health problems that preclude full-time enrollment, the student should contact the departmental graduate adviser to discuss the possibility of an*

exception.

("Standards and Procedures for Graduate Studies at UCLA, page 25)

### Continuous Enrollment

Students must be continuously registered and enrolled unless they are on an approved leave of absence (see below). Once advanced to candidacy the student must be enrolled in 8 units. It is expected that students enroll in classes and drop and add courses by the end of the 2<sup>nd</sup> week of the quarter. Any late enrollments must be completed by the end of the 3<sup>rd</sup> week of the quarter. It is necessary to maintain full-time enrollment throughout the quarter in order to protect the employment benefits and to meet the terms of any financial awards.

## PROGRAM REQUIREMENTS

### Foreign Language Requirement

The completion of a Ph.D. in Chicana and Chicano Studies requires, at minimum, reading fluency in Spanish. Students may satisfy the language requirement in one of the following ways: 1) satisfactory completion of two years of coursework at the University level; or 2) passing a language proficiency examination deemed appropriate by the department. The foreign language requirement is typically completed in the first year of graduate study, but must be completed before advancement to candidacy.

### Course Requirements

#### General Required Courses series/numbers:

**100 series:** undergraduate upper division courses **200 series:** graduate courses and seminars

**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 preparation);

**599** (doctoral dissertation research and preparation).

Note: Courses numbered 501 are not individual study and research but are cooperative programs held in conjunction with USC.

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

**495:** Graduate courses numbered 400-499 are designed for professional programs leading to graduate degrees other than the M.A., M.S., and Ph.D.

### 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 MA level, a student must successfully complete a certain set of courses in the different areas of study, in addition to successfully executing a thesis.

Students admitted to the Ph.D. program without an M.A. degree will follow Plan A, as described below. Students entering the Ph.D. program with an approved M.A. thesis should follow Plan B (see under Doctoral Degree).



## Plan A

### Course Requirements

Students must successfully complete a total of 40 units (normally ten courses), completed while in graduate status and taken for a letter grade with a minimum of 3.0 grade-point average. Of the 40 units, at least 32 must be completed at the graduate level. Up to 8 units of upper division undergraduate courses may be applied to the 40-unit requirement. One 500-series course (up to four units) may be applied toward the 40-unit requirement.

\* Students entering the Program with a Bachelors degree from another discipline may be required to take additional courses to assure competency in the field of Chicana and Chicano Studies.

#### Required courses:

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

Students 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.

The interdisciplinary areas of study are:

1) Border and transnational studies; 2) Expressive arts; 3) History, culture, and language of the Americas; and 4) Labor, law, and policy studies.

Genders and sexualities, power and inequalities, and the colonial/decolonial/postcolonial are transversals that intersect the four areas.

- Two elective courses (8 units), of which both may be undergraduate upper division courses or taken outside the department.

- Four units of Chicana/o Studies 598 (master's thesis research) or 596 (Directed Individual Studies or Research) (in lieu of one elective).

Students may take up to a maximum of 12 units of Chicana/o Studies 598, and up to a maximum of 12 units of Chicana/o Studies 596 in a single Academic Year. However, students may not take more than one Chicana/o Studies 596 per quarter before the M.A. degree requirements are completed.

When working as Teaching Assistants (TAs), students may enroll in Chicana/o Studies 495 when they receive their first teaching appointment and must enroll in Chicana/o Studies 375 each quarter in which they hold a teaching appointment. Neither of these courses may be counted toward the degree requirements.

The minimum course load is 12 units per quarter. Students must be continuously registered and enrolled unless they are on an approved leave of absence (see below).

### Master's Thesis

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.

According to *Standards and Procedures for Graduate Studies at UCLA*: "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. Before beginning work on the thesis, the student obtains approval of the subject and general plan from the thesis committee." (8)

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).

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

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

\* All thesis plan students need to formally nominate their M.A. committee, submit advancement to candidacy paperwork, and follow the filing procedures.

### **M.A. Committee**

The thesis committee consisting of three faculty: the student's faculty advisor, another ladder-ranked faculty from the list of core or jointly-appointed faculty in the department, and an outside reader must be nominated by the department no later than Fall Quarter of the student's second year.

### **Advance to Candidacy**

According to Graduate Division *Standards and Procedures*, "It is the student's responsibility to file advancement to candidacy 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" (For further details, see *Standards and Procedures*, p.7-8). Advancement to Candidacy Form can be found in the Graduate Division main web page (under "Forms and Publications", <http://www.gdnet.ucla.edu/forms.asp>).

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

### **Thesis Formatting and Filing**

The final manuscript of your thesis should be formatted and filed according to Graduate Division regulations. For the M.A. thesis filing deadline, see the Registrar's Calendar online. For guidance in the final preparation of

the manuscript, you should consult *Thesis and Dissertation Formatting and Filing Guide*, available at <http://www.gdnet.ucla.edu/gasaa/etd/thesisguide.pdf>.

Orientation meetings on manuscript

preparation and filing procedures are conducted by the Graduate Division at the beginning of each quarter (see the Registrar's Calendar online).

### **Time-to-degree**

The normative time to degree for full-time students is two years (six quarters) and the maximum time to degree is seven quarters.

\* Students who already have a Master's degree in Chicana and Chicano Studies or in a related field must submit their Master's thesis once admitted to the program. The Department's Graduate Committee will evaluate the submitted material to determine whether or not it fulfills the M.A. requirements of the program. If the Master's thesis is deemed satisfactory, the student will be allowed to enter the Ph.D. program under Plan B (see Doctoral Degree requirements below). The material should be submitted no later than the third week of the Fall Quarter of their first year.

## **Doctoral Degree**

### **Advising/Doctoral Committee**

Each entering student is assigned to the Vice Chair for Graduate Studies, who takes primary responsibility for academic advising in the first year. A permanent faculty advisor is selected in the second year. 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. Upon nomination by the chair of the department, Doctoral committees are

appointed by the Dean of the Graduate Division (See

*Standards and Procedures* for more details.)

The doctoral committee is responsible for supervision, review, and approval of the doctoral dissertation. The student affairs officer provides assistance with policy and procedure.

of 12 units of Chicana/o Studies 596 per academic year.

## **Course Requirements**

### **Plan A**

For students under Plan A, who have completed all the course requirements for the M.A. as described above, 32 additional units (normally eight graduate courses) will be required to complete the Ph.D. These 32 units should provide more depth to the student's preparation in the field and research agenda.

### **Plan B**

Students entering the Ph.D. program with an approved M.A. thesis are expected to take a minimum of 44 units (regularly 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.
- 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.

Students may take up to a maximum of 12 units of Chicana/o Studies 597, and up to a maximum

The minimum course load is 12 units per quarter. Students must be continuously registered and enrolled unless they are on an approved leave of absence.

### **Teaching Experience**

All doctoral students are expected to fulfill at least one year of teaching experience as teaching assistants in the department.

### **Written and Oral Qualifying Examinations**

To become a doctoral candidate, students 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 University written and oral qualifying examinations prior to doctoral advancement to candidacy. Also, under UCLA faculty Senate regulations the University UCLA oral qualifying examination is open only to the student and appointed members of the doctoral committee.*

In addition to University requirements, some graduate programs (like ours) have additional 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 Written Qualifying Examination is a two-part exam based on the student's coursework, research interests, and familiarity with the field. Part One will be 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 Appendix 2). Part Two will be a paper in response to a question related to the student's dissertation

research; it will require a theoretical grounding in the student's areas of specialization, an ability to define and apply interdisciplinary methodology, and a well-supported argument. Students will have two weeks to complete their written qualifying exam.

Students may enroll in up to 12 units of Chicana/o Studies 597 (examination preparation) to help prepare for the exam. Students who fail either part of the written qualifying examination may retake it once without petition, as early as 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 University Oral Qualifying Examination is required after completion of the Written Qualifying Examination, completion of the dissertation proposal, and appointment of a doctoral committee in accord with University regulations. Students are required to take the University Oral Qualifying Examination in the term following completion of the Written Qualifying Examination. The four-member doctoral committee is responsible for administering the examination. The oral examination is approximately two hours in length and is focused on the student's dissertation proposal. The University Oral Qualifying Examination is open only to the members of the doctoral committee and the student. (For more details, see "Doctoral Qualifying Examination Guidelines, Appendix 3)

candidate to complete a dissertation (previously approved by the

### **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 your dossier.

### **Doctoral Dissertation**

The doctoral degree program requires the

doctoral committee). This dissertation is evidence of the candidate's ability to perform original, independent research and constitutes a distinct contribution to knowledge in his or her principal field of study.

For guidance in the final preparation of the manuscript, the student should consult *Thesis and Dissertation Formatting and Filing Guide*, available at [www.grad.ucla.edu/publications.asp](http://www.grad.ucla.edu/publications.asp).

Students are encouraged to attend one of the orientation meetings on manuscript preparation and filing procedures that are conducted by the Graduate Division at the beginning of each quarter.

If a student is conducting research for the purpose of fulfilling the master's or doctoral degree requirements, the student should be aware that if the research will entail the use of human subjects (medical procedures, questionnaires, interviews, etc.), in addition to receiving the approval of the thesis committee, the student must also seek the approval of the appropriate Human Subject Protection Committee (HSPC) at UCLA, prior to the initiation of the research project. Additional information regarding application procedures may be obtained from the HSPC - General Campus, (310) 825-7122.

**Final Oral Examination (Defense of Dissertation)** No public defense of the dissertation is required, but the doctoral committee, in conjunction with the student, may opt to voluntarily 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.htm>

|

#### **Time-to-Degree**

Full-time graduate students should normally complete the requirements for the Ph.D. degree within five years

of completion of the requirements for the master's degree, with the total time from admission to graduate status until completion of the Ph.D. being seven years.

distinguished faculty,

### Evaluation of Students' Academic Progress

The monitoring of students' academic progress occurs at the departmental level so that student, faculty/mentor, and program-wide problems are discovered and addressed early. The students progress evaluation is usually conducted in the Fall quarter of each Academic Year.

A degree-seeking student is in good academic standing if he or she: 1) meets the standards of quality of his or her academic program and the Graduate School; 2) makes satisfactory progress toward completion of 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. Students who are not in good academic standing are not eligible to receive a degree and cannot hold a merit award. (For more information, see Appendix 4, "Guidelines for Student's Progress Assessment," and Appendix 5, "Graduate Students Self Report and Self Assessment").

### OTHER IMPORTANT GENERAL REGULATIONS & POLICIES

*"Standards and Procedures for Graduate Study at UCLA"*

<http://www.gdnet.ucla.edu/gasaa/library/spfgs.pdf>

This document should be your "bible" while in graduate studies at UCLA.

### UC Intercampus Exchange Program

The UC Intercampus Exchange Program is for graduate students who seek contact with



scholars, fields of study, and resources not available on her or his home campus.

award of the bachelor's degree may not be applied toward a graduate degree at UCLA.

### **Eligibility**

- 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**

Through petition, courses completed in graduate status on other UC campuses may apply 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 two courses completed with a minimum grade of 'B' in graduate status at institutions other than UC may apply to UCLA master's programs. The two courses would constitute the equivalent of eight-quarter units or five semester units. They may not fulfill the minimum five-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. Thus, course taken for any other degree previously awarded at UCLA or another institution, and courses taken before the

Correspondence courses are not applicable to graduate degrees.

The course is only offered in the

### **Employment and Degree Programs**

University policy governing the employment of graduate students regards the individual as primarily a student rather than an employee, and emphasizes the need for the student to make timely progress toward the degree. The total length of service rendered in any one or any combination of the following titles may not exceed four years (12 quarters): Reader on annual stipend, Teaching Assistant, Teaching Fellow, and/or Associate. Under special circumstances, the Chancellor, upon recommendation of the department chair and the dean of the school or college, may authorize a longer period, but in no case for more than six years.

### **TA Requirements and Regulations**

A student teacher appointment is for one academic year or less, and is self terminating unless the appointee is otherwise notified.

Appointment to the title of Teaching Assistant or Teaching Fellow may not exceed 50 percent time employment during the academic year, nor may such appointment in combination with other employment within the University exceed half-time. Those employed halftime should be expected to devote, during instructional and examination periods, sixteen to twenty hours per week to such work including time spent in preparation, classroom and laboratory teaching, office consultation, and reading student papers (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 school or college.

All new TAs must complete the TA training course, CCS 495, prior to or concurrent with their first appointment or concurrent with it.

Fall quarter each year, so to work as a TA at any time during the year, you must take the TA training course in the Fall. In addition, students whose native language is not English must pass an oral English (SPEAK) exam before their first appointment to a TAship. Failure to take and pass the exam will result in the loss of the appointment.

You may hold multiple fellowship awards or a combination of a TAship and fellowship, provided total funding equals no more than the equivalent of 5 quarters of TAship (at 50% time) and provided the agency granting the fellowship allows you to work or accept additional funds.

If an eligible TA decides to decline the appointment, he or she should do so as early as possible. Alternates are then appointed.

TAs at UCLA are represented by a union. TA appointments, contracts, and any possible disciplinary action (such as removal from a TA position for failure to perform the contracted functions) conform the union guidelines. (See Appendix 6)

### TA Summer Positions

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

- Be in good academic standing (3.5 or above GPA)
- Have not outstanding Incomplete grades.
- Have not been awarded the GSRM for the Summer in question.
- Preference will be given to the

students who have not been TAs the previous Summer.

- Preference will be given to those students who have at least one year as TA in our department.

and with the approval of the Graduate Division. No more than three quarters of leave

### Travel Financial Support

This is a merit-based financial support. Whenever funds are available, the Department may award up to \$350 to graduate students toward travel expenses when attending a conference. To be eligible students should be presenters at the conference, be in good academic standing (3.5 or above GPA), and should not have any outstanding Incomplete grade. Students may apply to travel funds for only one conference per Academic Year.

### 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 (3.0 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 University 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: (1) 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 involved,

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 University policies, only persons who are registered are entitled to use of University facilities (with the exception of the library). If the student anticipates using 12 or more hours of University facilities and/or faculty time (excluding the library) in any quarter, the student is not eligible for a leave of absence or an extension of a leave of absence and must register. All usages of faculty time are to be considered, including reading and suggesting revisions to drafts of theses and dissertations.

(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/oa.htm>)

### ***In-Absentia* Registration**

The *University of California Fee Policy for Graduate Student In Absentia Registration* allows graduate students to take research or coursework leaves outside of California and remain enrolled in the University while paying 15 percent of combined Tuition and Student Services Fees. *In Absentia* Registration is for the academic year only.

For petition ***In-Absentia* Registration** form go to [www.grad.ucla.edu/gss/library/abspetition.pdf](http://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*).

Division, a student is notified in

### Termination of Graduate Study and Appeal of Termination

#### **University policy**

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. University 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**

A recommendation for termination is made by the student the Director for Graduate Studies after a vote of the department's faculty. Before the recommendation is sent to the Graduate

writing and given two weeks to respond in writing to the Chair. An appeal is reviewed by the department's faculty, which makes the final departmental 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) in each course in which the student is enrolled. All withdrawals must be requested by the last day of instruction of the quarter in which the withdrawal is to begin. 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. University requirements state that unless granted a formal leave of absence, continuing graduate students who fail to register are considered to have withdrawn from the University and must compete for readmission with all other applicants.

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> and <http://www.gdnet.ucla.edu/grpinst.htm>

Support based solely on financial need is provided, in the form of loans, grants, and—on a limited basis—work-study employment, from the Financial Aid Office.

## FINANCIAL SUPPORT

Students must be U.S. citizens or permanent residents. For more information, contact the Financial Aid Office at A-129 Murphy Hall, (310) 206-0400.

Support based on merit is available in the form of fellowships, traineeships, teaching assistantships, and graduate student researcher positions. These awards are open to all students—U.S. citizens, permanent residents, and international students—who have demonstrated high academic achievement. 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. 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/contspprt.pdf>

### Extramural Fellowships:

Students 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>

*Financial Aid:* Funding based on financial need is available only to U.S. citizens and permanent residents. Financial aid includes loans and work-study awards.

Financial Aid Office

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

u

### Teaching & Research Assistantships:

Teaching Assistantships provide experience in teaching undergraduates with faculty supervision. Graduate



Student Researcher positions provide experience working on faculty-supervised research projects. Each department selects awardees for teaching assistantships, graduate student research positions, registration tuition grants and nonresident supplemental tuition fellowships.

Students are also advised to apply to other forms of university support, such as, Graduate Research Mentorship, Graduate Research Summer Mentorship and Dissertation Year Fellowships. See the SAO or the Graduate Program Director for more information.

**\*To 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).

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#](http://www.gdnet.ucla.edu/asis/sfap/srmintr.htm#)

[Apply](#)

### Foreign Language and Area Studies Fellowship

Assists individuals who are undergoing advanced training in modern foreign languages and related area

### Graduate Summer Research Mentorship Program

studies. For further information visit the Foreign Language and Area Studies Fellowship page <http://www.grad.ucla.edu/asis/entsup/titlevi.htm>

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

**UCLA Latin American Center**

### Concurrent Awards/Fellowships

Recipients offered other awards (e.g., from extramural agencies or department allocations) in addition to the offer of Graduate Division-administered fellowships may, at the Graduate Division's or department's discretion, 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. For example, in 2012-13, the maximum allowable support from all merit-based sources for a single person living off campus is \$11,013 for the summer (July through September) and \$35,742 for the academic year (October through June). 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>

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

## ACADEMIC RESOURCES AVAILABLE TO GRADUATE STUDENTS

**UCLA Chicano Studies Research Center**

<http://www.international.ucla.edu/lai/>

**UCLA Latino Home-School Research Project**  
<http://cultureandhealth.ucla.edu/latinohsproj/>

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

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

their web site.

- **Graduate Writing Center**  
<http://gsrc.ucla.edu/gwc/>

### 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. Their web site has information on GSA structures, activities, and resources.

- **Graduate Student Resource Center**  
<http://gsrc.ucla.edu>

The UCLA Graduate Student Resource Center is a one-stop resource, referral and information center for graduate 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

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. Meet with a trained and experienced graduate writing consultant to work on writing issues ranging from style and argumentation to grammar and syntax. The graduate writing consultants will work with you to develop your writing confidence and your writing skills.

□ **Grant Proposal Advising.**

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

The program is designed to provide experienced professional assistance to encourage the submission and facilitate the success of individual proposals for graduate and postdoctoral fellowships. These fellowships are offered by a variety of agencies including the National Science Foundation, Mellon Foundation, Ford Foundation, National Institutes of Health, Social Sciences Research Council, and Fulbright Fellowship Programs. The awards provided by these agencies are merit-based, competitive and often devised for multi-year study programs. Successful endeavors are prestigious and widely recognized as indicators of scholarly potential and accomplishment.

**Chicana/o and Latina/o Studies Programs, Departments, and Universities**

- \* Claremont McKenna College: Department of Chicano Studies
- \* Cornell University: Latino Studies Program
- \* The National Hispanic University
- \* Rutgers University: Department of Puerto Rican and Hispanic Caribbean Studies
- \* The University of Arizona: Mexican American Studies Minor

- \* San Diego State University: Department of Chicana and Chicano Studies
- \* University of Texas El Paso: Chicana/o Studies Program
- \* University of California, Berkeley: Department of Ethnic Studies
- \* University of California, Davis: Chicana/o Studies Program
- \* University of California, Irvine: Chicano/Latino Studies Program
- \* University of California, Riverside: Department of Ethnic Studies
- \* University of California, San Diego: Department of Ethnic Studies
- \* University of California, Santa Barbara: Department of Chicana and Chicano Studies

University of California, Santa Cruz: Latin American and Latino Studies

**STUDENT HEALTH SERVICES**

**Arthur Ashe Student Health and Wellness Center**

All registered graduate students may use the Arthur Ashe Student Health and Wellness Center, an outpatient clinic geared to the special needs of students at UCLA. 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 and 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 and 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.

North America, the UCLA Library system comprises the Charles

### Medical Insurance Requirement

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

### Office for Students with Disabilities (OSD)

OSD Services are designed to meet the unique educational needs of regularly enrolled students with documented permanent and 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 OSD staff is available to assist students in successfully meeting educational challenges. A good introduction to the OSD, explaining how the OSD works and how to obtain services, is available in the OSD Student Handbook. For a copy, log on to the

## OTHER IMPORTANT CAMPUS SERVICES

### Libraries

As one of the top five research libraries in

E. Young Research Library, the College Library, and eight specialized subject libraries. The BruinCard serves as the library card for UCLA students, faculty, and staff. Users will need to have their account activated the first time they attempt 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 University 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. The BruinCard should be presented whenever required to provide proof of UCLA status.

### **Bruin OnLine (BOL) ··· (310) 267-HELP**

It is a collection of services that provides UCLA students, faculty, and staff with e-mail, web hosting services, network connectivity (including wireless), and free software and support.

### **MyUCLA**

It is a customized portal web page where students can access real-time class schedules, grades, campus appointments, traffic, and information about the weather; check their UCLA e-mail account 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**

It is an electronic deposit of funds service. All recipients of fellowship awards and traineeships **are strongly encouraged** to sign up for BruinDirect to have their stipends deposited directly into their

personal bank accounts. Recipients of monthly stipends who have NOT signed up for BruinDirect will likely experience a delay of several days in receiving their checks. Monthly checks for those who have not signed up for BruinDirect will be mailed to the recipient's local address (if one has been provided to us) and will not necessarily 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. Students may make appointments by telephone or in person, and there is an initial intake charge of \$30 for each matter; there are no charges for subsequent visits on the same matter. The office is open from September through June.

### Bruin Resource Center

The Bruin Resource Center 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.

### Computing and Technical Services

#### -Free Online IT Training Resource

UCLA LearnIT is a gateway to IT training at UCLA. It provides technology training to UCLA staff, faculty and students.

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

#### -Social Science Computing (SSC)

SSC offers a variety of computing services. Basically, it supports the computing needs of faculty, staff, and students in the Social Sciences division by providing computer labs for personal coursework, training, and instructional use.

<http://computing.sscnet.ucla.edu>

#### Labs

The labs are available to all Social Sciences faculty, undergraduate and graduate students taking a Social Sciences course or enrolled in a Social Science Major. Social Sciences Computing has six labs available for instructional purposes during the academic year.

The main labs are located at **2041 Public Affairs** (other labs are located at Bunche and at Haines). Most of the labs are available for drop-in use when the labs are not in session.

Please visit [access.labs.sscnet.ucla.edu](http://access.labs.sscnet.ucla.edu) for more detailed instructions.

For Social Sciences Computing Labs and Graduate Student Server (Zambezi), go to <http://computing.sscnet.ucla.edu/labs/remote-access>

#### SSC Support Desk

The Social Sciences Computing Support Desk is located in Public Policy Building Room 2035A.

Normal hours of operation:

Monday - Friday 9am to 5pm.

You can contact SSC in person, via the phone (x62821), or email ([support@ssc.ucla.edu](mailto:support@ssc.ucla.edu)), this is where they



address all of your questions. Please, direct all questions and problems about access to the network or services available from SSC through the Support Desk.

In the SSC website you will also find very useful information for instructional purposes. For instance, as TAs you can make your own class web sites for your discussion sections. Social Sciences Computing Services offer one on one training on how to use the class web sites, just email [help@ssc.ucla.edu](mailto:help@ssc.ucla.edu)

## CAMPUS SAFETY

### Emergency Phone Numbers

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

**8-911 when calling from off-campus ECS prefixes 312, 411, or 794**

**(310) 825-1491 when calling from a cellular phone from campus or adjacent locations.**

\*For more detailed information go to <http://map.ais.ucla.edu/go/police>

### Escort Service ··· (310) 794-WALK

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) 825-9800

The UCLA Evening Van Service provides a safe means of transportation around campus during evening hours. The vans provide transportation

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 9-1-1 ambulance coverage for the campus and surrounding community, 24 hours a day, 365 days of the year. EMS-1, our primary campus ambulance is a basic life support unit that responds to more than 1,200 medical aid calls each year.

### ✚ UCLA Emergency Medical Services

Email: [info@ucpd.ucla.edu](mailto:info@ucpd.ucla.edu)

Phone: (310) 825-1491

### ✚ Ronald Reagan UCLA Emergency Room

Phone: (310) 825-2111

601 Westwood Plaza

Los Angeles, CA 90095-1364

### Business Hours:

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

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

between campus buildings, on-campus housing, and nearby residential

**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 pick events each year in sports, arts and lectures on the UCLA campus.

**Go to the movies (free).** 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 let the Administrative Specialist Officer know. 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

**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>

Outdoor Adventure Center in the northwest corner of the Wooden Center.

**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.

campus policies and regulations. Academic misconduct is contrary to the purposes of the University

## 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

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 - 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/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 University Graduate Division (Appendix 7).

## QUESTIONS AND PROBLEMS

Routine administrative questions should be addressed first to the Graduate Advisor and, next to the Director of the Graduate Program. In addition, the Director of the Graduate Program functions as informal ombudsman for departmental graduate affairs. Graduate students and faculty should bring all matters of concern to her 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**



## 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)

The M.A. thesis should be submitted at the end of the second year, but no later than 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 the student’s faculty advisor, another ladder-ranked faculty from the list of core or jointly-appointed faculty in the department, and an outside reader. (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.
3. Develop general plan of research to submit to M.A. thesis committee for approval during Fall quarter of the second year.<sup>1</sup>
4. In consultation with your Academic Advisor, establish a research and writing timeline, and a date for submission of the

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<sup>1</sup> 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.

- 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.

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.

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*.

### ***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 Publications”)

**APPENDIX 2  
PHD QUALIFYING EXAMS – READINGS LIST**

PhD QUALIFYING  
EXAMS 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: UTPress.
4. Dreby, Joanna. 2010. *Divided by Borders: Mexican Migrants and their Children*. Berkeley: University of California Press.
5. Fox, Jonathon and Gaspar Rivera-Salgado, eds. 2004. *Indigenous Mexican Migrants in the United States*. San Diego, CA; Center for U.S. Mexican Studies UCSD.
6. Fregoso, Rosa Linda. 2003. *meXicana Encounters: The Making of Social Identities on the Borderlands*. Berkeley: The University of California Press.
7. Fregoso, Rosa-Linda and Cynthia Bejarano (eds). 2010. *Terrorizing Women: Femicide in the Americas*. Durham: Duke U Press.
8. Gaspar de Alba, Alicia (with Georgina Guzmán) (eds). 2010. *Making a Killing: Femicide, Free Trade, and La Frontera*. Austin: U of TX Press.
9. Guarnizo, Luis Eduardo, and Michael Peter Smith (eds.). 1998. *Transnationalism From Below*, New Brunswick, NJ: Transaction Publishers.
10. Guidotti, Nicole. 2011. *Unspeakable Violence: Remapping U.S. and Mexican National Imaginaries*. Durham: Duke University Press.
11. Gutiérrez-Jones, Carl. 1995. *Rethinking the Borderlands: Between Chicano Culture and Legal Discourse*. Berkeley: U of California 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*. Berkeley: University of California Press.
14. Hondagneu-Sotelo, Pierrette, ed. 2003. *Gender and U.S. Immigration: Contemporary Trends*. Los Angeles: University of California 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 L. and José E. Limón (eds). 2012. *Immigration and the Border: Politics and Policy in the New Latino Century*. U of Notre Dame Press.
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*. Durham: 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: Princeton UP.
22. Mohanty, Chandra. 2003. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*, Durham, NC: Duke UP.
23. Pederson, David. 2013. *American Value: Migrants, Money, and Meaning in El Salvador and the United States*. Chicago, IL: The University of Chicago Press.
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, Alicia. 2008. *Migrant Imaginaries: Latino Cultural Politics in the U.S.-Mexico Borderlands*. New York: New York U Press.
27. Tuhiwai Smith, Linda. 1999. *Decolonizing Methodologies. Research and Indigenous Peoples*. London: Zed Books & University of Otago Press.
28. Staudt, Kathleen and Irasema Coronado. 2002. *Fronteras No Más: Toward Social Justice at the U.S.-Mexico Border*. New York: 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: **Error! Contact not defined.**
- 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 Luis. 2005. *Brown on Brown: Chicano/a Representations of Gender, Sexuality, and Ethnicity*. Austin: U of Texas 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*. Durham: Duke U Press.
6. Bebout, Lee. 2011. *Mythohistorical Interventions: The Chicano Movement and Its Legacies*. Minneapolis: 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*. Austin: U of Texas Press.
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. **Error! Contact not defined.**, Sonia. 2000. *Feminism on the Border: Chicana Gender Politics and Literature*. Berkeley: U of California 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); Albuquerque: 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*. Albuquerque: U of New Mexico 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*. Oakland, CA.: NewVillage 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*. London: Verso.
3. Arenal, Electa and Amanda Powell (eds). 1994. *Sor Juana Inés de la Cruz: The Answer/La Respuesta*. New York: 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*. Austin: U of Texas P.
10. Cantú, Norma E., and Olga Nájera-Ramírez, 2002. *Chicana Traditions: Continuity and Change*. Chicago: University of Illinois Press.
11. Chabram-Dernersesian, Angie (ed). 2006. *The Chicana/o Cultural Studies Reader*. New York: Routledge.
12. De León, Arnoldo. 1983. *They Called Them Greasers: Anglo Attitudes Toward Mexicans in Texas, 1821-1900*. Austin: U of Texas Press.
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*. Minneapolis: U of Minnesota Press.
17. Gaspar de Alba, Alicia. 2003. *Velvet Barrios: Popular Culture & Chicana/o Sexualities*. New York: 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*. New York: 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*. Boston: Beacon Press.
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*, Durham, NC: 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*. Cambridge, MA: South End Press.
36. Muñoz, José Esteban. 1999. *Disidentifications: Queers of Color and the Performance of Politics*. Durham: Duke U Press.
37. Noriega, Chon A. 2005. *Shot In America: Television, the State, and the Rise of Chicano Cinema*. U of Minnesota Press.
38. Oropeza, Lorena. 2005. *¡Raza Si! ¡Guerra No! Chicano Protest and Patriotism During the Viet Nam War Era*. Berkeley: U of California Press.
39. Pérez, Domino Renee. 2008. *There Was a Woman: La Llorona from Folklore to Popular Culture*. Austin: U of 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, Catherine. 2009. *Woman in the Zoot Suit. Gender, Nationalism, and the Cultural Politics of Memory*. Durham: 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*. New York: Oxford University 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*. Berkeley and Los Angeles: U of California P.
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/NY: Oxford UP.
50. Santa Ana, Otto. 2002. *Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse*. Austin: U of Texas Press.
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. Aída Hurtado, Norma Klahn, Olga Nájera-Ramírez and Patricia Zavella, eds. *Chicana Feminisms: A Critical Reader*. Durham, NC: Duke University Press.
2. Asencio, Marysol (ed). 2009. *Latina/o Sexualities: Probing Powers, Passions, Practices, and Policies*. Chapel Hill, NC: Rutgers University P. (MB)

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*. New York: NYU Press.
5. Chavez, Leo R. 2008. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford: Stanford University Press.
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 University Press.
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: The Life of María Elena Lucas*, Ed. Fran Leeper Bus. Ann Arbor: University 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 1960s to the 1990s*. New York: Routledge.
15. García, María Cristina. 2006. *Seeking Refuge: Central American Migration to Mexico, the United States, and Canada* (UC Press 2006)
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*. Berkeley: University of California Press. (Labor, Law and Policy Studies)
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*. Berkeley, Calif.: University 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 American Community: Power, Conflict and Solidarity*. Austin: University of Texas Press.
24. Portes, Alejandro and Robert L. Bach. 1985. *Latin Journey: Cuban and Mexican Immigrants in the United States*. Berkeley and Los Angeles, U of California P.
25. Repak, Terry A. 1995. *Waiting on Washington: Central American Workers in the Nation's Capital*. Philadelphia: Temple University Press.

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*. Los Angeles: UCLA Chicano Studies Research Center Press.
28. Stephen, Lynn. 2007. *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon*. Durham: Duke University Press.
29. Stern, Alexandra Minna. 2005. *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America*. Berkeley: University of California Press.
30. Telles, Edward E. and Vilma Ortiz. 2008. *Generations of Exclusion: Mexican Americans, Assimilation, and Race*. NY: Russel Sage Foundation.

**APPENDIX 3**  
**Doctoral Qualifying Examinations Guidelines**

### Doctoral Qualifying Examination

To become a doctoral candidate, the student must provide evidence of competency in the field by passing a series of written and oral examinations. The Doctoral Qualifying Examination (QE) determines whether the student has an adequate command of knowledge in the field of study, and can organize, apply and convey that knowledge. It also tests the student's readiness to pursue advanced independent research in Chicana and Chicano Studies with appropriate concentrations.

Students must take this examination within one calendar year of completing all requirements listed on the degree plan. Students in Plan A (who entered the Program without a Masters degree) should complete their QE by the end of their fourth year, and students in Plan B (who entered the Program with a Masters degree) by the end of the second year, but no later than the seventh quarter (normally Fall of the third year).

#### The 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.)

#### The Qualifying Examination

The QE consists of three components: 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.

The Written Qualifying Examination is a two-part exam based on the student's coursework, research interests, and familiarity with the field. Part One will be a literature review based on a reading list of 40-50 texts drawn up by the student in consultation with his/her dissertation advisor. 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.

The student should circulate a first draft of the QE bibliography to the committee early in the quarter in which the student plans to take the exam. The 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 at least one month prior to the exam.

Students will have two weeks to complete their written qualifying exam.

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.

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 University Oral Qualifying Examination, also known as a defense of the dissertation prospectus, will be scheduled in the quarter following the successful completion of the written exam. All members of the doctoral committee must receive a hard copy of the prospectus at least two weeks before the oral exam. The four-member doctoral committee is responsible for administering the qualifying oral exam.

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.

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.

The prospectus:

- Elucidates the candidate's research project: What are the research questions and what materials will be used to answer your questions?
- Gives an overview of the extant literature, indicating why the study to be undertaken moves beyond what has been written to date.
- Delineates and justifies the interdisciplinary methodologies, theories and critical approaches that will be used to complete 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.

It is the responsibility of the student to schedule the oral exams at least six 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.

According to University regulations, the doctoral committee,

conducts the oral qualifying examination, and at its option, the written 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. It is the duty of the chair 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. 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)

Because the QE represents 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 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.

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.

**APPENDIX 4**  
**GUIDELINES FOR STUDENT'S PROGRESS ASSESSMENT**

### 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**

Graduate Students Self Report and Self Assessment

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<b>Last Name</b>	<b>First Name</b>
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**Faculty Academic Advisor**

**Research Interests**

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**Awards and Fellowships held during your first year in the program (also include those you've applied to and indicate if they were granted or denied)**

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**Conferences attended as presenter during your first year in the program.**

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**Teaching and/or research assistantships you have undertaken (including Summer 2013).**

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

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**Other professional achievements and activities.**

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**M.A. Thesis/Ph.D. Dissertation**

**Title and brief description of your proposed research topic**

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**Status of Thesis/Dissertation. Describe your progress so far.**

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**Goals for coming year – describe intended accomplishments**

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**Ph.D. Qualifying Exams**

**If applicable, briefly describe your plans in preparation for the exams**

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**Summary of Accomplishments and Future Plans**

**Provide a brief reflective description of what you have accomplished thus far in your graduate studies at UCLA, what barriers you had to overcome and/or you are currently facing, and your plans for this Academic Year (through June 2014). Attach additional pages if necessary**

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**Signature of Student and Date** \_\_\_\_\_



**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 booklet. 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](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 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](http://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

Academic Apprentice Personnel Manual

**APPENDIX 7**  
**UCLA GRADUATE STUDENT ACADEMIC RIGHTS AND RESPONSIBILITIES**

# 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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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

