

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

DEPARTMENT OF CHICANA AND CHICANO STUDIES

Graduate Program
Handbook and Guidelines
2012-2013

The Graduate Program Affairs Office
Department of Chicana and Chicano Studies
University of California, Santa Barbara
September 2012

Dear Student,

The Department of Chicana and Chicano Studies Graduate Handbook should be used in conjunction with the Graduate Division's Graduate Handbook, together they detail requirements, policies and procedures required both by the University and by the Department of Chicana and Chicano Studies. We have taken great care to be as detailed and specific as possible in discussing all policies and procedures. However, if any information is unclear or missing, please notify the Chicana and Chicano Studies staff graduate advisor.

Every graduate student is responsible for confirming the deadlines, requirements, and paperwork that apply to his/her degree program at each step in the graduate school process. The staff Graduate Advisor is there to assist you if you have any questions or need confirmation on the graduate program's requirements.

It is important to meet, on a regular basis, with your individual faculty advisor. Other key persons to consult as necessary are the staff graduate advisor, the department faculty graduate advisor, the department chair, and the Graduate Division.

* *Graduate Division's Graduate Handbook is available online at www.graddiv.ucsb.edu/pubs/*

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The Ph.D. Program

From an interdisciplinary approach, the Department of Chicana and Chicano Studies offers a combined M.A./Ph.D. program that studies Chicanidad in its broadest and most comprehensive sense; i.e. through the study of its politics, philosophy, history, literature, religion, art, psychology, sociology, education, oral traditions, anthropology, mass media, film, environment, health, and music, as well as other intellectual, scholarly, and artistic traditions. It responds to, and builds upon, the critical inquiry of traditional disciplines, as well as upon a host of innovative bodies of knowledge that have surfaced over the last few decades, most notably in cultural, gender, ethnic, sexuality, and global studies. Key to the Chicana and Chicano Studies approach is the perception that language, gender, race, sexuality, nationality, and class organize identities, complex social relations, and cultural objects. Also key is the assumption that the study of Chicanas/os/Latinas/os in all their complexity requires cross-disciplinary boundaries and encourages the creative and rigorous interweaving of methods, providing a unique alternative to traditional forms of intellectual inquiry.

The Ph.D. training provided concentrates on methodological and theoretical issues having to do with the integration of disciplinary areas and fosters a historical, political, social, and cultural understanding of the heterogeneous Chicana and Chicano experience. That is, the Department of Chicana and Chicano Studies graduate curriculum implements interdisciplinary study under the understanding that all social phenomena are produced by a complex interplay of three factors: 1) historical forces and developments, 2) social structures and processes, and 3) cultural production. The interrelationship of these three factors produces the outcomes and experiences that are of central interest in Chicana and Chicano Studies. The three subfields of the graduate program thus correspond to these areas and represent an interdisciplinary approach that incorporates understanding from all three areas—historical, social/political, and cultural. In this sense, the three subfields are a grounding foundation of the interdisciplinary mission of the department's graduate program. A short description of these three subfields is outlined below:

1. *History and Narratives.* This subfield focuses on a wide variety of critical approaches, perspectives, and methods on the writing and construction of Chicana and Chicano history, from its origins to the present. It addresses how historians have themselves conceptualized Chicana and Chicano historiography, including the pivotal influence of the Chicana/o Movement for the writing of historical narratives. Exploring historicity, narrativity, and the historical imagination, the subfield investigates how history writing and historical research in Chicana and Chicano communities have engaged new subjectivities, bodies, and voices, informed by a new generation of scholars in Chicana/o Studies, LGBT/Queer studies, literary studies, and urban studies that incorporate new approaches and sources alongside traditional tools.
2. *Cultural Production.* Cultural Studies revolutionized the humanities and social sciences by placing culture at the center of inquiry. Like Chicana and Chicano Studies, the field has working-class origins and questions socially constructed truths through queer, feminist, and other critical lenses. Cultural production refers to social products, practices, and aesthetics that emerge from economic and political exchanges. Specific forms can include literature, music, art, and religion, among others. Like written and spoken language, culture has a structure, syntax, and hierarchy that can be read as a text. Chicana and Chicano cultural production challenges hegemonic systems of power and/or as a vehicle of decolonization, challenging U.S. and transnational social systems.
3. *Social Processes.* The social processes subfield applies social scientific approaches and various social and cultural theories to the study of empirical factors that impact Chicana and Chicano lives, including law, public policy, economic practices and informal norms and discourses. Disciplinary approaches from various social sciences are studied alongside interdisciplinary and transdisciplinary approaches and diverse theoretical frameworks including Marxism, poststructuralism, and other constructivisms, as well as queer and feminist theories. Emphasis is given to interrelating the three subfields by highlighting how social processes can shape both historical outcomes and cultural forms, and vice-versa.

The Department of Chicana and Chicano Studies Ph.D. program trains scholars as interdisciplinary researchers equipped to work from a broad range of perspectives, approaches, and methodologies. Chicana and Chicano Studies graduate work foregrounds theoretical research and structures a curriculum that centralizes the multiplicity of Chicana/o identities. Graduate training in Chicana and Chicano Studies empowers students to challenge traditional research paradigms that assume objectivity and neutrality while ignoring layers of race, gender, class, and other privileges. The Ph.D. degree in Chicana and Chicano Studies furthers the struggle toward social justice by linking theory with practice, scholarship with teaching, and the academy with the community.

DEPARTMENT ADMINISTRATION

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ADMINISTRATION AND RESPONSIBILITIES

The University Graduate Council

The Graduate Council is an Academic Senate committee with jurisdiction over graduate education. It is composed of seventeen faculty members, the Graduate Dean (ex officio), and a representative of the Graduate Student Association (GSA). Among other duties, the Graduate Council has responsibility for setting admissions criteria, reviewing requests for new graduate programs, modifications to existing programs, approving graduate courses, setting standards for graduate students who hold student academic titles, master's and doctoral committee service, and policy on distribution of fellowship funding.

Additional information about areas requiring Graduate Council approval is available in the UCSB Graduate Student Handbook found at the Graduate Division's website at <http://www.graddiv.ucsb.edu/handbook/>.

Please refer to the Academic Senate for more information about the Graduate Council.

The Graduate Division

Supervised by the Graduate Dean, the Graduate Division carries out the directives of the Graduate Council. The Graduate Division is divided into three sections that serve graduate students:

Graduate Outreach, Admissions and Retention answers inquiries from prospective students, assists departments in screening applicants, evaluates foreign transcripts, and maintains statistics.

Graduate Financial Support administers fellowships, grants, and fee waivers, handles on-campus employment forms for graduate students, and counsels students on preparation of grant applications and sources of extramural funds.

Academic Services maintains active student files, processes petitions, conducts degree checks, and interprets academic requirements and policies.

Graduate Division
(805) 893-2277
<http://www.graddiv.ucsb.edu/>

Graduate Division Calendar
<http://www.graddiv.ucsb.edu/>

The Faculty Graduate Advisor

The faculty graduate advisor is an official deputy of the Graduate Dean in matters affecting graduate students or graduate programs in the department. The faculty graduate advisor's signature is the only departmental signature, other than that of the chair, recognized as official on Graduate Division petitions presented by graduate students.

The Staff Graduate Advisor

The staff graduate advisor is responsible for the operation and management of the Department of Chicana and Chicano Studies graduate program, including recruitment, and outreach efforts. The staff graduate advisor monitors academic progress of all Chicana and Chicano Studies graduate students, interpreting and applying system wide and campus policy matters concerning their academic, professional and personal welfare in the program. The staff graduate advisor serves as academic administrator in overseeing the assignments of course Teaching Assistant's, graduate student employment, including management of annual Teaching Assistant allocations, graduate recruitment funds and departmentally controlled graduate fellowship funds. Responsibilities also include assuring compliance with relevant collective bargaining unit contracts pertaining to graduate students.

The Department Graduate Committee

The faculty graduate advisor chairs a committee composed of faculty members appointed by the department chair. The committee meets regularly to review all matters concerned with the admission, financial support, teaching assignments, and academic progress of graduate students, as well as to consider any policy issues of concern to the department faculty, the student body, or the Graduate Division. The Graduate Committee is advisory to the

department chair and to the Chicana and Chicano Studies faculty as a whole on curricular matters. The committee reviews student reading lists and petitions concerning language requirements, course credits, examinations, and other such matters.

STUDENT RESOURCES AND WHO TO CONTACT

Graduate Student Announcement Board

The graduate student announcement board is located outside of the department's main office (South Hall 1713). Information about courses, announcements, job openings, and graduate student grants and fellowships will be posted on the board by the staff graduate advisor and the student office worker(s). If you would like to post information on the board please speak with the staff graduate advisor prior to posting.

Chicana and Chicano Studies Photo Board

The photo board is located outside of the Dolores Huerta Conference Room (South Hall 1623). New incoming students will be contacted by e-mail to make an appointment to have their picture taken. The photo board contains photographs of the current students, faculty and affiliated faculty.

Copier Codes

Copier codes are required to access the photocopier in the main office. During a quarter in which you are a Teaching Assistant and/or Research Assistant for the department you should consult with your faculty supervisor to request access to their copier code for appointment related copying.

Photocopier

The department photocopier is located in the main office, South Hall 1713. The photocopier may be used during regular business hours, 9:00 AM – 5:00 PM. A copier code is required to use the photocopier.

Student Mailboxes

Student mailboxes are located in the main office, to the right of the front door in South Hall 1713, and may be accessed during business hours (9:00 A.M. to 5:00 P.M.). Student mailboxes are assigned to new incoming students before the start of fall quarter. Please be sure to check your mailbox regularly for important notices and/or mail.

Address and Contact Information

It is important that student contact information on GOLD be current. Student mailing/permanent addresses and phone contact information should be updated as needed by students.

U-Mail Addresses

U-Mail is the official student e-mail service used by instructors and University Administration. All students are required to activate and maintain a U-Mail account for the duration of their academic career at UCSB. U-Mail provides a number of flexible options for e-mail access, including both desktop and webmail interfaces. Alternately, you can forward your U-Mail account to your preferred e-mail service provider. We ask that you check this account on a regular basis as a substantial amount of department business is conducted electronically.

Key Policy

Keys are issued to graduate students by the staff graduate advisor Monday through Friday from 9:00-12:00 and 1:00-4:00 PM. Upon entering the program, a key to the Chicana and Chicano Studies Graduate Computer Room and South Hall building key will be issued to you. Also, upon request a key to a Graduate Tower cubicle space and the outside suite door will be issued to you during a quarter in which you are a Teaching Assistant or Teaching Associate for the department. A deposit is not required for the issuance of keys, but you will be charged \$20 per key if they are not returned by their scheduled due date. Any fees assessed for keys will be made directly to your BARC account.

Chicana and Chicano Studies Graduate Student Listserve

As a graduate student in the Chicana and Chicano Studies Department, your u-mail address will be added to the Department's graduate student listserve. The Department will communicate important announcements and information throughout the year to graduate students via the chicanograd@chicst.ucsb.edu listserv.

Syllabi

The department maintains an archive of the syllabi from courses taught in Chicana and Chicano Studies. These will be a resource if you are asked to teach a Chicana and Chicano Studies course. Teaching Associates are asked to submit a copy of their course syllabi to the archive. If you would like to review the archives please seek assistance from the front office student assistant or the staff graduate advisor. You may make photocopies of the syllabi, though we ask that you be careful not to lose or misfile them. These syllabi are meant to be used as examples and are not to be used exactly as written. If the professor who designed the course syllabus is still in the department, we encourage you to meet with him or her to discuss the use of his or her course syllabi.

Teaching Assistant and Associate Office Assignments

Teaching Assistants (TA) and Teaching Associates will be assigned an office in the South Hall Graduate Tower cubicles. On average, approximately two to three TAs are assigned to an office per quarter, so it is important to discuss your potential office hours with the individuals who will be sharing the space to avoid conflicts. The Chicana and Chicano Studies staff graduate advisor assigns offices based on space availability determined by the College of Letters and Science. If you have any questions regarding your office, please contact the staff graduate advisor.

In any quarter that you are not employed as a Teaching Assistant or Teaching Associate, you will be asked to return your keys to the staff graduate advisor. In addition, if you are asked to vacate, you must remove any items you have stored in the office.

Teaching Assistant and Associate Office Hours

If you are serving as a Teaching Assistant or teaching a class, you will be asked to inform the student assistant in the front office of your office hours by the end of the first week of classes. A standard e-mail notification will be sent to you requesting this information. If you change your office hours, or need to cancel them at any time during the quarter, please notify the staff graduate advisor as soon as possible (805-893-5269 or via email at kmorales@chicst.ucsb.edu). The administrative staff will post the TA office hours outside the main office.

Teaching Assistant Listserve

During any quarter in which you have a TA appointment within the department, your u-mail address will be added to the Chicana and Chicano Studies Teaching Assistant listserve, chsttas@mail.lsit.ucsb.edu. The Department will communicate important announcements and information to its Teaching Assistants via the TA listserve.

Teaching Evaluations

The student front office assistant(s) and staff prepare the evaluation forms that students use to assess their faculty and TAs at the end of each quarter. If you are a TA with a discussion section, or a Teaching Associate, you will receive a packet of blank evaluations in your Chicana and Chicano Studies mailbox about the 8th or 9th week of the quarter. Please contact the undergraduate staff advisor during any quarter in which you are TAing or are working as a Student Associate and have not received evaluation packets. It is good practice to open your evaluation packet(s) upon receipt to make sure that you have a sufficient number of evaluations for your assigned section(s) or course. You are to administer them in your last discussion section and ask a student to bring the completed evaluations to the Chicana and Chicano Studies front office for processing. TAs should remind students that they can write narrative comments on their pink questions sheet. Please be sure that all evaluations are returned in their original envelopes with the cover letter attached. In large classes, many professors ask their teaching assistants to collect the teaching evaluations during lecture and return them to the department's main office.

It has been proven helpful for the Teaching Assistant and Teaching Associate to write down the name and contact information of the student who will be returning the evaluations to the main office. In the event that the evaluations are not returned to the department, the Teaching Assistant and Teaching Associate will then be able to follow up

with the student who was in charge of returning them to the department. Please make arrangements to have the evaluations returned on the following day if they will be administered to students after the department's front office has closed. The front office closes at 5:00 PM.

Approximately five weeks after the teaching evaluations are turned in to the main office, you will receive a summary of your teaching scores. *Retain the results because you may need them when applying for grants and jobs in the future.* If you do not receive your Evaluation System for Courses and Instruction (ESCI) summaries and narratives, please notify the undergraduate staff advisor.

Instructors and TAs are prohibited from reading the completed evaluations until after grades have been submitted. If a student is absent the day that evaluations are administered s/he may come to the main office and complete one.

Faculty Evaluation of Teaching Assistants

Faculty and lecturers are required to formally evaluate their Teaching Assistants (FORM Q) immediately after the quarter is over by filling out the Teaching Assistant Evaluation Form. The purpose of the Teaching Assistant Evaluation Form is to provide faculty an opportunity to evaluate the performance of their Teaching Assistants and to communicate this information to the Department's Graduate Affairs Office. The completed evaluations are available to all faculty and are part of the materials used in assessing the academic and teaching assistance performance of graduate students.

All faculty and lecturers in the department, who have been allocated Teaching Assistants during the academic year and summer terms, are required to fill out the Teaching Assistant Evaluation Form (FORM Q). The deadline to submit the Teaching Assistant Evaluation Form to the Chicana/o Studies Graduate Affairs Office is the same as when quarterly grades are due to the Office of the Registrar. The eGrades submission deadline is generally the Wednesday following the last day of finals (with exceptions in the cases of some holidays and summer sessions). Please refer to the eGrades webpage at <https://egrades.sa.ucsb.edu/Login.aspx> for specific quarterly deadlines.

Faculty should provide their Teaching Assistant(s) with ongoing feedback and helpful suggestions throughout the quarter (summer term). Faculty should be especially sensitive to providing guidance to Teaching Assistants who are new to the job. Faculty are also encouraged to use the Teaching Assistant Evaluation Form as an opportunity to discuss in person their evaluation with the Teaching Assistant(s) to help them become better instructors.

Teaching Assistants may request a copy of their teaching evaluation from the Chicana/o Studies Graduate Affairs Office. They have two weeks after they receive a copy of the evaluation to respond in writing. The teaching evaluations can be requested at any time.

Chicana and Chicano Studies Conference Room Reservations

The Chicana and Chicano Studies Dolores Huerta conference room is located in South Hall 1623. The conference room can be reserved for one-time use in advance by contacting any of the Chicana and Chicano Studies Administrative Staff.

Chicana and Chicano Studies Library Room Reservations

The Chicana and Chicano Studies library is located in South Hall 1713. The library can be reserved for one-time use in advance by contacting any of the Chicana and Chicano Studies Administrative Staff.

Time Cards

All students on hourly appointments (i.e. Reader, Research Assistant) are to submit a timecard by the 15th of the month when reporting the hours worked. Time cards may be submitted to the department business officer or the staff graduate advisor. Direct deposit is available to student's checking or savings accounts. If you elect direct deposit, you are notified by e-mail of your deposit transaction on the 1st of the month. If a manual check is generated, you may pick it up from the staff graduate advisor on the 1st of the month. Your signature is required when you receive your paycheck.

COMPUTER RESOURCES

Chicana and Chicano Studies Graduate Computer Lab

The Chicana and Chicano Studies Graduate Computer Lab is located in South Hall 1724. Graduate students will be issued a key to access the lab. When working in the lab please make sure to close all windows before leaving and lock the door when you are finished.

The department provides one ink toner cartridge per year to cover the printing needs of Chicana and Chicano Studies Teaching Assistants and Teaching Associates. Chicana and Chicano Studies graduate students are responsible for supplying additional toner cartridges and printer paper for the lab. Teaching Assistant and Teaching Associate office hours should not be held in this space, rather they should be held in the Graduate Tower communication rooms.

Chicana and Chicano Studies graduate students are also responsible for removing all recyclables from the room as facilities management does not provide this service.

Chicana and Chicano Studies Graduate Student Office

In addition, to the Graduate Computer lab, graduate students also have access to the Graduate Student Office located in South Hall 1709. Graduate students will be issued a key to access the office. When working in the office please make sure to close all windows before leaving and lock the door when you are finished.

COLLABORATE Instructional Technology Services

Open access computer labs are available to all registered students, as well as L&S faculty and staff. The open access labs are for student assignments, general word processing, email, web tasks, and printing.

Phelps 1521
Student Resource Building (SRB) 1212

General Information: 805-893-5542
General Information: 805-893-6076

There are also specialized tools and other shared resources, including analytical software, multimedia stations, GIS stations, music stations, slide scanners, and specialty printers available at computer labs across campus. Some labs also have a teaching area where instructors can lead classes using the tools available in the labs. For more information, including lab location and hours, please visit: <http://www.lsit.ucsb.edu/labs/>.

Media Equipment

If you need audio visual equipment for your class you should order it at least 2 full working days (48 weekday hours) in advance from Media Equipment at 893-3549. For more information, please visit: <http://www.id.ucsb.edu/me/classroom/ClassRm.html>. For information on what types of equipment are available (slide projectors, VCRs, etc) please contact Media Equipment.

FINANCIAL SUPPORT RESOURCES

UCSB provides three main types of support for graduate students: merit-based, need-based, and graduate academic appointments (e.g., Teaching Assistantships, Teaching Associateships and Graduate Student Researchships, which may include certain benefits of employment). All U.S. citizens and permanent resident graduate students at UCSB are required to file the Free Application for Federal Student Aid (FAFSA) in order to be considered for financial support. The FAFSA is available at www.fafsa.ed.gov, the Financial Aid Office, and/or the Graduate Division. The FAFSA is used to compile a "need analysis" which is used in the determination of all financial support packages. Students must also provide the Financial Aid Office with any supplemental information they request. The annual University of California priority filing deadline is March 2nd.

For up to date, extra-departmental financial support information, consult the Graduate Division's Web site: <http://www.graddiv.ucsb.edu/financial/>. This website provides national fellowship competition announcements,

campus competitions and deadlines, links to funding sources and databases, access to the IRIS database, including search capability.

Loans

The actual amount that can be borrowed will be determined by a student's financial need, based on his or her need-analysis. Eligibility for need-based financial support is affected by awards students receive from the Graduate Division, academic departments, or outside agencies. A reduction in the student's original need-based aid eligibility will occur if the student receives additional awards during the year. Students who do not file the FAFSA by the March 2 deadline will not receive priority consideration for need-based aid.

Please refer to the UCSB Financial Aid Website for detailed descriptions of additional types of student loans.

Work-Study

Student salaries are paid partly by the federal government and partly by the hiring department. Any on-campus employer or eligible nonprofit off-campus employer may employ students with Work-Study funding. Graduate students may apply their Work-Study allocation to their TAsip or other academic appointment, if applicable. Students may access and print their work-study referrals by logging into the Work-Study Job Board at the UCSB Financial Aid Website at: <https://www.finaid.ucsb.edu/Default.aspx> . Students with work-study should notify their employer of their award by submitting their work-study referrals to their hiring department at the time of hire.

Fellowships

Department Block Grant Fellowships

These fellowships are administered once a year by the department, and are awarded based on merit. Departmental funds for fellowships are extremely limited, thus, awards tend to be offered to incoming and continuing students with an outstanding academic record. Applicants for admission are automatically reviewed as possible candidates for these awards. No special application is required from new or continuing students in order to be considered for this award. The notification of these awards to new students is generally made by the end of January, and by the end of spring quarter for continuing students.

Department Fee Fellowships

Application deadline: mid-April, apply through Chicana and Chicano Studies Student Annual Report

These fellowships are administered once a year by the department, and are awarded based on merit. The fee fellowship provides for the full or partial payment of fees, health insurance, and/or nonresident tuition for domestic and international, continuing students. Domestic students must file the FAFSA for review of need by the Financial Aid Office, by March 2nd for the upcoming academic year. Fee Fellowships for international students cover in-state fees only. In place of the FAFSA, international students are to submit a special financial need form called Form 3 "Fee Fellowship Reporting". This form is available upon request from the staff graduate advisor. No special application is required from new students, and continuing students indicate quarter(s) of interest via the "Annual Graduate Student Self-Assessment Report" (Form N) in mid-April. The notification of these awards for new students is generally made by the end of January, and by the end of spring quarter for continuing students.

The Jose Tarango and Susana Escamilla De Tarango Graduate Student Fellowship

In 2008 Professor Maria Herrera-Sobek from the Department of Chicana and Chicano Studies established the Jose Tarango and Susana Escamilla de Tarango Graduate Student Fellowship Fund in honor of her grandparents, both farmworkers, who were instrumental in her educational success. The research funds were designed to help graduate students in the Chicana and Chicano Studies Department who were in financial need. Specifically, the funds are designed to provide aid in the following areas:

- Purchase books and supplies for the student's research (e.g., flash drives, computer, etc.)
- Subsidize living expenses such as rent, electricity, food, and other essentials
- Travel funds to attend professional conferences for the purpose of presenting a paper where there is no alternative funding
- Other financial need deemed worthy of funding by the department's Graduate Committee

These fellowships are administered once a year by the department, and are awarded based on financial need. The highest amount granted is \$250. To be considered for the fellowship, Chicana and Chicano Studies graduate students must submit the required items in hard copy to the Chicana and Chicano Studies Graduate Affairs Office by the specified deadline outlined in the call for proposals. Proposals will be reviewed by the department's Graduate Committee. The proposal should not be longer than two pages (double-spaced and 12 font) and should include:

1. The student's name and contact information
2. The student's primary advisor
3. The student's year in the program
4. An explanation of the financial need detailing why the need is important to the student's graduate education. If the application is for travel, specify the conference, meeting dates, name of the panel and the title of the paper being presented, as well as place and dates for the conference.
5. An itemized budget for the funds requested. (The amount requested should not exceed the maximum award allocation).

Central Awards by Department Nomination

Central fellowship awards are available to both incoming and continuing students. Applicants for admission are automatically reviewed as possible candidates for central recruitment fellowships. The most competitive candidates are forwarded to the Graduate Division for the campus-wide competition. The notifications of these awards are generally sent out in March.

A variety of fellowships are available to continuing students through the continuing student fellowship competition. Every winter quarter the department issues a call for the two fellowship competitions listed below. Advancement to candidacy is a requirement for the dissertation-level fellowships. Eligibility requirements for dissertation-level fellowships require that applicants advance to doctoral candidacy by the spring quarter directly following the issue of the call. Completed applications will be reviewed by the Chicana and Chicano Studies Graduate Committee with the most competitive forwarded to the Graduate Division for the campus-wide competition.

1. General Fellowships:

Dean's Fellowship

Graduate Opportunity Fellowship (includes Graduate Research Mentorship Program--GRMP)

2. Dissertation-Level Fellowships:

Graduate Division Dissertation Fellowship

President's Dissertation Year Fellowship

Students who would like to be considered for a fellowship nomination are encouraged to apply by submitting hard copies of the complete application for the fellowship(s) of interest to the Chicana and Chicano Studies Graduate Affairs Office by the application deadline. Faculty are to submit their letters of recommendation (LORs) in an unsealed envelop directly to the Chicana and Chicano Studies Graduate Affairs Office. The Chicana and Chicano Studies Graduate Committee will determine final nominations and seal LORs that are forwarded onto the Graduate Division. The announcement of these awards will occur in May.

Another central fellowship competition open to continuing students is the Graduate Dean's Advancement Fellowship. The fellowship competition is open for doctoral students who are making timely progress towards degree completion, and is intended to free students from the responsibilities of holding a non-academic or student academic appointment, thus giving them the opportunity to concentrate on their research and/or writing of the dissertation. Fellowships are awarded for Spring quarter or Summer term.

Students who would like to be considered for the Graduate Dean's Advancement Fellowship are encouraged to apply by submitting a self-nomination paragraph and an up to date curriculum vita to their individual faculty advisor and the Chicana and Chicano Studies Graduate Affairs Office by the application deadline outlined in the call, which is generally sent out via email at the end of November. Student self-nominations are moved to the next

step of the competition when a letter of recommendation is submitted to the chair of the Graduate Committee by the student's individual faculty advisor. The awards will be announced in February.

Central Administration Fellowship Awards for Continuing Students

For other central fellowships, continuing students apply directly to the Graduate Division. The up to date information is on the Graduate Division's website: <http://www.graddiv.ucsb.edu/pubs/#fn>.

Additional Sources of Campus Funding for All Graduate Students

Please visit the Graduate Division's website for up to date detailed information about additional funding opportunities at: <http://www.graddiv.ucsb.edu/financial/>.

Graduate Student Employment

Non-teaching Employment

Faculty members who have grants may employ students as research or clerical assistants. Students who are interested should give their names to the department's staff graduate advisor and/or speak to faculty members individually.

Teaching Opportunities

Various forms of teaching employment are available on campus, both as a source of funding and to provide training in the profession.

Tutorships Opportunities

The Campus Learning Assistance Services (CLAS) offers positions for graduate students to serve as writing tutors as well as tutors for other academic skills. The position of tutor requires a commitment of 4 to 10 hours per week to assist composition instructors in writing workshops and in providing one-to-one tutorial assistance for students needing supplementary instruction. Unless stated otherwise, tutorships are awarded with the expectation that the appointment will continue for the entire academic year, but appointees may be dismissed with appropriate notice at any time for poor tutorial performance or unsatisfactory academic progress. Students wishing to apply for a tutor position should submit an application to CLAS.

Teaching Assistantships for Graduate Students

A Teaching Assistantship is the most common form of financial aid for graduate students. Teaching Assistant (TA) appointments involve teaching courses in Chicana and Chicano Studies and in other disciplines. The position of TA is crucial to the Department of Chicana and Chicano Studies because it provides graduate training, is essential to the undergraduate curriculum, and aids faculty in their teaching responsibilities.

TAs are required to attend a campus-wide TA orientation co-organized by the Graduate Division and Instructional Development. New incoming students will be notified of orientation date by the department's staff graduate advisor. All incoming international students and permanent residents whose first language is not English are required to take the English Language Proficiency Examination (ELPE) and the TA Language Evaluation. These exams will be coordinated by the English for Multilingual Students (EMS) Program and the Office of International Scholars (OISS). Detailed information on the two language exams is provided on the Graduate Division's website: <http://graddiv.ucsb.edu/admissions/international/>.

To be eligible for a Teaching Assistantship, students must meet basic criteria set forth in the University's Academic Personnel Manual (APM410) and in the Red Binder under the rubric of IV- 6. The criteria include:

- The graduate student must be enrolled in at least 8 units and in full-time residence
- The graduate student must be in good academic standing, including maintenance of a minimum 3.0 GPA
- The graduate student must be making appropriate progress to his or her degree
- The graduate student must have evidence of academic excellence and promise as a teacher

Please refer to the Graduate Division's Graduate Handbook for detailed description of University policy on graduate student employment.

Teaching Assistants' Duties and Workload

A TAship at the University of California is usually a half-time position. The University's contract with the union (ASE/UAW) defines this as meaning a workload of up to 220 hours per quarter. The contract further specifies, "Workload is not measured strictly by actual hours worked. Rather, it is measured by how many hours the university could reasonably expect it to take a TA to satisfactorily complete the work assigned." Actual tasks may vary among courses, depending on whether they are upper- or lower- division and on the pedagogical decisions of the individual supervising faculty, but in no case may the number of hours and the distribution of those hours exceed the limits laid out in the contract, which can be found online at http://atyourservice.ucop.edu/employees/policies/systemwide_contracts/uaw/index/html.

TAs in the Department of Chicana and Chicano Studies may be assigned to large lecture courses. Duties include preparing for and attending all lectures for the course, leading one or more discussion sections per week, completing the required grading, holding weekly office hours, distribution of crash/add codes for large courses (policy outlined below), and meeting regularly with the faculty instructor and other teaching assistants. TAs may also be asked to participate in formulating exam and paper topics; give plenary lectures or contribute in other ways to lectures; conduct review sections; or support the course in other ways. Faculty instructors and Teaching Assistants must complete "Academic Student Employee Responsibilities" form to ensure that all parties are clear about the assigned duties. Signed copies of the checklist of duties form are to be completed and submitted to the Chicana and Chicano Studies Graduate Affairs Office before the end of the first week of classes. The checklist of duties form for departments within the Social Sciences is available at the Academic Personnel webpage at: <http://ap.ucsb.edu/employment/academic.student.employee.positions/>.

Department of Chicana/o Studies Crash/Add Policy for Large Undergraduate Courses:

Week One: All undergraduate students **MUST** attend the main lecture and the section in which they are currently enrolled during the first week of classes. **No exceptions** will be made except for students who have written documentation of an emergency or medical illness. No add codes will be distributed during the first week of classes.

Crashing/Add Policy:

Undergraduate students who wish to add the course should attend all sections for which they wish to be considered for enrollment and place their name and u-mail address on the section waiting list.

Week Two: At the beginning of the second week of instruction Teaching Assistants will drop non-attending students (**by giving a copy of their grade list with drops highlighted to the Chicana/o Studies Undergraduate Advisor**). This process will allow Teaching Assistants to determine whether they can add any new students.

Once each TA has determined how many openings they have, the TAs will contact students on their waiting lists via u-mail asking whether or not the student still wishes to enroll. If the student wishes to enroll, then they will be instructed when and where to pick up their add code.

In summary, only after attending a **second section** will students be able to obtain an add code from their Teaching Assistant. Any student who wishes to switch their section time must follow the same procedure as those wishing to add by attending the section in which they wish to enroll and placing their name on the waiting list. If a student is currently enrolled in another section, they must drop that section before the student can enroll in a new section by using the **add code**.

Note: Students may add the course only in consultation with a Teaching Assistant. Each Teaching Assistant controls his or her section enrollments and has the responsibility of ensuring that their sections do not exceed the maximum limit. Teaching Assistants can monitor their enrollments on a daily basis using eGrades.

TAs should consult the department chair if questions arise that cannot be solved by consulting with the supervising faculty member. Specific TA duties are determined by the department that made the appointment.

Terms of Employment and Length of Service for Graduate Students

The University of California only permits graduate students to be employed 50% time. Ordinarily TAs will not be exempted from the limit, although in some cases it may be acceptable for a TA to take on a relatively minor secondary assignment as a research assistant or grader for a course. In such cases, the chair of the Graduate Committee may, in consultation with members of the Graduate Committee, recommend to the department chair that an exception to the 50% rule be granted. Such exceptions will only be recommended when it is evident that the additional work will not jeopardize the student's timely progress toward the degree. Exemptions will not be granted for students to undertake teaching duties in addition to their TAship in the Department of Chicana and Chicano Studies. A student who wishes to accept such an additional teaching assignment will have to resign the TAship from the Department of Chicana and Chicano Studies.

Any single or combination of appointments during an academic quarter exceeding 50% time must be approved by the chair of the Graduate Committee and the department chair. Students may petition to be employed beyond 50% time by submitting the department's Form F "Graduate Student Petition for Employment over 50% time" to the Chicana and Chicano Studies Graduate Affairs Office. This petition is available at the Department of Chicana and Chicano Studies webpage at: <http://www.chicst.ucsb.edu/>. Prior approval from the Graduate Division is required for employment beyond 75% time.

TAships may be made available for one, two, or three quarters per academic year. The total length of time a student may hold any one or a combination of the following titles may not exceed four years (12 quarters): Teaching Assistant, Associate, Reader, Tutor, and Remedial Tutor. UC Systemwide regulation does not permit graduate students to be appointed beyond 18 quarters. An "Exception to Employment Policy" request must be submitted to the Graduate Division for the appointment of students who have already worked in academic appointments 15 quarters or more.

Please refer to the Graduate Division's Graduate Handbook for detailed description of University policy terms of employment and length of service for graduate students.

Department of Chicana and Chicano Studies Teaching Assistant Assignment and Application Procedures

Initial TA appointments are based on the applicant's academic record and letters of recommendation. Added consideration is given to students with previous teaching and graduate school experience. Reappointment depends on satisfactory progress toward the degree, annual evaluations by the department faculty, teaching supervisors, and students in the TAs' classes.

Annual Teaching Assistant appointments are assigned by the Chicana and Chicano Studies Graduate Committee based upon students' annual evaluation conducted at the end of each academic year by the faculty as a whole. Assignment allocations take into consideration student teaching preferences listed on the "Student Annual Self-Assessment Report" (Form N).

New and previously unallocated TA appointments will be filled by a call for applications. Interested applicants are encouraged to apply by submitting a hard copy of a Chicana and Chicano Studies TA/Reader application to the Chicana and Chicano Studies Graduate Affairs Office. The Graduate Committee, after evaluating all of the applications, sends recommendations to the department chair, who is in charge of making the appointments.

Lead Teaching Assistant

If the department is granted a "Teaching Assistant Department (TAD) Grant," a call will be issued for a departmental lead TA candidate. The call for applications usually takes place during the summer term. Interested graduate students are required to submit to the staff graduate advisor a current CV and a one page cover letter addressing their qualifications and TA experience. The chair of the Graduate Committee and the department chair will select a lead TA.

The lead TA will be responsible for attending the Lead TA Institute which usually takes place in mid-September. Attendance at the institute informs the lead TA of his/her duties and responsibilities of his/her position.

Please refer to Instructional Development for detailed description of Lead TA Institute.

The lead TA organizes, coordinates, and implements the department's TA training day, which will take place at the beginning of each quarter. The lead TA is responsible for handling proxy requests and will also work in conjunction with the faculty TA coordinator to carry out the goals of the annual TAD Grant

Head Teaching Assistant

A head TA, which is different than the lead TA (see section above), is allocated to Chicana and Chicano Studies courses 1A-B-C Introduction to Chicana and Chicano Studies. The faculty teaching the course makes the head TA selection from the pool of TAs assigned to the course. The head TA is relieved of two discussion sections and is responsible for providing administrative support as well as other assigned duties to the faculty member teaching the course.

Teaching Assistantships in other Departments on Campus

There are TA opportunities in other departments on campus. Typically, these TA assignments are in departments or programs that do not have a graduate program. Among these are: Asian American Studies, Black Studies, and the Global Studies Program. These departments and programs usually issue a call each quarter for TAs to teach in their large lecture courses. More information can be found on the departmental websites or by contacting the department's staff graduate advisor.

University Policy requires that all Teaching Assistantships, Associate Teaching Assignments, and Reader positions assigned to courses outside of the Chicana and Chicano Studies Department must be approved by the chair of the Graduate Committee or the department chair.

Teaching Associate Assignments within the Department of Chicana and Chicano Studies

Students who have received their master's degree and completed a minimum of one year of teaching experience as a TA are eligible to apply for temporary Teaching Associate appointments. A Teaching Associate is the instructor of record for a course. A limited number of Teaching Associates are available during the academic year as well as during the summer terms. A call for applications is used each year through the department's graduate student listserv. Formal letters of nomination from faculty and applications from graduate students are to be submitted to the Chicana and Chicano Studies Graduate Affairs Office in South Hall 1722 by the application deadline. Graduate student applications are to be submitted in hard copy form.

Graduate student applications should put forward their candidacy, stating their qualifications to teach by submitting the following items: 1) a formal cover letter stating the class to be taught (include course number, title, & session preference (applies to summer term only), and address the professional and pedagogical reasons you wish to have the Teaching Associate position. Also indicate in the cover letter how the teaching opportunity to teach your own course will help your overall professional development. Additionally, the cover letter should address how teaching the proposed course(es) informs your research areas of interest, and the timeliness of the teaching experience vis-à-vis her/her graduate training program.; 2) current CV; and 3) Submit a sample syllabus with specific readings week by week, academic assignments and grading system; 4) a sealed letter of recommendation from at least one faculty member of the Department who is prepared to serve as your mentor while the course is taught.

In addition, faculty nominations can put forward the candidacy of a Chicana and Chicano Studies graduate student for the position of Teaching Associates by: a letter stating the graduate student's qualifications to teach the course (include course number, title & session preference (applies to summer session only), the student's experience in the field addressed in the course, and the importance for the graduate student to teach in his/her own course as part of his/her professional development. Faculty who nominate graduate students should also confirm their willingness to serve as the student's mentor while they teach the course. This may be communicated in the letter of recommendation.

The department chair convenes a faculty review committee to review the nominations and applications, which are rank ordered. The teaching assignments are allocated according to the rank ordering. The rank order of applications and nominations are based on: the quality of the student's teaching record, area of programmatic need, the student's progress toward the degree, and seniority based on the number of years in the program. Priority will be given to graduate student nominees/applicants who have not been previously appointed as a Teaching Associate.

A list of recommended appointments are sent to the appropriate units for approval (Summer Session, Graduate Division, and Academic Senate).

ADVISING

Individual Faculty Advisors

Each student is assigned an individual faculty advisor throughout her/his career in the department. The student in conjunction with the advisor formulates an overall plan for the student's graduate training, selects the most appropriate courses given the student's research interests, and determines how the student will satisfy the language requirement. The graduate program is designed to maximize the flexibility in assigning faculty advisors. Students will be assigned one or more faculty advisors upon admission, but the assignment can be changed as the student's program develops.

1. The selection of advisors Incoming students will be assigned advisors whose research interests match those of the student as stated in their application materials. Both students and advisors may request a change of assignments at any time, though it is more common for changes to occur after the completion of the first year. When students want to switch advisors, they must fill out Form R "New Faculty Advisor Confirmation". Advisors on leave for more than one quarter should make arrangements for a temporary substitute.
2. The function of advisors Advisors must approve the student's course schedules each quarter and must also approve any modifications (drop/add or grading option change). Advisors should also be consulted about plans for satisfying the language requirement, for selecting a dissertation area and possible committee members, and for scheduling the defense of the research prospectus and of the dissertation.

Advising Week

Advising week falls on the first week of each quarter (fall/winter/spring). Students are encouraged to schedule an appointment with their advisor prior to the start of the quarter. During advising week advisors and advisees are to update Advising Forms A, B, and C (covering coursework and employment plans for the year and quarter), and submit them to the Chicana and Chicano Studies Graduate Affairs Office by the end of the second week of classes.

Form A: Graduate Student Comprehensive Study Plan

Form B: Graduate Student Yearly Study Plan

Form C: Graduate Student Employment Commitments

Student Annual Self-Assessment Report

Each spring quarter students will be asked to submit their annual student self-assessment report to the Chicana and Chicano Studies Graduate Affairs Office. The student annual self-assessment report gives students the opportunity to communicate their requests for funding and teaching interests for the following academic year. The self-assessment also provides students with the opportunity to reflect on their academic progress for the academic year. The self-assessment report is reviewed by the student's individual faculty advisor and may be reviewed by department faculty during the annual review meeting held during the spring quarter (see section below).

Annual Review & Annual Progress Letter

Graduate students are reviewed annually by the Chicana and Chicano Studies faculty. Each year graduate students complete a student annual self-assessment report that details progress to-date and future plans in all facets of the

student's professional development, including progress on coursework, completion of degree milestones, and the dissertation. A copy of this report is filed with the Chicana and Chicano Studies Graduate Affairs Office.

Graduate students can anticipate on receiving an annual letter from their advisor detailing their progress. Typically letters are sent out at the end of the spring quarter. Annual progress letters usually include a financial support letter for the following academic year. A student's annual department financial support package may be impacted by his/her annual evaluation.

GENERAL GRADUATE PROGRAM REQUIREMENTS

Registration

The University of California Continuous Enrollment Policy requires that graduate students be continuously enrolled while progressing toward their degree. Graduate students are required to maintain graduate status each quarter by paying fees in full and officially registering for full-time status. The normal course load for a graduate student is 12.0 units per quarter, although 8.0 units is the minimum to remain eligible for many important services and benefits (i.e. eligibility to be appointed as a TA, eligibility to receive financial aid, and to qualify for University-supported student housing).

Each graduate student must enroll in the minimum number of units each quarter by the relevant deadline (deadlines are published in the *Schedule of Classes*). The enrollment process includes online (GOLD) registration for courses and payment of fees and all other outstanding financial obligations. Complete details for registration procedures can be found on the following website: <http://www.registrar.ucsb.edu/welcome/welcomelet-newgrad.htm>.

As a TA or as a Teaching Associate, students are eligible for a Graduate Student Partial Fee Remission (GSFR) and a Graduate Student Health Insurance credit (GSHIP). ***These benefits may not be processed until students are registered in a minimum of 8 units.*** Late fees can be avoided by registering full time as soon as possible.

Chicana/o Studies **graduate elective courses** will be restricted to graduate students in the department during pass time **number one**, and will be open for enrollment to graduate students outside the department during pass time **number two**. Chicana/o Studies graduate students are encouraged to register for Chicana/o Studies core and elective courses during their first pass time to ensure a space in the class.

Schedule Adjustment

After registration, students may adjust their class schedules within existing, deadlines. Classes can be added or dropped as well as grade options can be changed. Changes are made through GOLD. Students must file a petition to add/drop courses, or to change grading options once GOLD deadlines have passed. The *Schedule of Classes* have the exact date for each quarter when the petition requirements become necessary to make any class changes. Petitions require the review and signature by the course instructor and the chair of the Graduate Committee, and in some cases the signature of the Dean of the Graduate Division is also required.

The Graduate Division's Graduate Handbook has additional policies on making schedule adjustments.

Transfer Credit

Students may be given credit toward their degrees in Chicana and Chicano Studies at UCSB for previous graduate work performed in other departments at UCSB or in other institutions.

According to university policies on transfer of units, the following guidelines apply:

- Upper division and graduate courses may be transferred to UCSB only if the student was in a graduate program when the courses were completed, **and** units were not applied toward a degree already awarded.
- Although units of credit taken elsewhere may be transferred, it is not possible to recognize and count quarters of academic residency earned at another university toward the UCSB academic residency requirement.

- No transfer credit is allowed for courses taken while an undergraduate.
- Students must complete one graduate quarter at UCSB before they may petition to transfer credit. With approval from the department and the Graduate Division, students may transfer up to 8-quarter units for courses completed with a grade of B or better from an accredited college outside the UC system; up to 12-quarter units may be transferred from another UC campus. Transferred units are treated as Pass/Not Pass upper-division units and are not computed into the UCSB grade-point average, with the exception of courses completed through UCSB Extension's Open Enrollment.

Requesting to transfer units is a two step process. First, students complete and submit the "Graduate Request for Transfer Credit" (Form D) to the staff graduate advisor. The petition will be reviewed by the chair of the Graduate Committee. Next, if approved the student proceeds with submitting the Graduate Student Petition (available <http://www.graddiv.ucsb.edu/>) to the Graduate Division for final approval. A processing fee will accompany the Graduate Division petition. This processing fee must be paid at the Billing and Accounts Receivable Office prior to submitting the petition to the Graduate Division for review.

Please refer to the Graduate Division's Graduate Handbook for specific policy on the Transfer of Credit, Transferring Units from Concurrent Enrollment or EAP, and Extension Credit.

Incomplete Courses

Students must file a petition with the Office of the Registrar prior to the last day of the quarter to receive an Incomplete grade. The Office of the Registrar has the forms necessary to request incomplete for a course.

Please refer to the Office of the Registrar for specific policy on how to petition an Incomplete grade.

The university Graduate Council considers twelve or more units of incomplete coursework to be excessive. Students who carry 12 or more units of unfinished coursework require approval from the chair of the Graduate Committee and the Graduate Division to be appointed to an Academic Student Employee position.

Please refer to the Graduate Division's Graduate Handbook for specific policy on Unfinished Coursework.

Beyond these absolute rules governing incompletes, it should be pointed out that students who technically stay within the bounds of the twelve-unit-incomplete rule, but let their incompletes lag on more than a year or who regularly carry the maximum number of incompletes will in times of funding exigency – as an unavoidable circumstance of practice rather than of policy have a lower priority for uninterrupted TAs support than students making normal progress.

In Absentia Registration

The request for in absentia registration form is available at the Graduate Division's webpage at <http://www.graddiv.ucsb.edu/pubs/>. In absentia registration may be approved for one to three quarters for students pursuing graduate student research outside of California. In absentia registration entitles students to a 85% reduction of the combined registration, educational, and campus fees. Other fees, such as nonresident tuition and the graduate student health insurance remain unchanged. To apply for the in absentia fee reduction, students should provide the Graduate Division with a "Request for In Absentia Registration" form signed by the student's individual faculty advisor and the Chair of the Graduate Committee.

Please refer to the Graduate Division's Graduate Handbook for detailed description of University Policy on In Absentia Registration.

Leaves of Absence (LOA)

Continuous registration is expected of all graduate students. Under special circumstances, leaves of absence may be requested from the Dean of the Graduate Division. Petitions for leaves of absence may be obtained from the Graduate Division webpage at <http://www.graddiv.ucsb.edu/pubs/>. LOA petitions must be approved by the Chair of the Graduate Committee and the Graduate Dean. A processing fee is charged for leaves of absence petitions.

LOA is approved for a set period of time making it unnecessary for students to notify the Graduate Division when they wish to return from an approved leave.

Please refer to the Graduate Division's Graduate Handbook for detailed description of University policy on LOA.

Lapsed Status

Students who leave the University without an approved leave of absence relinquish all privileges of being a student. Reinstatement from lapsed status is not automatic. Students who have a break in registration must complete a petition for reinstatement in order to return to registered status. The form to "Petition for Reinstatement to Graduate Status" is available at the Graduate Division's website.

Please refer to the Graduate Division's Graduate Handbook for detailed description of University policy on Lapsed Status.

Normative Time for the Chicana and Chicano Studies M.A./Ph.D. Program

The normative time standard for doctoral degree completion is six years, and the normative time for advancement to candidacy is three years and one quarter. These normative time standards are the same for students who enter the program with a master's degree.

Deadlines

The *Schedule of Classes* includes the official calendar for each quarter. Consult it for the exact dates for all quarterly deadlines.

- Changing grading option: Last day of instruction
- Dropping a course: Last day of instruction
- Fee payment: \$50 fee assessed if fees are not paid on time
- Incomplete petitions (or extensions of incompletes): Last day of exams
- Leaves of absence: Petitions must be filled before the quarter begins
- Registration: Must be completed during appointment times on or before the deadline published in the *Schedule of Classes* or a \$50 late fee will be assessed. At the end of the first week of classes, a student who has not registered lapses status.

Fees/Budgets

Consult the Registrar's website: <http://www.registrar.ucsb.edu/> for updated fee information.

Nonresident Tuition

Students who do not qualify for resident classification under California law or university policy are required to pay nonresident tuition. Incoming out-of-state students are expected to take immediate steps to establish residency in California to avoid paying out-of-state tuition after the first year of study. New residency laws stipulate not only continuous residence in California for a period of one year, but also financial independence from parents. Students wishing to establish residency are urged to see the Campus Residency Deputy in the Registrar's Office as soon as possible.

Please refer to the Office of the Registrar's website: <http://www.registrar.sa.ucsb.edu> for more detailed information.

Independent Studies, Colloquia, Special Courses

Independent studies, colloquia and other special courses are designed to give students greater flexibility in planning their program of study. Students enrolling in independent study courses must obtain approval from the course instructor and submit an independent studies course contract (Form K) to the Chicana and Chicano Studies Graduate Affairs Office. The contract for an independent studies course may be obtained from the Department of Chicana and Chicano Studies webpage at <http://www.chicst.ucsb.edu>.

INTERDISCIPLINARY DOCTORAL EMPHASES

Graduate students in the Chicana and Chicano Studies doctoral program have the option to add an interdisciplinary Doctoral emphasis. Students petition for admission into an emphasis once they are enrolled in the Chicana and Chicano Studies Ph.D. program. Students interested in adding a doctoral emphasis should first consult with their faculty advisor. More information on the interdisciplinary doctoral emphases is available at the respective department's website.

Black Studies

Please visit the website: <http://www.blackstudies.ucsb.edu/>

Feminist Studies

Please visit the website: <http://www.femst.ucsb.edu/index.html>

Please refer to the Graduate Division's Graduate Handbook for detailed description of how to add an interdisciplinary graduate emphasis.

MASTER'S DEGREE REQUIREMENTS

The Chicana and Chicano Studies Graduate Program offers a combined M.A./Ph.D. degree program. The Chicana and Chicano Studies Graduate Program does not offer a terminal master's degree program.

The M.A./Ph.D. program is constituted by two phases of study. The first phase of the program immerses students in the broader field of Chicana and Chicano Studies by focusing on foundational texts that scholars have produced. The second phase concentrates on developing students' individual research interests and focus shifts to the dissertation to complete the degree. In the first phase, students satisfy the requirements of a Master of Arts degree by the end of the second year. The first year of a student's program is almost entirely devoted to core courses that expose him/her to the discourse of advanced study in the social sciences and humanities.

Graduate students are expected to advance to candidacy for the Ph.D. during fall quarter of the fourth year. This should allow sufficient preparation to complete the program within the normative time of six years.

Master of Arts Requirements

The department does not offer a terminal master's degree. The master's requirements are viewed as an integral part of preparation for the doctorate degree. Students intending to pursue only a master's degree will not be accepted into the graduate program. The program requires application to the doctoral program. Students entering the doctoral program with a master's degree must complete all the requirements for the Chicana and Chicano Studies Master of Arts degree.

Degree Requirements

The master's degree requirements include completion of a total of 36 units of coursework that includes CH ST 200A History and Narrativity, 200B Cultural Texts, 200C Social Processes, CH ST 210 Research Seminar, CH ST 220 Interdisciplinary Methods, and 16 units of CH ST Elective Seminars. In addition to the 36 units of coursework, students must also satisfy the following master's degree requirements: Foreign language requirement, teaching experience requirement, master's student dossier, and M.A. comprehensive examination.

Students must maintain a minimum cumulative GPA of 3.0 in all graduate work at UCSB. A minimum grade of B must be earned for each of the core courses CH ST 200A History and Narrativity, CH ST 200B Cultural Texts, CH ST 200C Social Processes, CH ST 210 Research Seminar, and CH ST 220 Interdisciplinary Methods.

Coursework

The minimum required coursework for the master's degree is 36 units; under this category are included graduate seminars, upper division courses numbered 100-199, and individualized directed reading and research courses (596s). Units that count towards registration but not towards the master's course requirements include lower division courses numbered 1-99, Teaching Assistant and Associate Training (CH ST 501), and all courses in the 500s range except directed reading and research courses (596s). Under certain circumstances, coursework taken at UCSB, but outside the department may be petitioned to fulfill a required course within the department. Students may request a course substitution by submitting the "Graduate Request for UCSB Course Substitutions" form (Form E) to the staff graduate advisor. The petitions will be reviewed by the chair of the Graduate Committee. Petitions are approved by the chair of the Graduate Committee and the department chair.

One upper division undergraduate course (courses number 100-199) may be applied towards the elective seminar requirement as long as the class that is chosen will enhance the student's background in her/his field of specialty. Students must obtain prior approval from their individual faculty advisor and the course instructor prior to enrolling in the undergraduate course. Students may enroll in the undergraduate course in one of two ways once prior approval from the student's individual faculty advisor and the course instructor is obtained.

Option I:

1. Obtain prior approval from the student's individual faculty advisor and the course instructor.
2. Enroll directly in the upper division undergraduate course.
3. Submit an internal petition (Form E) to the department's Graduate Affairs Office once the course has been completed.

Option II:

1. Obtain prior approval from the student's individual faculty advisor and the course instructor.
2. Enroll in Directed Readings and Research course.
3. Complete internal "Contract for Independent Study," (Form K) and submit to the department's Graduate Affairs Office.
4. Submit internal petition (Form E) to the department's Graduate Affairs Office once the course has been completed.

Foreign Language Requirement

The objective of this requirement is to ensure that graduate students are proficient in a language other than English in order to conduct scholarly work. Although Spanish may suffice for most cases, students may petition a different language germane to their research provided an appropriate expert can be identified to test the student's reading knowledge. The language requirement must be fulfilled during the first two years of the program, and is a necessary requirement for completion of the master's degree. Students must petition to satisfy the requirement during the normal instruction period of each academic quarter (excluding summer). The test will be administered once a quarter (although more often if necessary). The Chair of the Graduate Committee will administer the test or handle the appropriate paperwork for waivers. Students may satisfy the language requirement in one of the following ways:

1. By passing a two-hour typed test consisting of a translation exam of approximately 350-500 words reading from the original language to English. The text to be translated will be fairly close to the student's area of interest, and will be chosen by the Graduate Committee from a text undisclosed to the student until the time of the exercise. The text is to be corrected by someone well versed in the original language. A pass constitutes recreating the text into a coherent equivalency of English, thus demonstrating a fairly high degree of precision without major flaws in terms of cognates, verb usage, syntax and semantics. Students can have access to a dictionary in the relevant language, but no electronic mediums will be allowed. Students will not be allowed to bring in notes for the exam.
2. By presenting a transcript to prove either a bachelor's or master's degree in the language in question.

3. By having studied in the language of a foreign country as a regular student or in a study abroad exchange for a year at the university level.
4. By taking a language course specifically designed for graduate students and passing it with a B grade or better.

Teaching Experience

Teaching experience may be satisfied through the course CH ST 230 Teaching Practicum elective, or by having been employed as a TA or Teaching Associate in the department.

Student Dossier for the Master's Degree

Each student will assemble a dossier for the master's degree that will include the following items: a selection of at least two seminar papers produced at UCSB; a department-generated unofficial transcript showing that all course requirements have been fulfilled; teaching evaluations, evidence of completion of the language and teaching experience requirements, and a brief (i.e. 3-5 page) statement of the student's research area(s). Each graduate student is assigned an individual faculty advisor during the first year of the program. The student's advisor will guide the student in writing their research statement focusing on developing a research question(s) and outlining its significance. The statement will also discuss which subfield(s) the student will pursue during their doctoral training. The "M.A. Student Dossier" is submitted by late spring quarter of the second year.

M.A. Comprehensive Exam

The exam will cover the canon of Chicana and Chicano Studies (i.e., the intellectual content of the three core courses: CH ST 200A History and Narrativity, CH ST 200B Cultural Texts, and CH ST 200C Social Processes), and will include two questions per core course section (total of six questions) and an additional overall synthesis section (two questions) for a total eight questions. Students will be required to respond to one question from each section for a total of four questions. The M.A. comprehensive examination will be administered over two days in which students will respond to two questions per day, and will have two hours to respond to each question. The M.A. comprehensive exam will be administered at the end of the second year by a M.A. Exam Committee appointed by the department. The M.A. Exam Committee will include the three professors who taught the three core courses over a two-year cycle. The department chair will establish the M.A. Exam Committee and the department chair has the authority to augment the M.A. Exam Committee by appointing additional faculty members when necessary. M.A. comprehensive exams will be graded by the M.A. Exam Committee who wrote the exam.

Based on the performance in the M.A. comprehensive exam and a review of the dossier, the department will: (1) grant the master's degree and the student will then continue with his/her doctoral training; (2) award a terminal master's degree; or (3) not award the master's degree. Students who receive a terminal master's degree will be given the opportunity to re-take the comprehensive exam and/or re-work their dossier by the end of the fall quarter following the end-of-the year review in the spring quarter. The M.A. Exam Committee will administer and evaluate these M.A. comprehensive exams, while the Department Graduate Committee will assess the revised dossiers.

Foundational Reading List

The foundational list of readings for each of the core seminars was compiled collaboratively by the faculty in the Department of Chicana and Chicano Studies. The list will be used by faculty to construct the readings for the three graduate courses CH ST 200A History and Narrativity, CH ST 200B Cultural Texts and CH ST 200C Social Processes. The faculty who teach 200A-C are required to construct the course syllabi with 40% of the course readings selected from the foundational list. The foundational list will be reviewed every 4 years for additional, deletions and any other modifications.

DOCTORAL DEGREE REQUIREMENTS

The Doctorate of Philosophy

Beyond the Master of Arts degree, the doctorate in Chicana and Chicano Studies demonstrates a contribution of original knowledge to the field.

Although students are admitted into the M.A./Ph.D. program, continuation to the doctoral program is not automatic upon completion of the master's degree. Continuation is highly competitive and is subject to the student's academic performance being deemed excellent by all standards that the department uses to assess degree progress such as: exams, grades, coursework, timely progress toward the degree, and teaching (as evidenced by student evaluations and supervisor's assessments). Students must demonstrate an ability to work independently and to make innovative and original contributions to the critical literature of the student's chosen sub-field in Chicana and Chicano Studies.

The doctoral training will be tailored by the student's doctoral committee to the student's areas of research interest, and will include: (1) determination of research subfield(s); (2) review and command of the literature in the subfield(s) of interest; (3) formulation of original research question(s); and (4) writing a dissertation prospectus.

Doctoral Committees

One quarter after successfully receiving their master's degree, students are to assemble a doctoral committee with one faculty member serving as chair. The chair of the doctoral committee must be a ladder-rank faculty member of the department.

Affiliated faculty members of the Chicana and Chicano Studies Department may upon approval serve as co-chairs of doctoral committees. The other co-chair must be a ladder-rank faculty member from the Chicana and Chicano Studies Department. In addition, affiliated faculty may serve as second and/or third members of doctoral committees. Faculty from other universities may serve as a fourth member of the committee.

The Department of Chicana/o Studies submits a Doctoral Form I (Graduate Division forms are available at www.graddiv.ucsb.edu/pubs) to the Graduate Division to nominate a doctoral committee for approval by the Dean. Students are advised to consult with the staff graduate advisor on processing Doctoral Degree Form I.

Doctoral Degree Requirements

Requirements for the Ph.D. include (1) 16 units of graduate coursework beyond the master's degree (from UCSB). Students' choice of graduate seminars should be selected in consultation with their doctoral committee; (2) doctoral dissertation prospectus and oral defense of the doctoral dissertation prospectus; (3) completion of the dissertation and oral defense of the dissertation. The doctoral dissertation prospectus and the oral defense are to be completed by the fall quarter of the fourth year, and is the main requirement for advancement to Ph.D. Candidacy. The oral defense of the dissertation must be completed prior to filing the dissertation. Expected completion of the dissertation after the oral defense is the spring quarter of the student's sixth year. If the student does not meet this deadline, the doctoral committee must approve the extension for the deadline.

Doctoral Coursework

Students will select their coursework in consultation with the doctoral committee. Students must complete a minimum of 16 units (4 seminars) once admitted into the Ph.D. program before advancing to candidacy. Eight of those 16 units can be taken outside the department.

Doctoral Dissertation Prospectus and Defense

Completion of the dissertation prospectus and oral defense are the main requirements for advancement to Ph.D. Candidacy. These two requirements should be completed by the fall quarter of the fourth year. The student in conjunction with the doctoral committee will schedule the defense of the dissertation prospectus.

In consultation with the doctoral committee, the student will write the dissertation prospectus, which should be between 20-30 pages in length (double spaced and following academic standards of writing and citation

conventions). The prospectus should propose a set of original research questions, a conceptual positioning of the research to be conducted within an established body of literature, a methodological approach, prospective outline of dissertation chapters, and a substantive bibliography informing the research. The student and the doctoral committee, together, establish a timeline for the completion of the prospectus and a schedule that allows sufficient time for the committee to review the prospectus before the oral defense. In consultation with the doctoral committee, the committee chair will notify the student when the prospectus has been successfully completed. After the prospectus has been formally approved, a two-hour oral defense of this document will be conducted with the student's committee members (either in-person or via teleconference). In consultation with the doctoral committee, the committee chair will notify the student after the oral defense whether he/she has passed the oral defense.

In summary, the dissertation prospectus frames the purpose and scope of the proposed dissertation project, sets it in the context of relevant scholarship, provides an outline of each chapter, and includes a working bibliography.

Students entering the program prior to Fall 2010 may waive the dissertation defense. Students who entered prior to Fall 2010 who opt to waive the dissertation defense are to notify the Chicana and Chicano Studies Graduate Affairs Office prior to filing the dissertation.

Advancement to Candidacy

In order to formally request to be advanced to candidacy after successful completion of the dissertation prospectus and oral defense, students must secure the relevant paperwork from the Graduate Division and pay the \$50 advancement-to-candidacy fee at the Cashier's Office by the appropriate Graduate Division deadline. After paying the advancement fee at the Cashier's Office, the student brings the Cashier's receipt and Doctoral Form II (Graduate Division forms are available at www.graddiv.ucsb.edu/pubs) to the Graduate Division front desk. When Doctoral Form II and the fee receipt are received by the Graduate Division, the passage of the qualifying exam(s) is recorded on the student's transcript along with the date of the oral exam. Once advanced, the student is eligible for doctoral candidate borrowing privileges at the Davidson Library as long as they are in registered status or on approved leave of absence.

Dissertation and Oral Defense of the Dissertation

The dissertation should be an original contribution on a topic of significance to Chicana and Chicano Studies. Dissertations in Chicana and Chicano Studies are a minimum of 200 pages. Copies of all dissertations written at UCSB may be viewed in The Special Collections Department of the library.

For information on filing and the precise format for the dissertation (paper, margins, pagination, footnotes, etc.) consult the booklet "Guide to Filing Theses and Dissertations at UCSB" available from the Graduate Division online at <http://www.graddiv.ucsb.edu/handbook/guidetofiling.aspx>.

Once the dissertation is completed and turned in to the dissertation committee, the student, in conjunction with the dissertation committee, must schedule a dissertation oral defense. The dissertation oral defense should take place during the spring quarter of the sixth year. If additional time is needed, the dissertation committee must approve the new deadline. The dissertation doctoral defense is to be completed prior to the filing of the dissertation. The doctoral committee will tailor the defense to the student's dissertation research and the defense will be open to the public. The department will advertise the date, time and place of the event. Department faculty and graduate students will be encouraged to attend.

Timeline: Requirements and Milestones for the Master's Degree and Doctoral Degree in Chicana and Chicano Studies

YEAR 1 Individual Faculty Advisor appointment

Course Work: CH ST 200A History and Narrativity, CH ST 200B Cultural Texts, CH ST 210 Research Seminar or CH ST 200C Social Processes and CH ST 220 Interdisciplinary Methods

2 Electives

Annual Evaluation: Progress will be reported in advisor's letter to the student

YEAR 2

Course Work: CH ST 200C Social Processes, CH ST 220 Interdisciplinary Methods or CH ST 200A History and Narrativity, CH ST 200B Cultural Texts , CH ST 210 Research Seminar

2 Electives

Other Requirements:

Foreign Language

Teaching Experience

M.A. Dossier

M.A. Comprehensive Exam (Late Spring)

Annual Evaluation: M.A. Degree & Continuation to Ph.D.

Milestone: Award M.A. Degree

YEAR 3

Establish Ph.D. Committee & Chair

Course Work: 4 Tailored Electives (method-theory-subfields)
(8 units can be taken outside the department)

Other Requirements: Doctoral Dissertation Prospectus

Annual Evaluation: Progress on each of these requirements will be communicated to the student in the end of the year advisor's letter.

YEAR 4

Doctoral Dissertation Prospectus and Oral Defense of the Prospectus (Fall quarter)

Milestone: Advance to Ph.D. Candidacy (Fall quarter)

Annual Evaluation: Progress on each of these requirements will be communicated to the student in the end of the year advisor's letter.

YEAR 5/6

Dissertation Research Conducted

Write Dissertation

Dissertation & Public Defense (Spring quarter at the end of the 5th or 6th year)

Milestone: Award Ph.D. Degree

ACADEMIC RESOURCES AVAILABLE TO GRADUATE STUDENTS IN THE DOCTORAL PROGRAM

Colección Tloque Nahuaque

Researchers, faculty, and Ph.D. students engaged in Chicana and Chicano Studies at UCSB benefit from access to the Colección Tloque Nahuaque in the Davidson Library. It is an outstanding resource for comprehensive Chicana/o/Latina/o information and specialized reference services. Visiting scholars from both this country and abroad consider it to be one of the finest collections of Chicana and Chicano materials anywhere in the world. Established in 1971, the Colección specializes in the interdisciplinary field of Chicana/o/Latina/o Studies. It is the only such collection in the U.S. operated as a discrete library unit within a major university library. As one of only several leading collections of its kind, the Colección serves as the university's major source of information on the cultural heritage and history of Chicanas/os and other Latinas/os in the United States. Its holdings of approximately 20,000 volumes and close to 500 journals and newspapers distinguish it as a national bibliographic resource on Chicanas/os/Latinas/os.

California Ethnic and Multicultural Archive

Ph.D. students in Chicana and Chicano Studies have access to the California Ethnic and Multicultural Archive (CEMA) in the Davidson Library. CEMA is a permanent program offering collections of primary research materials that document the cultural and political experiences of African American, Asian American, Chicana/o/Latina/o, and Native American ethnic groups in California. The broad-based collection of materials represents the cultural, ethnic, and racial diversity that characterizes the state's population. Since 1988, CEMA has been building a highly successful program by which a number of organizations and individuals have committed to by depositing their personal papers and other holdings in the Davidson Library.

UCSB Chicano Studies Institute

The Chicano Studies Institute is a UCSB research unit open to faculty and students. The Chicano Studies Institute's mission is to develop a research infrastructure that can further enhance the field of Chicana and Chicano Studies at both the national and international levels. Attainment of this goal is fostered by activities that bring together faculty as well as students with diverse training in order to strengthen the development of an interdisciplinary research program. This interdisciplinary agenda builds upon a distinctive feature of the field—its intellectual evolution as a mosaic that engages methodologies and theoretical concerns that traverse diverse social science and humanities disciplines. The products of this mosaic often challenge conventional epistemologies while creating knowledge grounded in the lived experience of Chicana/o/Latina/o communities. Hence, the Institute's emphases on faculty work groups, collaborative projects, lectures, symposia, graduate and undergraduate student research projects and publications that reflect this cluster of concerns.

GRIEVANCES AND APPEALS

If and when students experience problems in their academic work or in academic appointments, it is expected that resolutions will first be sought within the department by using the following resources: the student's faculty mentor, the faculty graduate advisor, staff graduate advisor and the department chair. Tips for resolving grievances informally are outlined at the Graduate Division's webpage:

<https://www.graddiv.ucsb.edu/handbook/advisingandprogress.aspx#tips>.

Once a student has exhausted departmental resources, staff members of the Graduate Division (805) 893-2277 or the [Office of the Ombuds](#) (Girvetz Hall 1205-K, (805) 893-3285) may help guide the student toward other avenues for dispute resolutions.

There are additional campus organizations for specific issues listed in the Graduate Division's "Key Campus Resources" section of the Student Life and Services web page: <http://www.graddiv.ucsb.edu/currentstudents/>

There are established grievance and appeal procedures that can be followed in cases where resolutions are otherwise not possible. These procedures are outlined at the Graduate Division's webpage:

<https://www.graddiv.ucsb.edu/handbook/advisingandprogress.aspx#tips>.

STUDENT ORGANIZATIONS AND SOURCES OF ASSISTANCE FOR STUDENTS

Chicana and Chicano Studies Graduate Student Representatives

The Chicana and Chicano Studies graduate student body may select up to two graduate student representatives each academic year. Graduate student representative(s) may participate in faculty business meetings and provide an advisory vote on business matters; and may participate in an advisory role in the hiring of new faculty members and provide an advisory vote regarding faculty hires. Graduate student representatives are to attend public presentations of candidates and interview prospective candidates. Either a graduate student representative or another representative chosen by the graduate students has the option to sit in on department search committees. The graduate student representatives do not participate in closed executive sessions or in faculty cases related to merit reviews and promotions.

Graduate Student Resource Center (GSRC)

The GSRC is a referral and information center for graduate students. Throughout the year, the GSRC sponsors events to help foster community among faculty, staff, and graduate students across campus. The GSRC is located in the Student Resource Building 1215.

Please refer to the Graduate Division's Graduate Website for more information and a link to the GSRC workshop calendar.

Graduate Student Peer Advisors

Graduate Student Peer Advisors are experienced graduate students who are available to provide a comprehensive series of services to the current and prospective graduate community. Graduate Peer Advisors are housed in the Graduate Student Resource Center in the Student Resource Building 1215. To contact a Graduate Peer Advisor email peers@graddiv.ucsb.edu.

Please refer to the Graduate Division's Website for more information about Graduate Student Peer Advisors.

Graduate Students Association (GSA)

All graduate students are automatically members of the Graduate Students Association, the elected representative government for UCSB graduate students. The GSA works to: (1) ensure that graduate student concerns are addressed in campus and off-campus policy decisions, (2) provide graduate students with information concerning decisions that are relevant to student life, and (3) provide social activities for UCSB graduate students.

To learn more about the GSA and how you can become involved visit: <http://ucsbgsa.org/>.

Student Health Services

Student Health provides high quality, accessible primary health care and health education to the UCSB campus community. The Student Health Center specializes in personalized health care by clinicians and educators, paying close attention to physical, psychological and preventive aspects of each clinical visit. Student Health staff are able to treat the vast majority of physical conditions on an ambulatory basis. Close liaisons with specialists and emergency services in the community are utilized when necessary. Health Education is involved in both direct clinical contacts and campus educational activities. Students may take classes that train them to become Peer Health Educators in topics such as Alcohol and Other Drugs, Community Health, Nutrition and Eating Disorders, Relationships and Sexual Health.

Student Health provides a wide range of services including:

- Medical staff that includes licensed physicians, nurse practitioners, registered nurses, medical assistants, physical therapists and health educators
- Auxiliary services such as laboratory, x-ray, pharmacy, eye care and dental care
- Full spectrum of primary care medical services
- Limited specialty care in orthopedics, gynecology, rheumatology, and psychiatry
- Evaluation and referral to off campus facilities for specialized care
- Individual and group health education, both in the clinical and academic setting
- Opportunities for students to obtain experience in primary prevention and early intervention through participation in Peer Programs

For instructions on setting up appointments or for more information on Student Health Services please visit the website below:

<http://studenthealth.sa.ucsb.edu/>

UCSB Women's Center

The Women's Center uses a feminist approach to provide support, advocacy, resources and education to the UCSB community. The Women's Center is comprised of the Resource Center for Sexual and Gender Diversity and the Re-Entry/Non-Traditional Student Resource Center. The Women's Center is part of the Graduate Student Support Network (GSSN), and offers specialized programs to meet the distinct needs of graduate students.

To learn more about the Women's Center visit: <http://www.sa.ucsb.edu/women/AboutUs/index.aspx>.

Kiosk

One of the most comprehensive student resources is called "The Kiosk," which is designed to assist students with understanding all that the university has to offer. UCSB's official on-line student handbook is available at: <http://kiosk.ucsb.edu/Index.aspx>.

JOB SEARCH ASSISTANCE FOR GRADUATE STUDENTS NEAR COMPLETION

Job Placement in the Field of Chicana and Chicano Studies

Students' interdisciplinary training is a tremendous advantage in the job market this is increasingly defined by academic departments searching for scholars who can effectively transverse disciplinary boundaries. Job listings in recent years are seeking job candidates with interdisciplinary training in ethnic studies. The Ph.D. program in Chicana and Chicano Studies at UCSB is one of the most vibrant and intellectually exciting Ph.D. programs in the country.

The M.A./Ph.D. program produces students qualified to teach in a wide range of programs. These include: (1) Chicana/o and Latina/o Studies programs; (2) traditional humanities and social science departments such as political science, history, Spanish, anthropology, sociology, and English; and (3) interdisciplinary programs such as American studies, ethnic studies, women's studies, and cultural studies. Chicana/o/Latina/o Studies programs have been institutionalized in many U.S. and European campuses, and they continue to be instituted in major universities, state universities, liberal arts colleges, and in community colleges. The demand for faculty positions is increasing in interdisciplinary departments, as well as in traditional disciplines calling for candidates with training in Chicana/o and Latina/o Studies.

The placement of the department's former Chicana dissertation fellows is further evidence of the demand for Chicana/o and Latina/o Studies scholars. From 1987 to 2005 the Chicana and Chicano Studies Department awarded two dissertation fellowships per year. Eighty-three percent of the dissertation fellows completed their dissertations and are currently employed in top universities throughout the country. (One unique dissertation fellow, Ana Castillo, has become a nationally and internationally acclaimed writer).

Graduates from the department are also placed outside academia. The Department of Chicana/o Studies has long operated on the premise that graduate education plays an important role in public and educational policy and does not serve only to produce professors. Students are equipped to be employed in government, research institutes, and in non-profit organizations. Moreover, career opportunities for our graduates exist in administration, counseling, law, health, media, museum staffing, and management.

Enrolled graduate students at UCSB are eligible for a wide variety of personal and career-related services at the Counseling and Career Services Center (Bldg. 599). Personal appointments may be scheduled with counselors at the Center to discuss topics such as composing a vita, interviewing for jobs, job search strategies, and alternative careers for Ph.D.'s. Graduate students may also establish an "educational reference file" or placement file at the Center or stop by to review the job vacancy listings, employer directories and career literature available in the Resource Room. Additional information about the Counseling services is available at <http://www.counseling.ucsb.edu/>, and more information about the Career Services may be found at <http://career.ucsb.edu/>.

HOUSING AND FAMILY RESOURCES

Various housing options exist in the Santa Barbara area. The university provides housing and housing resources to students seeking affordable housing located close to the university.

Housing and Residential Services

The Office of Housing and Residential services provides opportunities for students to live on-campus in the residence halls and off-campus in single student apartments and family apartments. Students may apply for housing online at the following website: <http://www.housing.ucsb.edu/index.asp>.

Community Housing Office

The Community Housing Office is a one-stop resource for rental housing information and dispute resolution where experienced staff can answer questions and provide guidance regarding rental rights and responsibilities.

The following resources are available at the Community Housing Office: off-campus rental listings, landlord/tenant dispute resolution, roommate dispute resolution, advice and information about rental rights and responsibilities for tenants and property providers, publications, and move-in and move-out videotaping. For up to date information please visit the Community Housing website: <http://www.housing.ucsb.edu/hchoices/cho-general-info.htm>.

The university welcomes students with families by providing a supportive and caring environment for them. The university's family friendly policies include family housing and childcare.

Family Housing

Students with families are encouraged to apply to live in one or two bedroom apartments located approximately one mile off campus. Family Housing welcomes non-traditional and extended families. Please note that families with children have priority and may wait up to 6 months to obtain family housing. Families without children may wait up to two years to obtain family housing. For updated information and to apply for housing please visit the Housing and Residential Services website: <http://www.housing.ucsb.edu/hchoices/fsh-general-info.htm>

Child Care

The university provides students, faculty, and staff with a wide variety of options for reliable and high quality child care programs and services. These programs range from full-time infant care to after-school and vacation programs for school-aged children. Students with children may be eligible for child care grants and scholarships. Furthermore, the university has established a Parent Support Group where parents meet with other parents to relax, get acquainted, express their needs and concerns, and take part in discussions that consider the challenges of being a parent and student. For up to date information please visit the Child Care website: <http://childrencenter.sa.ucsb.edu/Index.aspx>

FACULTY AND AFFILIATED FACULTY LISTS

Chicana and Chicano Studies Department Faculty

The faculty in the department have a wide range of research interests and methodological expertise. Below we provide a short summary of each faculty's expertise, research interests, and teaching expertise. The summary is provided to help students identify faculty who may help them in developing their own research interests along with meeting the graduate program's requirements.

GERARDO ALDANA (Ph.D., Harvard University), Associate Professor. Maya hieroglyphic history, Mesoamerican art, Experimental archaeology, Science Studies, Culture Theory. Courses: 200A History and Narrativity, 220 Interdisciplinary Methods, 240 Chicana and Chicano Studies Colloquium, 251A Aztec Religion and Philosophy, 252A Indigenous Texts, 252B Indigenous Science, 252C Indigenous Material Culture

RALPH ARMBRUSTER-SANDOVAL (Ph.D., UC Riverside), Associate Professor. Globalization, Labor, Social Movements, Racism, and Latin American Studies. Courses: 200A History and Narrativity, 200C Social Processes, 268F Racism in American History, 270 Globalization and Transnational Social Movements, 281 The Chicano/Latino Metropolis: Race, Class, and Resistance, 281A A People's History of Los Angeles: Race, Class, and Resistance in the City

EDWINA BARVOSA (Ph.D., Harvard University), Associate Professor. Contemporary, Social and Political Theory, Intellectual History, and Chicana/o Studies. Courses: 200C Social Processes, 210 Research Seminar, 262B Chicano/Latino Social and Political Theory, 262C Contemporary Problems in Chicano/Latino Ethics and Politics, 265 Reading Anzaldúa: Text, Context, and Interpretation, 267 Chicana Feminisms

DOLORES INÉS CASILLAS (Ph.D., University of Michigan), Assistant Professor. U.S. Spanish-language media, Radio/Sound Practices, Language studies, Immigration policy, Gender and Popular Culture. Courses: 200B Cultural Texts, 200C Social Processes, 210 Research Seminar, 220 Interdisciplinary Methods, 238 Barrio Popular Culture, 254 Listening to Race

MARIO T. GARCÍA (Ph.D., UC San Diego), Professor. Chicano History, Race and Ethnicity, Southwestern History. Courses: 200A History and Narrativity, 240 Chicana and Chicano Studies Colloquium, 256 Contemporary Readings in Chicana/o Latina/o Indigenous Studies, 259 The Chicano Movement: New Historical Perspectives, 260A Seminar in Chicana/o History, 260B Ethnicity and Community, 268E History of the Chicana/o Movement

MARÍA HERRERA-SOBEK (Ph.D., UC Los Angeles), Professor. Chican@ literature, Feminists theories, Cultural Studies, Folklore (Oral Traditions), and Colonial Literature of the Southwest. Courses: 210 Research Seminar, 250A Theory of the Chicana/o Novel, 250B Literary History in Chicana/o Literature, 250C Theory and Text: The Mexican/Chicano Ballad, 250D Feminist Theory of Chicana/o Writers, 250E Colonial Literature of the Southwest, 1521-1821 255A Oral Tradition, 284A Chicana Writers

AÍDA HURTADO (Ph.D., University of Michigan), Professor and Chair. Equity issues in education, Feminist theory, Chicana feminisms, Masculinity studies, Representations of ethnic and racial groups in the media, Social identity, including ethnic identity. Courses: 240 Chicana and Chicano Studies Colloquium

FRANCISCO A. LOMELÍ (Ph.D., University of New Mexico), Professor. American Studies and Chicano Literature, Cultural Theory, Border Studies, Literary History of the Southwest, and Central American Literature. Courses: 200A History and Narrativity, 210 Research Seminar, 249 Spanish for Graduate Students, 250A Theory of the Chicana/o Novel, 250B Literary History in Chicana/o Literature, 250E Colonial Literature of the Southwest, 1521-1821, 280A Survey of Chicana/o Literature

HORACIO N. ROQUE RAMÍREZ (Ph.D., UC Berkeley), Associate Professor. Queer/LGBT Community History and Theory, Central American Studies, Oral History Theories and Methods, Popular Cultures, Creative Writing and Narrative. Courses: 200A History and Narrativity, 210 Research Seminar, 220 Interdisciplinary Methods, 253 Queer Identities, Communities & Theories, 273 Central American Displacements and Diasporas, 274A Oral History: Theories, Ethics, and Methods, 274B Oral History: Fieldwork and Practice, 283 Queer/LGBTIQ Communities, Histories, and Theories, 284 Globalizing Sexualities in the Americas

CHELA SANDOVAL (Ph.D., UC Santa Cruz), Associate Professor. Cultural Theory, Gender/Sexuality, Cyber Studies and History of Consciousness. Courses: 200B Cultural Texts, 210 Research Seminar, 220 Interdisciplinary Methods, 251 De-Colonizing Feminism, 253A Techno Imaginaries, 255A Oral Tradition, 264 Speaking Truth to Power, 267 Chicana Feminisms, 272 Post-Border Thought, 273 Central American Displacements and Diasporas, 282 Sex, Gender, and Feminist Theories

TARA J. YOSSO (Ph.D., UC Los Angeles), Associate Professor. Sociology of Education, Critical Race Theory, Latina/o Critical Race Theory, and Visual Sociology. Courses: 200C Social Processes, 261A Chicana/o Education, 261B Imaging (Imagining) Chicanas/os, 280 Critical Race Theory in Education

Chicana and Chicano Studies Affiliated Faculty

RUDY V. BUSTO, *Ph.D., University of California, Berkeley*, Religious Studies Department
Research Interests: Asian American/Pacific Islander and Chicano/Latino Religious Traditions, Evangelical Christianity.

LEO CABRANES-GRANT, *Ph.D., Harvard University*, Theater & Dance Department and Spanish & Portuguese Department
Research Interests: Spanish and Latin-American Drama and theatre history and "minority" theatre.

SARAH CLINE, *Ph.D., University of California, Los Angeles*, History Department
Research Interests: Latin American social and cultural history, colonial Mexican history, Atlantic world history, and comparative studies of gender, race, ethnicity, and colonialism.

REGINALD G. DANIEL, *Ph.D., University of California, Los Angeles*, Sociology Department
Research Interests: Race and ethnic relations, comparative and historical sociology, comparative race and culture

RICHARD DURÁN, *Ph.D., University of California, Berkeley*, Gervitz Graduate School of Education
Research Interests: Learning and instruction; assessment; construction of culture through interaction; and bilingualism; cognitive science; language interaction and social organization.

CARL GUTIÉRREZ-JONES, *Ph.D., Cornell University*, English Department
Research Interests: Contemporary American fiction, critical race studies, Chicano studies and literature of the Americas.

ELLIE HERNÁNDEZ, *Ph.D., University of California, Berkeley*, Feminist Studies Department
Research Interests: Cultural studies, 20th century American literature, Chican@ and Latina@ literature and cultural production, Gay/Lesbian studies and Queer Theory, comparative sexualities: U.S. Pan-Latina/o formations, Marxist theory in humanities global and transnational.

GAYE THERESA JOHNSON, *Ph.D., University of Minnesota*, Black Studies Department
Research Interests: Twentieth century U.S. history, race and racism, social movements and identities, and cultural history with an emphasis on music.

LIPSITZ, GEORGE, *Ph.D., University of Wisconsin*, Black Studies Department and Sociology Department
Research Interests: Race, Culture and Social identities, 20th-century U.S. history, urban history and culture, social movements

CLAUDINE MICHEL, *Ph.D., University of California, Santa Barbara*, Black Studies Department
Research Interests: Multicultural education, children's literature; educational television and religion.

CARLOS MORTON, *Ph.D., University of Texas, Austin*, Theater and Dance Department
Research Interests: Spanish and Latin-American Drama and theatre history and "minority" theatre.

VICTOR RIOS, *Ph.D., University of California, Berkeley*, Sociology Department
Research Interests: Urban Ethnography, Latina/o Sociology, Race and Punishment, Black-Latino Relations, Masculinity, Youth.

LAURA ROMO, *Ph.D., University of California, Los Angeles*, Gervitz Graduate School of Education
Research Interests: Adolescent development; Mother-adolescent communication; Youth and sexuality; Adolescent pregnancy prevention; Informal science/health education; Concept acquisition

DENISE SEGURA, *Ph.D., University of California, Berkeley*, Sociology Department
Research Interests: Gender; feminist studies; Chican@ Studies; race relations; work and community studies.

GABRIELA SOTO-LAVEAGA, *Ph.D. University of California, San Diego*, History Department
Research Interests: History of Latin America, Modern Mexico, intersection of science and culture; bioprospecting, emerging identities and citizenships.

ROBERTO STRONGMAN, *Ph.D., University of California, San Diego*, Black Studies Department
Research Interests: Fields of religion, history, and sexuality in order to further his main area of research and teaching: Comparative Caribbean Cultural Studies.

INÉS TALAMANTEZ, *Ph.D., University of California, San Diego*, Religious Studies Department
Research Interests: Native American Religious Traditions and Philosophies, Religions of Mexico and Chicano Religion, Women in Religion, Religion and Ecology, Religion and Healing in Native America

CRISTINA VENEGAS, *Ph.D., University of Southern California*, Film and Media Studies Department
Research Interests: Latin American, U.S. Latino media and digital technologies.

HOWARD A. WINANT, *Ph.D., University of California, Santa Cruz*, Sociology Department
Research Interests: Race and racism, comparative historical sociology, political sociology, social theory, human rights

DESCRIPTION OF PETITIONS AND FORMS

Form A: Comprehensive Study Plan

This form will be issued to new students upon entry to the program and reissued to continuing students prior to the start of each academic quarter. It is to be updated each quarter during advising week and returned to the Chicana and Chicano Studies Graduate Affairs Office in South Hall 1722.

Form B: Yearly Study Plan

This form will be issued to new students upon entry to the program and reissued to continuing students prior to the start of each academic quarter. It is to be updated each quarter during advising week and returned to the Chicana and Chicano Studies Graduate Affairs Office in South Hall 1722.

Form C: Annual Employment Commitments

This form will be issued to new students upon entry to the program and reissued to continuing students prior to the start of each academic quarter. It is to be updated each quarter during advising week and returned to the Chicana and Chicano Studies Graduate Affairs Office in South Hall 1722.

Form D: Graduate Request for Transfer Credit

Requesting to transfer units is a two-step process. This form is to be used in order to request for the transfer of credit from another institution to UCSB. Students are to complete the Graduate Student Petition (available at <http://www.graddiv.ucsb.edu/>) once Form D has been approved by the Department. Form D is available at the department website at <http://www.chicst.ucsb.edu/>. Completed Form D's are to be submitted to the Chicana and Chicano Studies Graduate Affairs Office at South Hall 1722, and Graduate Student Petitions are to be submitted directly to the Graduate Division.

Form E: Graduate Request for UCSB Course Substitutions

This form is to be used in order to request for the substitution of a UCSB course offered outside the Department for a Department Graduate Elective. Form E is available at the department website at <http://www.chicst.ucsb.edu/>. Completed Form E's are to be submitted to the Chicana and Chicano Studies Graduate Affairs Office at South Hall 1722.

Form F: Graduate Petition for Employment Over 50% Time

This form is to be used in order to request Departmental approval for employment totaling over 50% during a single academic quarter. Approval must be obtained prior to the start of employment. Form F is available at the

department website at <http://www.chicst.ucsb.edu/>. Completed Form F's are to be submitted to the Chicana and Chicano Studies Graduate Affairs Office at South Hall 1722.

Form K: Contract for Independent Study

This form is to be completed by the student and instructor of the Independent Study course. The following graduate level courses are considered Independent Study courses: CH ST 592 Directed Reading, CH ST 596 Directed Reading and Research, CH ST 597 Individual Study for Master's or Ph.D. Examinations for Advancement to Candidacy, CH ST 598 Master's Research and Writing, and CH ST 599 Dissertation Research and Writing. Form K is available at the department website at <http://www.chicst.ucsb.edu/>. Completed Forms are to be submitted to the Chicana and Chicano Studies Graduate Affairs Office at South Hall 1722.

Form L: Individual Professor's Evaluation and Grading of Qualifying Examinations

To be completed by qualifying paper committee to evaluate written qualifying exams and oral exams **OR** doctoral committee to evaluate the research prospectus and oral defense. One Form is to be submitted per committee member. Form L is available at the Chicana and Chicano Studies Graduate Affairs Office. Completed forms are to be submitted to the same office in South Hall 1722.

Form M: Committee's Evaluation and Grading of Qualifying Examinations

To be completed by qualifying paper committee chair to evaluate written qualifying exams and oral exams **OR** doctoral committee chair to evaluate the research prospectus and oral defense. Form M is available at the Chicana and Chicano Studies Graduate Affairs Office. Completed forms are to be submitted to the same office in South Hall 1722.

Form N: Annual Graduate Student Self-Assessment Report

Space for students to communicate their request for funding support, teaching interests, and academic progress. To be completed by students annually and submitted to the Chicana and Chicano Studies Graduate Affairs Office at the end of April. Current CV and UCSB Financial Aid Award Letter or Student Aid Report are to be attached to Form N.

Form O: Undergraduate Petition for Enrollment in CH ST Graduate Seminar

Requesting approval to enroll in a Chicana and Chicano Studies graduate seminar is a two step process. First, Form O is to be completed by undergraduate students who would like to petition to enroll in a Chicana and Chicano Studies graduate seminar. Form O is available at the Chicana and Chicano Studies Graduate Affairs Office. Completed Form O's are to be submitted to the same office at South Hall 1722. Second, students are to complete the "Petition for an Undergraduate to Enroll in A Graduate Course" (available at the Office of the Registrar) once Form O has been approved by the Department. This petition is to be submitted directly to the Office of the Registrar.

Form P: Ph.D. Degree Check Off Sheet

Completed by the staff graduate advisor to monitor degree progress. Students may schedule an appointment with the staff graduate advisor to discuss their degree progress.

Form Q: Teaching Assistant Evaluation Form

This form is used to evaluate the performance of Teaching Assistants. Faculty who have been allocated TA support in any given quarter will be asked to complete this form at the end of the quarter and submit it directly to the Chicana and Chicano Studies Graduate Affairs Office in South Hall 1722.

Form R: New Faculty Advisor Confirmation

This form is used to change individual faculty advisors. It requires a signature from the student, the former advisor and the new advisor. Form R is available at the Chicana and Chicano Studies Graduate Affairs Office. Completed forms are to be submitted to the same office in South Hall 1722.

Additional Forms that can be Obtained from the Chicana and Chicano Studies Graduate Program Office:

Ph.D. Form I- Nomination for Doctoral Committee for the Degree of Doctor of Philosophy

This form is used to nominate the doctoral committee and also includes an embedded “Conflict of Interest” disclosure form. Students should contact the Chicana and Chicano Studies Graduate Program Office in order to have this form processed.

Ph.D. Form I-A- Changes in Thesis or Dissertation Committee

This form is used to modify a student’s existing dissertation committee and can be obtained from the Chicana and Chicano Studies Graduate Program Office.

Ph.D. Form II- Report on Qualifying Examinations (advance to doctoral candidacy)

In order to advance to doctoral candidacy, this form must be signed by the student’s committee once s/he has passed the research prospectus and oral defense. There is a \$90.00 fee that must be paid prior to filling this form with the Graduate Division (student pays fee & takes form to Graduate Division). The Ph.D. Form II should be obtained from the Chicana and Chicano Studies Graduate Program Office prior to the student’s oral defense.

Ph.D. Form III- Report on Final Examination (dissertation defense)

This form should be obtained from the Chicana and Chicano Studies Graduate Program Office prior to, or on the day of, a student’s oral dissertation public defense. The student’s committee along with the required signature pages of the dissertation must sign the Ph.D. Form III. The Chicana and Chicano Studies Graduate Program Office needs a copy of the signed Ph.D. Form III, dissertation title page, signature page (signed), and abstract for your student file.

Additional Forms that can be Obtained from the Graduate Division Website at

<http://www.graddiv.ucsb.edu/>

Petition for Reinstatement to Graduate Students

For students with a break in registration who wish to return

Graduate Student Petition

For graduate students who wish to request to drop or add a degree or emphasis, waive Graduate Council requirements, transfer credit, take Extension courses, extend degree completion deadline

Request for In Absentia Registration

For graduate students whose research or study requires them to remain outside California for the duration of a quarter

Request for Leave of Absence

Supplemental LOA form for Central Fellows

Required for any central fellow requesting a change in the schedule of their fellowship due to a Leave of Absence

IEPGS

Application for the Inetercampus Exchange Program for Graduate Students

FREQUENTLY ASKED QUESTIONS (FAQs)

M.A. Dossier

What is in the dossier? What are the guidelines?

The “M.A. Student Dossier” includes the following items: a selection of at least two graduate-level seminar papers produced at UCSB; a department generated unofficial transcript showing that all course requirements have been fulfilled; teaching evaluations, evidence of completion of the language and teaching experience requirements, and a brief (i.e. 3-5 page) statement of the student’s research area(s). The “M.A. Student Dossier” is submitted by the late spring quarter of the second year.

When is it due?

The due date is determined by the Graduate Committee during the academic year, but will likely be during the month of May.

What is in the three to five page research statement?

Each graduate student is assigned an individual faculty advisor during the first year of the program. The student’s advisor will guide the student in writing their research statement focusing on developing a research question(s) and outlining its significance. The statement will also discuss which subfield(s) the student will pursue during their doctoral training.

The following three questions are to be answered in the research statement:

1. What is the general theoretical framework or research literature you are using to frame your research questions?
2. What three research questions do you plan to focus on in your work?
3. What are potential research sites and methods you intend to use to answer your research questions?

Do students photocopy the teaching evaluations given to them or request them from the Chicana and Chicano Studies Graduate Affairs Office?

Teaching evaluations from appointments held on campus, but outside of the department are to be submitted to the Chicana and Chicano Studies Graduate Affairs Office. Teaching evaluations from appointments held in the department are already on file in the Chicana and Chicano Studies Graduate Affairs Office.

What writing samples are preferred?

Papers from classes taken here at UCSB at the graduate level.

Will students receive a protocol with instructions on how to put together their dossier?

Each student will assemble a dossier for the master’s degree that will include the following items:

- _____ two seminar papers produced at UCSB;
- _____ a department-generated unofficial transcript showing that all course requirements have been fulfilled;
- _____ teaching evaluations (Students will only need to provide copies for UCSB TAs held outside of the Department of Chicana and Chicano Studies);
- _____ evidence of completion of the language and teaching experience requirements;
- _____ a brief (i.e. 3-5 page) statement of the student’s research area(s).

M.A. Comprehensive Exam

Who is on the M.A. Exam Committee?

The M.A. Exam Committee is designated by the Department Chair. The M.A. Exam Committee will include the three professors who taught the three core courses over a two-year cycle: CH ST 200A History and Narrativity, CH ST 200B Cultural Texts, and CH ST 200C Social Processes. The Department Chair will establish the M.A. Exam Committee and the Department Chair has the authority to augment the M.A. Exam Committee by appointing additional faculty members when necessary.

How many relevant sources outside of the foundational reading list can be used?

However many are relevant to answer the question as long as the foundational readings are also included in the answer.

Are students responsible for incorporating the list in its entirety?

No, students are responsible for the readings that were assigned in the core courses they took (CH ST 200A-C). This includes the foundational readings and any other readings that were used in the courses. Again, students are not responsible for the entire list; just the readings that were assigned in the three core courses.

Are students responsible for content covered only in CH ST 200A, CH ST 200B, and CH ST 200C or other graduate courses as well?

The M.A. Comprehensive Exam is limited to the readings covered in the core courses CH ST 200A-C.

What are the times for the M.A. Comprehensive Exam and will we be typing or writing it out by hand on blue books?

The M.A. Comprehensive Exam time is contingent upon room availability. Students will be issued a laptop for the M.A. Comprehensive Exam.

Where will students take the M.A. Comprehensive Exam? How much time will students have?

The M.A. Comprehensive Exam location is contingent upon room space availability. Possible exam room locations include but are not limited to the department library (South Hall 1713), the Dolores Huerta Conference room (South Hall 1724), and the CSI conference room (South Hall 4503). The M.A. Comprehensive Examination will be administered over two days in which students will respond to two questions per day, and will have two hours to respond to each question.

How will the M.A. Comprehensive Exam questions be chosen?

The M.A. Comprehensive Exam questions will be written by the M.A. Exam Committee.

Will students be given study questions ahead of time?

The M.A. Comprehensive Exam Committee is not required to write study questions but individual faculty members on the Committee may decide to write study questions for the core course they taught. In the recent past, faculty have provided study questions for the course under their authority.

Will students all have the same questions or will they be designed specifically for students individually?

The M.A. Comprehensive Exam will include two questions per core course section (total of six questions) and an additional overall synthesis section (two questions) for a total of eight questions. Students will be required to respond to one question from each section for a total of four questions. A single M.A. Comprehensive Exam will be issued during the testing period. No one will receive an individually designed M.A. Comprehensive Exam; all will receive the same exam with the same questions.

What length can you reasonably expect the exam responses to be?

Each response should be 7-10 pages long (double-spaced, 1" margins, Times New Roman font). The whole M.A. Comprehensive Exam, all four questions, therefore, should be 28-40 pages long.

Who will be on the grading committee?

M.A. Comprehensive Exams will be graded by the M.A. Exam Committee who wrote the exam.

How long until students know the outcome of the M.A. Comprehensive Exam and if students don't pass what are their options?

The faculty graduate advisor will notify students of their M.A. Comprehensive Exam and dossier outcome prior to the end of the spring quarter. Based on the performance in the M.A. Comprehensive Exam and a review of the dossier, the department will: (1) grant the M.A. degree and allow the student to continue to the Ph.D. phase of the graduate program; (2) award a terminal M.A.; or (3) not award the M.A. Students who receive a terminal M.A. will be given the opportunity to re-take the M.A. Comprehensive Exam and/or re-work their dossier by the end of the

fall quarter following the end-of the year review. The M.A. Exam Committee will administer and evaluate these exams, while the Department Graduate Committee will assess the revised dossiers.

Will my dossier be returned to me? Will I receive a copy of the M.A. Comprehensive Exam questions and my M.A. Comprehensive Exam responses?

Student dossiers will be returned after they have been assessed. Upon request, students may review their M.A. Comprehensive Exam responses in the Chicana and Chicano Studies Graduate Affairs Office. Copies of the M.A. Comprehensive Exam and the exam responses will not be available.

M.A. Degree

When should a student file for the degree with the Graduate Division? When will the M.A. thesis fee be posted to my BARC account?

Students will not be required to file for an M.A. degree through the Graduate Division, rather the department will notify the Graduate Division when a student has satisfied M.A. degree requirements. A Master's Thesis filing fee is not due because a M.A. thesis is not included in the department's M.A. degree requirements.

When will the degree be posted on a student's record? When is the MA conferred?

The degree will be filed for a spring quarter degree. Official posting of the degree to a student's transcripts is contingent upon the processing time of the Graduate Division and the Office of the Registrar. This process can usually take up to a couple of months.

Appendix: Glossary

Central Awards by Department Nomination: Central fellowship awards are based on nomination by departments and selection by a UCSB central faculty fellowship committee.

Doctoral Committee: The doctoral committee administers the student's exams, guides the research and writing, and administers the doctoral oral defense of the dissertation. The doctoral committee consists of at least three University of California ladder-rank faculty members. The chair of the doctoral committee must be a ladder-rank faculty member of the Chicana and Chicano Studies Department. Affiliated faculty members of the Chicana and Chicano Studies Department may upon approval serve as co-chairs of doctoral committees. The other co-chair must be a ladder-rank faculty member from the Chicana and Chicano Studies Department. In addition, affiliated faculty may serve as second and/or third members of doctoral committees. Faculty from other universities may serve as a 4th member of the committee.

M.A. Comprehensive Exam Committee: The M.A. Comprehensive Exam Committee will administer the M.A. Comprehensive Exam in spring quarter. The committee will be established by the department chair, and will include the professors who taught the three core courses CH ST 200A History and Narrativity, CH ST 200B Cultural Texts, and CH ST 200C Social Processes over a two-year cycle. The department chair may appoint additional faculty members to the committee.

Graduate Committee: The Graduate Committee consists of two department faculty members. The member assigned as chair of the committee is also the faculty graduate advisor.

A dictionary of additional graduate terminology is also available at the Graduate Division's website at <http://www.graddiv.ucsb.edu/admissions/resources/dictionary.htm>.