



# Graduate Student Handbook

2023-2024

# Table of Contents

<b><u>Introduction</u></b>	<b>4</b>
<u>Program Learning Objectives</u>	4
<u>QE Materials: Field Statements/Program Timeline</u>	6
<u>Roles</u>	6
<b><u>Academic Requirements and Policies</u></b>	<b>10</b>
<u>General Requirements and Policies</u>	10
<u>Program Requirements</u>	10
<u>Graduate Colloquium</u>	11
<u>Course Substitutions for New Graduate Students</u>	11
<u>Independent Study</u>	12
<u>Language Requirement</u>	13
<u>Departmental Language Exam</u>	13
<u>Intercampus Exchange</u>	14
<u>Grading Policy</u>	15
<u>Grading</u>	15
<u>Narrative Evaluations</u>	15
<u>Incomplete Grades</u>	15
<u>Repeating Courses</u>	16
<u>End-of-Year Reviews</u>	16
<u>Good Academic Standing</u>	17
<u>Academic Probation</u>	17
<u>Qualifying Examinations</u>	20
<u>QE Timeline</u>	20
<u>Qualifying Exam Committee</u>	21
<u>Qualifying Exam Components</u>	22
<u>Post QE</u>	28
<u>Required Departmental Documents</u>	28
<u>Formation of the Dissertation Committee</u>	28
<u>Applying for the M.A. Degree</u>	29
<u>Terminal M.A.</u>	29
<u>Dissertation</u>	29
<u>Enrollment</u>	30
<u>Dissertation Defense Timeline</u>	30
<u>Structure of Dissertation Defense</u>	31
<u>Criteria for a Strong Dissertation</u>	32
<u>Dissertation Copies</u>	32

<u>Summer Dissertation Submission</u>	32
<u>Graduation and Announcing Degree Candidacy</u>	32
<b><u>Enrollment</u></b>	<b>34</b>
<u>Important Dates</u>	34
<u>Priority Enrollment</u>	34
<u>Enrollment Deadlines</u>	34
<u>Add/Drop/Swap</u>	34
<u>Course Enrollment Deadline Exceptions</u>	34
<u>Late Withdrawal</u>	34
<u>Adding a Course before Add by Petition Deadline</u>	35
<u>Adding a Course after Add by Petition Deadline, before Quarter Ends:</u>	35
<u>Adding a Course after Quarter Ends:</u>	36
<u>Part-Time, Leave of Absence, and Other Enrollment Types</u>	36
<u>Part-Time Enrollment</u>	37
<u>In Absentia Enrollment</u>	37
<u>Leave of Absence (LOA)</u>	37
<u>Filing Fee Status</u>	38
<u>Administrative Withdrawal</u>	39
<u>Readmission</u>	39
<b><u>Campus Employment</u></b>	<b>40</b>
<u>Teaching Assistantships</u>	40
<u>LALS Department Expectations</u>	40
<u>Employment Information</u>	40
<u>TA Training</u>	41
<u>Workload and Duties</u>	41
<u>Paychecks</u>	42
<u>Summer TAships</u>	42
<u>Graduate Student Instructorships/Teaching Fellowships</u>	43
<u>Eligibility and Approval</u>	43
<u>Selection Criteria</u>	44
<u>Application Process</u>	44
<u>Mentorship and Training</u>	45
<u>Graduate Student Researchers (GSR)</u>	45
<u>Graduate Student Readers</u>	45
<b><u>Financial Awards, Aid, and Billing</u></b>	<b>46</b>
<u>Paying Your Bill</u>	46
<u>Admissions Offer</u>	46
<u>Billing Dates</u>	46

Financial Aid	46
Funding Support Philosophy	46
Sources of UCSC Funds for Graduate Support	47
Means of Support Are Communal and Based on Mutual Solidarity	48
Post-QE Students' Support Factors	48
Students Beyond Normative Time Or Not in Good Academic Standing	49
LALS Fellowship Evaluation Criteria	49
Establishing California Residency	51
AB 540 Students	52
Conference Travel and Summer Fellowships	52
Financial Aid	53
Financial Aid Office	53
International Students	53
International Student Tuition Reduction	53
International Doctoral Recruitment Fellowships (IDRF)	54
<b>Department Resources</b>	<b>55</b>
Graduate Lab/Lounge, Offices, and Mailboxes	55
Graduate Web Pages	56
Professional Headshots	56
Graduate Scanning and Copying Facilities	56
Graduate Representatives	56
Fellowship/Grant Proposals	58
Support for Student-Organized Events	58
<b>Graduate Student Association (GSA)</b>	<b>59</b>
<b>Commencement</b>	<b>59</b>
Graduation Regalia	59
<b>Campus Policies</b>	<b>60</b>
Sexual Harassment	60
Discrimination	60

# Introduction

The Latin American and Latino Studies PhD Program at UC Santa Cruz, the first of its kind in our field, has developed a unique approach that bridges the Américas and helps scholars understand the dynamics of hemispheric change. With its first cohort beginning in 2014, the LALS PhD Program focuses on building an intellectual community of scholars to participate in innovative cross-border research, bridge theory and practice, and engage in dialogue between the social sciences and humanities/cultural studies.

We engage in our work through the following thematic clusters: 1) Transnationalisms, Migrations, and Displacement; 2) Intersectionality, Identities, and Inequalities; 3) Collective Action, Social Movements, and Social Change; 4) Culture, Power, and Knowledge.

This handbook provides academic and administrative guidelines and community principles for graduate students in LALS.

## Program Learning Objectives

PLO 1: Knowledge of one or more of LALS' four substantive themes

- Expectation: Demonstrate mastery of knowledge of one or more of the Department's four substantive themes and/or in one of the LALS themes and a field chosen by the student in coordination with their QE Committee.
- Evaluation Criteria: Mastery of the literature in the chosen field or theme (balance between breadth and depth), including: a) classic texts; b) key scholarly debates; c) innovative formulations that shift the field/conversations in new directions.
- QE Materials: Field Statements, Syllabi, Prospectus, Oral Exam

PLO 2: Research Methods

- Expectation: Apply research methods and approaches appropriate to the theme, research questions, and/or field(s) that inform their research project.
- Evaluation Criteria: Demonstrate comprehension of the methodology or methodologies relevant to the student's research questions (e.g., ethnographic field methods, textual analysis, archival research methods, statistics, media analysis, comparative methods, etc.).
- QE Materials: Prospectus, Oral Exam

PLO 3: Independent Research

- Expectation: Develop and complete a substantial original and independent research project that makes a new and creative contribution to the fields of Latin American and Latino Studies.
- Evaluation Criteria: Dissertation prospectus clearly identifies appropriate and original research questions creatively making a contribution to the field of LALS; Dissertation

prospectus clearly identifies research methods, procedures and sources appropriate to the research topic, presents a feasible work plan, and adequately addresses the research question(s) at hand.

- QE Materials: Prospectus

#### PLO 4: Communication

- Expectation: Communicate clearly about both Latin American and Latino Studies and about their own research in both written and oral form to expert and non-expert academic audiences.
- Evaluation Criteria: Expresses ideas in a clear and organized manner
- QE Materials: Field Statements, Prospectus, Oral Exam

#### PLO 5: Pedagogy

- Expectation: Show competence in teaching at the university level by developing pedagogically coherent syllabi for introductory and/or upper-level undergraduate courses within the fields of Latin American and Latino Studies.
- Evaluation Criteria: Offers a coherent program of course material appropriate to the level of students and the explicitly defined course learning objectives; shows sensitivity to different modes of student learning in order to support student engagement with the material.
- QE Materials: Syllabi, Oral Exam

#### PLO 6: Second language literature

- Expectation: Critically engage with research and scholarship in a language other than the student's primary language —Spanish, Portuguese, English, or an Indigenous language of the Américas.
- Evaluation Criteria: Meaningfully engages with and cites relevant literature in second language

## QE Materials: Field Statements Program Timeline

**Year 1:** Attend TA development sessions during colloquium; Establish advising relationships w/ faculty within & beyond LALS; Begin developing and exploring research interests and broadly defining project topic; Attend LALS colloquia and events; Satisfactorily complete all coursework and maintain good academic standing.

**Year 2:** Attend QE Info Session during colloquium, decide on path for Qualifying Exam (QE) process, and finalize QE Committee; Research grant and fellowship opportunities and develop generic application materials; Continue to attend LALS colloquia and events; Satisfactorily complete all coursework and maintain good academic standing.

**Year 3:** Apply for grants and external fellowships; Complete language requirement; QE process: Write two field essays and two course syllabi, write and file dissertation prospectus, and complete oral QE exam; Compose dissertation committee and file paperwork; Continue to attend LALS colloquia and events; Maintain good academic standing.

**Ph.D. Candidacy/Year 4:** Conduct dissertation fieldwork and/or archival research; Attend jobs/market workshops in colloquium; Continue to apply for grants and external fellowships; Apply for Chancellor's Dissertation Writing Year Fellowship, as well as other campus-wide teaching and writing fellowships; Continue to attend LALS colloquia and events; Maintain good academic standing.

**Ph.D. Candidacy/Year 5:** Apply for jobs & post-docs; Continue to attend LALS colloquia and events; Attend jobs/market workshops in colloquium; Write, revise, and defend dissertation; Graduate!

## Roles

The Graduate Program Coordinator/Advisor, the Graduate Director, the Department Chair, and the Graduate Committee administer the Latin American and Latino Studies graduate program. If students have questions or concerns about university/program administration, policy, processes, or degree progress, the following people would be the appropriate contacts:

Graduate Program Coordinator: [esneathe@ucsc.edu](mailto:esneathe@ucsc.edu)

Professor Patricia Pinho, Graduate Director: [ppinho@ucsc.edu](mailto:ppinho@ucsc.edu)

The role of the *Graduate Program Coordinator/Advisor* is to aid graduate students with administrative processes, help students understand their funding packages and options, provide enrollment and registration guidance, plan and coordinate department graduate activities and events, recruit and orient new students, and generally provide administrative and advising support to students. The Coordinator also facilitates communication between graduate students, faculty members, and campus administration. This means that the Coordinator often advocates for graduate students with various campus entities, and the Coordinator also clarifies and enforces Department policy with students.

The role of the *Graduate Director* is to direct program policies, recruit and orient new students, convene the LALS Graduate Colloquium, work with the Graduate Program Coordinator on administrative processes, chair the LALS Graduate Committee, and provide academic and professional guidance to the graduate program as a whole.

The role of the *Department Chair* is to oversee the whole Latin American and Latino Studies program, supervise the Graduate Director, review graduate teaching, and provide general support and high-level approvals for the graduate program.

The *Graduate Committee*, which is composed of four LALS core faculty members, one of which is the Graduate Director, addresses policy matters and is responsible for reviewing applications and awarding funds for summer research and writing, travel to scholarly conferences, and nominations for fellowships.

For issues related to academic and professional development, courses, academic milestones, etc., students should contact their *faculty advisor*.

All graduate students are required to have a faculty advisor for the duration of their graduate studies. A student without an advisor is not eligible to remain in the program per department policy. All first-year students are assigned a *first-year faculty advisor* to assist them with choosing their courses, thinking through potential research interests, and providing support as the student adjusts to the program. This is a terminal relationship that automatically ends after the student's second year in the program. The student is not required to invite the first-year advisor to serve on their QE committee, and the first-year advisor is not required to accept such an invitation. The chair of the newly formed QE committee will assume the role of the student's principal advisor starting their third year, and the chair of the dissertation committee will assume the role of the student's principal advisor once the student has advanced to candidacy.

It is incumbent upon the student to form their Qualifying Exam (QE) and Dissertation Committees. It is the student's responsibility to cultivate relationships with other faculty who might become advisors and QE committee members by attending their graduate seminars, meeting them during office hours, etc. The first-year advisor alongside other LALS faculty can guide the student in this regard. Some students will work with the same faculty advisor at all stages in their studies, while others will work with different advisors during the coursework, QE, and dissertation stages. The graduate student is responsible for notifying the Graduate Program Coordinator of any faculty advisor and/or committee changes.

If, at the end of the second year, a student does not have a faculty advisor and cannot find a faculty member who will agree to advise them, they risk dismissal from the program. After one quarter without a primary advisor, the student may be placed on probation and ultimately be dismissed from the program. The LALS faculty will decide whether or not to dismiss a student during the annual End of Year Review, following the probation period. The department strongly encourages students struggling to find a faculty advisor to seek guidance from the Graduate Program Coordinator.

Our department has a collective approach to advising so that when a student's advisor is on sabbatical or other type of leave, the department will find a temporary supervisor for the student's work plan.



The first-year advisor, the QE committee chair, and the Dissertation committee chair must be core LALS faculty. LALS affiliate faculty and emeriti faculty cannot serve in any of these capacities.

*LALS Graduate Representatives* are two elected graduate student representatives who serve for one academic year and an additional transition period of one quarter the following Fall. The first representative is the *Faculty-Graduate Student Liason*. Their primary role is to serve as a liaison between the faculty of the LALS department and the LALS Graduate Student Body. The second position is the *Campus-LALS Graduate Student Liason*. Their primary responsibility is to keep up with broader graduate student actions and keep the LALS Graduate students up to date on these developments and communicate with the administration of UCSC when needed.

#### Elections and transitions:

Graduate Representatives will be elected in week 5 of the Spring quarter. Elections will be held via Google poll or another similar platform. New representatives will be expected to begin transitioning into their roles immediately but can continue to expect support and guidance from the previous representatives until the end of Fall quarter.

#### Joint responsibilities:

1. Lead quarterly meetings with graduate students during the Graduate Colloquium for feedback on program and student life (week 2)
  - a. Should report any student issues to Graduate Program Coordinator and/or Graduate Director
  - b. Establish a cleaning schedule of grad lab for the year
2. Call additional meetings when necessary
3. Act as a liaison between graduate students and Department
  - a. Assist in encouraging graduate students to attend Department events
  - b. Report student feedback on Department processes and policies
  - c. Occasionally assist Graduate Program Coordinator and Graduate Director with communications to graduate students
4. Recruit next graduate representatives and organize elections
5. Support the other Graduate Representative when needed

#### Faculty-Graduate Student Liason

1. Assist Graduate Program Coordinator with Fall Orientation and Winter Open House
  - a. Usually involves leading campus tours for new and prospective students, attending welcome receptions and meals, and encouraging graduate students to attend these events
2. Attend one Graduate Committee meeting per quarter in which feedback will be gathered from graduate students to curate an agenda of student issues, requests, and proposals to the members of the Committee. An agenda will be

sent to the Graduate Director ahead of time for approval to ensure all agenda items are relevant to the Graduate Committee's purview.

#### Campus-LALS Graduate Student Liason

1. Attend monthly union meetings
  - a. Draft report from those meetings to share with other graduate students
2. Organize collective responses to large Union or other graduate student events on campus
3. Serve as a liaison if Admin seeks contact with graduate students and organize collective responses/conversations

#### Responsibilities of all graduate students include:

1. Propose one academic, professional, or community-building event each year to the Graduate Program Coordinator (e.g. symposia, conferences, speaker event, large holiday parties, etc.) and assist with event logistics
  - a. Proposals should be submitted to graduate representatives by week 6 of the Fall quarter. They will then be brought up the following week during Graduate Colloquium for discussion by all LALS graduate students.
2. Update Graduate Program Coordinator and/or Graduate Director about graduate student issues as needed
  - a. Includes graduate student complaints, repair needs, Grad Lab supply requests, etc.
3. Alert Graduate Director and Graduate Program Coordinator if they are attending any job talks as soon as they find out, so the department can offer support.

# Academic Requirements and Policies

Both the Department and the University define the major requirements for each stage of study. The first two years of the program are geared towards giving students a theoretical, empirical, and methodological foundation so that they may begin to formulate ideas for a research project. All graduate students are expected to be in residence (on campus) during their first two years in the program.

## General Requirements and Policies

### Program Requirements

The program requires a total of 12 courses.

Of the 12 required courses, students may take up to 4 graduate seminars outside of the department. Students are asked to work with the Graduate Program Coordinator to determine whether these courses count for the LALS program requirements.

The normal course of progress in the doctoral program in Latin American and Latino Studies involves two years of coursework, one year of Qualifying Examination preparation, a major research project of variable length, and a year of dissertation writing.

Students are expected to have Advanced to Candidacy (ATC) by the end of their third year. In order to advance to candidacy in LALS, students must:

1. Pass all LALS core courses: LALS 200, 200A, 200B, 201. Core courses must be taken for a letter grade.
2. Complete two methods courses (taken in either LALS or another department).
3. Take six additional graduate-level seminars (NOT independent studies).
4. Participate in the Graduate Colloquium (LALS 292) during all quarters in which a student is in residence.
5. Complete the language requirement.
6. Pass the Qualifying Exam.

Once a student has completed their coursework, they maintain enrollment by registering for independent studies each academic term. Students will maintain enrollment through independent studies as they conduct their research, write their dissertation, and organize their dissertation defense.

## Graduate Colloquium

The LALS Graduate Colloquium involves a mix of activities that aim to support the development of graduate students as teachers, researchers, and active participants in academic communities. Graduate students who began the program in or after Fall 2018 are required to enroll in the Graduate Colloquium (LALS 292) every quarter that they are in residence and to attend  $\frac{3}{4}$  of the sessions each quarter. All other graduate students are strongly encouraged to enroll and to participate actively in the Graduate colloquium. Graduate Colloquium participation may be used by the department to help inform decisions about funding, awards, and other opportunities.

## Course Substitutions for New Graduate Students

Incoming LALS graduate students may petition to substitute up to four of the maximum six graduate courses offered in other departments at UCSC with equivalent courses completed in other graduate-level programs. The courses must have been completed while the student was enrolled in a graduate-level program (e.g., M.A. or M.S.). Courses taken while the student was an undergraduate are not eligible for substitution. No substitutions will be granted for courses offered by LALS core faculty. After consulting the UCSC general catalog course offerings of LALS affiliated faculty, incoming graduate students must submit a formal petition (obtained from the Graduate Program Coordinator) identifying which UCSC courses they propose to substitute with previously completed coursework, their rationale for why such a substitution is appropriate, a copy of the syllabus, and a sample of written work submitted for credit from each course they propose as a substitution. The LALS Graduate Committee will consider substitutions from completed M.A. programs, as well as unfinished M.A. and Ph.D. programs.

Process:

1. Post-acceptance (February or later): Accepted applicants who inquire about transfer/substitution credits will be referred to our department's policy and directed to the writable pdf petition form (email Graduate Program Coordinator). Putting together these petitions will take time/research on the students' part; the sooner they begin this process, the better prepared they will be for the Fall.
2. Fall Quarter of 1st year in program: Students file their petitions and supporting paperwork with the Graduate Program Coordinator by 10/31. Petitions are circulated to the Graduate Committee, and a date is set for a meeting to consider any/all petitions.
3. By the last day of the Fall Quarter: The Graduate Committee meets once to determine the outcomes of M.A./PhD credit substitution petitions. The Graduate Director notifies the Graduate Program Coordinator of the outcomes, and the Graduate Program Coordinator notifies the students and files all paperwork in the students' academic files.

## Independent Studies and Directed Readings

Independent study courses involve students working individually with faculty members for one quarter at a time for credit. Independent studies fulfill specific purposes, such as preparing for the QE process or developing expertise in a specific field of knowledge.

Independent study courses include:

- LALS 297A: Independent Study (5 units): for students who have not yet advanced to candidacy (including those in QE year)
- LALS 297B: Independent Study (10 units): for students who have not yet advanced to candidacy (including those in QE year)

Students who have not yet advanced to candidacy must enroll in 10 units to remain full-time, while students who have advanced to candidacy must enroll in 5 units to remain full-time. Per the bylaws of the University of California's Academic Senate, [Chapter 4, Article 1, #760](#): a 5-unit independent study entails 15 hours of work, study, and/or meeting time per week. A 10-unit independent study entails 30 hours of work, study, and/or meeting time per week. However, if a student is in the QE year, they can enroll in a 10-unit independent study with a member of their QE committee with no workload increase, as long as they make progress according to the committee's timeline.

Students should not take independent studies until completing all other coursework requirements for the LALS Graduate Program. If the student wishes to request an exception and register in an independent study (LALS 297) prior to completing other coursework, they must:

1. Consult with their faculty advisor to discuss the goals and reading list of their independent study, as well as decide which faculty member should lead their independent study.
2. Write an outline of the work they plan to do for the independent study. Be as precise about the bibliography and/or written work to be done as possible. Submit this with their petition to the Faculty Sponsor (i.e. the faculty member who will be supervising the independent study).
3. The Faculty Sponsor must sign the petition. If the Faculty Sponsor is not on campus, they may submit their approval by email to the Graduate Program Coordinator.
4. Once the student has completed the Petition form and returned it to the Graduate Program Coordinator, the Director of Graduate Studies will approve or deny the petition. If approved, the Coordinator will give the student a Class Number so that they may enroll. Submitting the Independent Study Petition does not complete the registration process. *Students must register for the course on the MyUCSC portal.*
5. Completed petitions must be submitted to the Graduate Program Coordinator within 5 days of the beginning of the quarter.

Thesis Research:

- LALS 299A: Thesis Research (5 units): for students who have advanced to candidacy.

To register in Thesis Research, write an email to the Graduate Program Coordinator with your faculty advisor CC'd to request a LALS 299 enrollment code.

## Language Requirement

The language of instruction in most seminars is English, and students are expected to develop their reading, writing, and speaking/presentation abilities as they complete the program requirements. In addition, they are expected to develop their research abilities and proficiency in Spanish, Portuguese, an Indigenous language of the Americas, or another language that is central to their research, according to their research goals and in order to engage with the scholarship being produced across the Americas.

Ways to fulfill the language requirement:

1. UCSC graduate courses in Spanish, Portuguese, or another language central to the research project
  - Passing a 5-credit graduate seminar in LALS or other UCSC department, offered in the language during the academic year
  - Passing a UCSC Literature Summer Research Language course
2. Accredited summer immersion program, e.g. Berkeley, Cornell, or abroad – the program must have a scholarly and rigorous focus, the student must receive advance approval from their faculty advisor, and the student must submit to the graduate advisor a letter from the program attesting to their completion of the program and their satisfactory performance in the language.
3. Graduated from a university with primary instruction in Spanish, Portuguese, or another language central to the research project.
4. Pass LALS Department language exam in Spanish or Portuguese (described below).

Students are urged to organize their language training early in their graduate career. As per Graduate Division requirements, the language requirement must be satisfied by the end of the third year, prior to Advancing to Candidacy.

The [Report on Language Requirement Form](#) must be signed by the Graduate Director, indicating the language chosen and the means for demonstrating competence. This must be submitted to the Graduate Program Coordinator to Advance to Candidacy.

## Departmental Language Exam

The language exam will take place annually during finals week (usually in the fall quarter), during the scheduled finals time for the Graduate Colloquium (LALS 292). Students who wish to take the exam should notify the department before the end of week 4 of the quarter in which they will take the exam.

### Part 1. Translation (45 min)

Activity: Students will translate a newspaper-length article into English

- Students may use a dictionary (print, not digital), which will be provided by the department
- Students will complete this portion of the exam in a room with other exam takers

### Part 2. Listening/Writing (30 min)

Activity: Students will listen to a 3-5 minute recording and then answer two questions in writing

- The examiner will play the recording two times
- Students will complete this portion of the exam in a room with other exam takers

### Part 3. Speaking (10-15 min per student)

Activity: Students will discuss their research/teaching within LALS and/or topics related to the two previous sections of the exam

- Students will be asked two to three different questions by the examiner
- Students will have several moments to collect their thoughts before answering each component, but no notetaking will occur
- Answers will be no longer than 5 minutes (examiner will control for time)
- Students will take turns completing this portion of the exam individually (students should therefore be prepared to wait while their peers are being examined)

## Intercampus Exchange

If students wish to take advantage of the educational opportunities available at another UC campus, students may become an intercampus exchange graduate student for one or more quarters. Additionally, students may take courses on more than one campus of the University during the same quarter.

To participate in the program, students should discuss this option with their faculty advisor several months in advance. They must obtain approval from their faculty advisor, the Dean of the Division of Graduate Studies at UC Santa Cruz, the department chairperson of the host campus, and the Dean of the Graduate Division on the host campus. The [Application for the Intercampus Exchange Program](#) is available online and at the Division of Graduate Studies and should be submitted three weeks prior to the beginning of the quarter for which exchange is

requested. As the exchange is valid for only one quarter at a time, a new application form must be submitted for each term students wish to participate.

Students should note that some UC campuses are on semester systems and some on quarter systems. Students are responsible for ensuring their enrollment and fees align with UCSC campus requirements. For example, if a student enrolls in the Spring Semester at UC Berkeley, they must file an application and pay registration fees for both Winter and Spring quarters at UCSC.

Intercampus exchange students will register and pay all fees at the Santa Cruz campus. Use [MyUCSC](#) to enroll in courses offered by UCSC. Students must also contact the Registrar's Office on the host campus for course enrollment instruction. Since all campuses have advance enrollment, students will need to enroll in classes before the term begins on the host campus.

## Grading Policy

### Grading

LALS core course requirements (LALS 200, 200A, 200B, and 201) must be taken for a letter grade. The department discourages requesting letter grades for other courses, which are to be taken as Satisfactory (S), Unsatisfactory (U) or Incomplete (I) ([Academic Senate 13.1.1](#)).

### Narrative Evaluations

Graduate students enrolled in seminars should expect to receive a narrative evaluation/assessment from each faculty member at the end of the quarter. This evaluation will not be in their official transcript, but will be available to all faculty during the End-of-Year review.

### Incomplete Grades

We understand that an Incomplete may be appropriate in some instances, particularly in cases of serious medical and personal emergencies. In such cases, the Department strongly urges all graduate students to submit the required coursework to the instructor before the end of the 6th week of instruction in the quarter following the issuing of an Incomplete grade. [Per University policy](#), if the coursework is not completed within one calendar year, the Incomplete grade will automatically revert to a Fail (F) or a Unsatisfactory (U), depending on the grading option.

Failure to complete coursework in a timely manner can severely hamper a student's progress toward the degree and will reflect unfavorably on their performance during scheduled periodic reviews. For example:



1. The current status of Incomplete grades is a factor in reviewing a student's End-of-Year Review dossier. A favorable review is conditional upon the timely completion of all outstanding coursework.
2. No student is allowed to Advance to Candidacy with outstanding Incomplete grades on their transcript.
3. Any student who allows an Incomplete grade to revert to an F is subject to immediate review by the Department. Receiving an F in an LALS course is considered potential grounds for dismissal from the program.

### Repeating Courses

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

### End-of-Year Reviews

At the end of each academic year, the LALS faculty and the Graduate Program Coordinator will meet to evaluate the progress of all graduate students in the program.

In preparation for the End-of-Year Review, the Graduate Program Coordinator will send a call to all graduate students for the submission of a brief letter (one to two pages) describing the student's progress-to-degree, an updated copy of their curriculum vitae (CV), and – in the case of students pre-ATC – copies of all written work submitted in their seminars since their last review. **2nd-year students must include abstracts for each field statement; preliminary readings lists for each field statement; and dissertation abstract as part of their EOY review materials.**

The primary objective of the letter is to give you, the student, an opportunity to reflect, in an integrative way, on the development of your intellectual project and identity. It should address the following:

1. How are you currently understanding your overall intellectual project, scholarly identity, and/or your dissertation research question(s)? [this will be more or less developed depending on where you are in the program]
2. What are some of the main intellectual tasks you've done this year and how has each one informed your thinking and/or furthered your project? [this might include: courses taken, papers/articles/field statements/chapters written, literature read, theories engaged with, methods learned/practiced, data collected, presentations given, TAships completed, courses taught, articles published, etc.]

3. What are some of the main areas or skills you still feel like you want to learn and develop? When and how do you intend to do this? What are your next steps? What is your academic plan for the summer and the next academic year?

4. Anything else you'd like the department to know (challenges, accomplishments, etc.).

In all cases, the student's faculty advisor will review their End-of-Year Review materials. In the case of graduate students who have not yet advanced to candidacy, a second faculty member in the department will also read the student's letter.

At the end of the year, and once the Review has taken place, all students will receive a letter from the Department confirming their successful progress toward their degree or discussing any issues that may arise. In certain cases, the student will be asked to meet in person with the Graduate Director, the Graduate Program Coordinator, and/or their faculty advisor to discuss the student's progress in the program. Other students should contact their advisors regarding the content of their End-of-Year Review letters.

## Good Academic Standing

To remain in good academic standing, a student must make timely progress toward degree completion and satisfactorily meet the standards of scholarship established by the Graduate Council in June 2000, as delineated in [Section IX](#) of the Division of Graduate Studies Graduate Student Handbook. Students' progress to degree is evaluated by the Department yearly.

A student who has completed twelve or more quarters of full-time work in the same graduate program without Advancing to Candidacy for the Ph.D. is not considered to be making satisfactory progress. A student Advanced to Candidacy (ATC) for more than nine quarters who has yet to complete their Ph.D. is not considered to be making satisfactory academic progress. Consult the Division of Graduate Studies [Graduate Student Handbook](#) for more information about academic progress, time to degree, probation, dismissal, and the appeal process.

## Academic Probation

According to the [Division of Graduate Studies](#):

"Academic Senate regulations provide that a graduate student may be **dismissed** or **placed on probation** on grounds of poor academic performance by the Graduate Dean, **upon recommendation of the department**. At a minimum Departments conduct annual review of all graduate students at the end of the academic year."

"A student whose **academic progress is judged not satisfactory will be recommended for academic probation** until such time (one academic year, maximum) as her or his progress has become satisfactory once again and the Dean of Graduate Studies has been so informed in writing by the Graduate Representative of the student's department."

The Graduate Representative is the Graduate Program Coordinator, but the Division of Graduate Studies also receives these requests from the student's faculty advisor or Department chair.

### Criteria

The LALS Department will recommend to the Graduate Dean that graduate students be placed on academic probation when one or more of the following situations arise:

- A student's academic progress is judged not satisfactory, as documented in the EOY review. The LALS core faculty collectively assess each student's academic progress at the EOY review and determine the content of the EOY review report.
- For pre-QE students:
  - A student does not demonstrate competence in the LALS core courses in line with being able to meet PLO 1 by the time the student has to begin the QE process. This is demonstrated in the course grades, assessments, and/or in the EOY report.
  - A student who has completed 12 or more quarters of full-time work in the program without advancing to candidacy for the Ph.D. is not considered to be making satisfactory progress. In such cases, the student will be recommended for dismissal or placed on probation until advancement is achieved.
- For QE students:
  - Failure to complete and/or submit the QE dossier; or submission of unsatisfactory QE dossier. For clarification, receiving a "not pass" at the QE results in dismissal from the program, and receiving a "conditional pass" can result in dismissal of the program if the revised QE dossier is found to be unsatisfactory by the QE Committee or is not submitted by the deadline set up by the committee.
- For post-QE students: Not showing progress towards completion of degree within normative time. A student advanced to candidacy for more than nine quarters who has yet to complete their Ph.D. is not considered to be making satisfactory academic progress. The academic progress is assessed collectively by LALS core faculty at the EOY review.

### Procedure

Following the End-of-Year Review, the student will be notified in writing that the Department has collectively decided to recommend to the Dean of Graduate Studies that they be placed on probation. At that moment, the Department will also inform the student in writing the steps that need to be taken, and their respective deadlines that must be met, in order for the student to be removed from probation. If the Department decides that the student has successfully carried out the steps necessary to be removed from probation, the Department will recommend to the Graduate Dean that they be removed from probation at the next End-of-Year Review. All assessments and recommendations are provided to the student in writing.

The terms for being removed from probation are set by the Department, as follows:

- A student put on probation has a finite time in which they can be removed from probation that does not exceed one academic year. The length of the probation will be determined at the EOY review. If a student does not meet the probation deadline, then they will be dismissed from the program at the end of their currently enrolled quarter.
- If the student chooses to remain in the program and meets the expectations for removal of the probation, then the student will write a petition to remove probation status to the graduate director by the end of the probation period. The Department's Graduate Committee will review the petition and make a recommendation to the Department.
- A student can be put on probation at any time during their graduate studies.
- A student who has been removed from probation can be put back on probation at any point during the academic year. If there is a second probation related to the first, the deadline for removing a second probation is significantly reduced to be within 1-quarter.
- The first probation can only occur following the EOY review. Subsequent probations can occur at any time during the academic year.
- Following the probation period and upon successful completion of the requirements for probation removal, the student may return to good academic standing. If the student does not successfully complete the requirements for probation removal, they may be recommended to the Graduate Dean to be dismissed from the program.

Per the [Division of Graduate Studies](#): "The results of annual reviews are committed to writing and signed by the supervisor and another faculty member. This is to ensure evaluation and consent by more than one individual faculty member, who may also be a principal source of financial and other support. Before a doctoral student has advanced to candidacy, the second signer may be the Graduate Representative; after advancement, a second thesis committee member must also sign. The annual evaluations are distributed to the student and kept in the student's file in the department office. They form the basis for decisions about continued financial support, academic probation and/or dismissal, extensions of financial aid beyond normative time, and other matters."

### **Consequences**

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

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

### Dismissal from the Program

According to the Division of Graduate Studies: "A student whose academic progress has been found not satisfactory in two successive annual reviews will be subject to dismissal from the University."

## Qualifying Examinations

All Latin American and Latino Studies graduate students are required to pass the Qualifying Examination (QE) to Advance to Candidacy and continue working towards the doctoral degree. The Qualifying Exam process is discussed in detail in a mandatory Graduate Colloquium session with the Graduate Program Coordinator and Graduate Director as each graduate student cohort finishes the Fall Quarter of their second year.

The qualifying examination process includes two qualifying essays (field statements), two original course syllabi, a dissertation prospectus, and an oral qualifying examination, as described below.

### QE Timeline

Students take their QE by the end of their third year.

Quarter/Year	QE Components Due
Spring of 2 <sup>nd</sup> year	<ol style="list-style-type: none"> <li>1. Complete and submit "Committee Nomination of Ph.D. Qualifying Exam" form by last day of quarter</li> <li>2. Abstracts for each field statement; preliminary readings lists for each field statement; dissertation abstract</li> <li>3. <b>2nd-year students must include abstracts for each field statement, preliminary readings lists for each field statement, and dissertation abstract as part of their EOY review materials.</b></li> </ol>

Summer in between 2 <sup>nd</sup> and 3 <sup>rd</sup> year	<ol style="list-style-type: none"> <li>1. Work on proposals for funding</li> <li>2. Revise reading lists, read for field statements</li> </ol>
Fall of 3 <sup>rd</sup> year	<ol style="list-style-type: none"> <li>1. Continue work on funding proposals and turn in on deadline</li> <li>2. Draft of qualifying essay 1 due on last day of classes</li> </ol>
Winter of 3 <sup>rd</sup> year	<ol style="list-style-type: none"> <li>1. Final draft of qualifying essay 1 due on last day of classes</li> <li>2. Draft of qualifying essay 2 due on last day of classes</li> <li>3. Syllabus 1 due on last day of classes</li> </ol>
Spring of 3 <sup>rd</sup> year	<ol style="list-style-type: none"> <li>1. Final draft of qualifying essay 2 due 30 days prior to oral exam</li> <li>2. Final draft of prospectus due 30 days prior to oral exam</li> <li>3. Syllabus 2 due 30 days prior to oral exam</li> <li>4. Schedule and complete oral exam</li> </ol>

Students must be enrolled during the quarter in which the oral exam is scheduled. In cases of a summer exam, students do not need to be enrolled for summer courses as long as they were enrolled in the preceding spring quarter. However, please keep in mind that faculty may not be available and are not required to conduct exams during summer.

Students may not schedule the oral exam until all Incompletes have been removed from their academic record.

### **Qualifying Exam Committee**

A Qualifying Exam Committee, composed of four faculty members, will approve both the scope of the field statements and the final written products, including the dissertation prospectus, and will conduct the oral examination. The Committee also provides students with guidance and feedback throughout the QE process. The QE Committee should be formed by the end of the second year.

The Graduate Division sets the general structure of the QE Committee based on [Academic Senate Policy](#). There are departmental requirements, as well. All requirements are outlined below.

Of the four members, this committee must include at least two LALS faculty members – at least one of whom is an LALS Core faculty member, while the other may be LALS Core or Affiliate. One of these two must chair the committee. The committee also must include one tenured faculty from outside the LALS department (this person might or might not be an Affiliate faculty member). Emeriti faculty are not permitted to chair the committee, and only one emeritus faculty member is permitted on each committee. Both the outside member of the QE committee and the QE chair must be tenured.

The Qualifying Exam Committee must be composed of four faculty members total. If the student wishes to add a fifth committee member, they must request an exception by submitting a letter of justification and a brief note of support from the QE Committee Chair to the Graduate Program Coordinator.

The Qualifying Exam Committee must be approved in advance by the Department and the Graduate Division. Exceptions to these committee requirements are granted rarely, but graduate students can request them by contacting the Graduate Program Coordinator. When an exception request has been made, the Graduate Program Coordinator will bring the request to the Graduate Committee, who will make the final decision.

## **Qualifying Exam Components**

### 1. Initial Articulation of Your Ideas (Winter/Spring of 2nd Year)

Before the end of the Spring quarter of your second year, you should have identified in very broad terms your dissertation topic, as well as the general topics for your QE field statements. At this stage, these might still be very broad, but this is a crucial piece of you defining your own intellectual project. Forming a QE committee will bring these into sharper focus, and you should continue working with your advisor throughout this process.

*First 75-100 word abstract: Preliminary title and abstract for dissertation topic*

Write your first 75-100 word abstract and a preliminary title regarding what could be the topic of your dissertation and your primary research question(s) of inquiry. Undoubtedly this will change, but it is the necessary starting point for everything else that follows.

*Choose Field Statement topics*

On the basis of this preliminary dissertation title and abstract, and based on your particular interests, discussions with advisor and faculty, etc., you should proceed to define two

components: i.) the [LALS thematic cluster](#) (Transnationalisms, Migrations, and Displacement; Intersectionality, Identities, and Inequalities; Collective Action, Social Movements, and Social Change; and Culture, Power, and Knowledge) chosen for the First QE Field Statement; ii.) the tentative topic chosen for the Second QE Field Statement.

*Second and third 75-100 word abstracts: Titles and abstracts for QE Field Statement #1 and #2*

You should now proceed to write your second 75-100 word abstract with the title for the First QE Field Statement on your chosen theme. The same should be done for the Second QE Field Statement (it could, but doesn't have to be, on a second LALS theme), for a total of three titles and abstracts. All that is needed at this point are titles and abstracts so that you and faculty who are potential QE committee members can engage in an informed conversation.

*Preliminary reading list for QE Field Statements #1 and #2*

Set up preliminary reading lists of at least 15-25 readings that will help you research and write your field statements. You will present this to faculty you approach to be part of your QE committee.

## 2. Form Your QE Committee (Spring of 2nd Year)

Once you have articulated your desired dissertation topic and the topics for the two QE Field Statements, you are ready to proceed to the next step: inviting faculty to be part of your QE committee, in consultation with your advisor(s).

The members of the QE committee, coordinated by the QE chair, will guide you throughout the QE process. They will advise you in the production of key components that mark the accomplishment of the QE process objectives.

The chair of the QE committee is your primary advisor throughout the QE process. This person may or may not be the dissertation chair. Your QE chair is in charge of orchestrating the entire year-long QE process, providing you with guidance at every step of the way (including the initial articulation of your ideas). Some of the members of your QE Committee will also become part of your Doctoral Dissertation committee.

By this stage of your training, you will have identified specific faculty within and outside of LALS who you are interested in having as members of your QE committee. You will share the three abstracts above with potential QE committee members when asking them to join your QE committee. You should also be clear in these conversations about who you are asking to be your QE committee chair.

## 3. Additional Preparation (as assigned by QE Chair) (Spring of 2nd Year)



Before turning in your “Committee Nomination of Ph.D. Qualifying Exam” form, it is important that you provide the QE chair some previously agreed-upon deliverables (such as a reading list for an independent study, revised abstract, revised grant proposal, or draft of a syllabus). You will decide what these deliverables and their deadlines will be with your QE chair.

#### 4. “Committee Nomination of Ph.D. Qualifying Exam” Form (Spring of 2nd Year)

The confirmation of the QE committee should be officially communicated to the LALS Graduate Coordinator by filling out the “Committee Nomination of Ph.D. Qualifying Exam” form by the last day of the Spring quarter. Remember that the constitution of the QE committee has to be vetted by the LALS Director of Graduate Studies and the Graduate Division.

#### 5. Define Specific Title and Reading List for Each QE Field Statement (with QE Committee) (Spring/Summer of 2nd Year)

The specific title and the definitive reading list for each of the two QE Field Statements should be defined by you, in coordination with the QE committee and the QE committee chair. You should also begin reading and writing during the summer.

#### 6. Funding proposals (2nd Year/Fall of 3rd Year)

Concurrently to the QE process, the LALS department expects that you will also be writing funding proposals for your research and submitting these to appropriate funding agencies. Hence, though not a formal requirement, producing fundable research grant applications is another expected outcome of the year-long LALS QE process.

#### 7. Two QE Field Statements (Fall/Winter/Spring of 3rd Year)

##### *Overview*

These should address broad non-overlapping fields and review the literatures related to the proposed dissertation question(s). At least one of the field statements must focus on one of the [department's four themes](#): (a) transnationalism, migrations and displacements, (b) intersectionalities, identities, and inequalities, (c) collective action, social movements, and social change; and (d) culture, power, and knowledge.

The second field statement could be on a topic created by you in agreement with your QE committee members. It could also be on a second LALS theme, although this is not mandatory.

##### *Requirement details*

The QE Field Statements should demonstrate command of the relevant literature and scholarly debates, including relevant texts in Spanish, Portuguese, or another language.

Although the particulars should be worked out with the QE committee, in general each of the field statements will have the following characteristics:

1. Be between 30-45 pages long, double-spaced (not including references), with 1 inch margins all around;
2. Contain a bibliography of 35 to 60 relevant works;
3. Draw from, yet extend beyond, assigned readings from LALS core courses, other graduate seminars, and independent studies.

## 8. Two Syllabi (Winter/Spring of 3rd Year)

### *Overview*

You will need to create two syllabi for new undergraduate level courses. In consultation with your committee, we recommend creating syllabi for one lower division course and one upper division course. The syllabi should reflect both a mastery of the literature related to the field statement areas and to the proposed course topic, as well as attention to the pedagogic dimensions of effective instruction. The syllabi also are intended to enable the student to apply to teach courses of their own after becoming PhD candidates. Completed syllabi will be shared with department staff, who may contact you to invite you to teach the course you created.

### *Requirement details*

1. The syllabi should be complete and detailed enough so as to be immediately handed out to a putative class of undergraduate students.
2. Syllabi can follow different formats, but generally they should include the following sections: (1) Course description, (2) Course Objective and [Expected Learning Outcomes](#); (3) Relation to Divisional/GE Learning Goals; (4) Assigned Readings; (5) Course Requirements/Guidelines; (6) Evaluation of Performance; and (7) Detailed Course Schedule.
3. Although the majority of syllabi will be in English, syllabi may be in Spanish or Portuguese with the approval of the committee chair.

## 9. Prospectus (Spring of 3rd Year)

### *Overview*

The prospectus is a carefully conceived, coherent research proposal for your doctoral dissertation. It should clearly present and justify your research interests and the questions that will guide your dissertation. It should demonstrate command of the methodology relevant to your specialized interests (e.g. ethnographic field methods, textual analysis, archival research methods, statistics, media/content analysis and/or comparative methods, etc.).

### *Requirement details*

A good prospectus has the following traits:

1. Be between 15 and 20 pages long, not including appendices, endnotes, or the bibliography;
2. Be clear and precise;
3. Identify clearly articulated general and specific research questions;
4. Offer a comprehensive overview and plan of the intended steps, including a viable chapter outline that indicates an intentional research and writing process

The prospectus must persuasively and coherently explain the following:

1. The significance of the research topic, along with a personal/intellectual statement about your stakes in this project;
2. General and specific research questions to be addressed;
3. The specific theoretical framework(s) employed (main authors, schools of thought, etc.);
4. Your research methods or approach to be deployed;
5. Your research plan (e.g. chapter outline, dissertation sketch and/or detailed research process, at your advisor's discretion)
6. The contribution your dissertation research will make to the field(s) and/or disciplines your work encompasses
7. A work plan and timeline for completion of the dissertation;
8. Appendices, which may include interview or focus group questions, surveys, or related materials.
9. How Institutional Review Board (IRB) guidelines are being met, if relevant.

#### 10. Schedule Oral Exam (Spring of 3rd Year)

With approval from your QE committee, you should schedule a good date/time for your Oral Exam during Spring Quarter (assuming that the QE process started in the preceding Fall Quarter). Once the date/time is scheduled, notify the Graduate Coordinator to discuss room availability. The options are Merrill 134, Merrill 39, or Merrill 23. You should also pick up the required QE forms (see "Post QE") from the Graduate Program Coordinator.

#### 11. Take Oral Exam (Spring of 3rd Year)

You should bring the required QE forms with you to the exam, and hand them to your QE chair.

The exam, which can last from 2 to 3 hours, should proceed more or less as follows:

1. First, you might be asked to step out of the room while the committee quickly checks in about the exam process and shares any initial major comments about your progress and exam materials (two field statements, two syllabi, and a prospectus) if they have not done this beforehand. You will then be asked back into the room and the QE exam will begin.

2. The order of the exam may vary depending on your committee. You may be asked to speak first about the field statements, your syllabi, and then present the prospectus for your research project. Or the order might be reversed. Irrespective of the particular order, expect the following:
3. You should be prepared to give a 10-15 minute presentation about your field statements and your research project. You may present using powerpoint slides if you wish.
4. Without duplicating the prospectus verbatim, your oral presentation should provide a brief overview of the project: it should note the primary research question(s), theories, methods, and sources, and it should identify the discipline(s) and/or field(s) to which the project is contributing. The presentation may also offer a brief narrative about the project's development. You should present a work plan and identify potential obstacles and blind spots. You should also identify areas where you request guidance as to how to develop specific components of the project.
5. After your presentation, the QE chair will open the floor for discussion of the two QE field statements and two syllabi, one after the other. Generally, each member of the committee will come with questions and comments regarding each field statement/syllabus combination. This is an opportunity for you to think a bit with and beyond the field statements, engaging with members of the committee intellectually on the chosen topics and fields.
6. Expect at least one hour of the exam to be devoted to the dissertation prospectus. Again, the chair will invite each committee member to ask questions regarding the prospectus. These questions ideally will be geared toward generating suggestions for improvements and clarifications and developing a shared understanding of the research project as you head into the field/next stage.
7. Remember that the aim of the QE exam is to help you clarify and strengthen the project, as well as identify areas for necessary support so as to successfully launch the dissertation. During the exam period, committee members will be developing a list of things you can and should rework in the prospectus.
8. Towards the end of the QE exam, you will be asked to leave the room once more. The committee will deliberate, prepare its report and determine the result of the exam. The report will be based on comments made by committee members that the QE chair gathered during the exam.
9. The QE chair will then invite you back in and share with you the outcome of the committee's conversation. You will be informed about the result of the exam (pass, conditional pass, or fail). Note that LALS does not award honors.
  - Conditional pass: You cannot advance to candidacy until you satisfactorily complete revisions assigned to you by your QE committee. These may be in the field statements, the prospectus, or both. Your QE committee will provide you with an enumerated listing of the conditions you will need to meet before passing the QE. Your committee will provide you a minimum of four weeks to complete the revisions. Thereafter, your committee will review your revisions and render a decision within four weeks after receipt of revised materials.

Once the student has successfully passed the oral exam, the QE chair will announce the QE pass to the LALS community (graduate students, faculty, and DE students). Announcements are not made for conditional passes until all revisions are completed and approved.

### **Failure to advance to candidacy**

Examples of situations when a student cannot advance to candidacy include, but are not limited to:

- Failure to implement End-of-Year review recommendations
- Failure to exit from academic probation (for students put on probation)
- Inability to form a QE Committee
- QE committee determines that the student does not pass the Qualifying Examination

## **Post QE**

Once students have completed all coursework, successfully passed the QE, and submitted the Report on the Qualifying Exam, Nominations for Dissertation Committee, and required departmental documents to the Graduate Program Coordinator, students will be Advanced to Candidacy (ATC) during the following quarter for which they are registered. A \$90 “Advancement to Candidacy fee” will be applied to students’ accounts.

### **Required Departmental Documents**

Prior to the oral exam, the student will receive a copy of the [Report on Qualifying Examination](#) prepared by the Committee for the Graduate Division. This must be filled out and submitted to the Graduate Program Coordinator after the Oral Exam.

The LALS *Internal QE Results* and *Departmental Prospectus Approval* forms must be filled out and submitted to the Graduate Program Coordinator following the Oral Exam.

### **Formation of the Dissertation Committee**

The UCSC Graduate Division requires that students who have passed their Qualifying Exams form their Dissertation Reading Committee before they are considered Advanced to Candidacy.

After successfully completing the Qualifying Examination, students are expected to assemble a Dissertation Committee that includes a minimum of three faculty members, one of whom must be designated as the Dissertation Chair/Advisor. The Dissertation Committee Chair may be the same faculty member who served as the QE Committee Chair. The Dissertation Committee must be chaired by a LALS core ladder-rank faculty member and include two additional members, one of which must be a faculty member from LALS -- including core ladder-rank, emeriti, and affiliate faculty. Only one faculty emeritus/a is permitted on each Dissertation

Committee, and LALS affiliate faculty and emeriti faculty cannot serve as the Dissertation Committee Chair. Students may have one member from another campus. Normally the Dissertation Committee is selected from the QE Committee, but this is not required.

Exceptions to these committee requirements are granted rarely, but graduate students can request them by contacting the Graduate Program Coordinator. When an exception request has been made, the Graduate Program Coordinator will bring the request to the LALS Graduate Committee, who will make the final decision.

The student should fill out the [Nominations for Dissertation Committee form](#) and send it to the Graduate Coordinator by the last day of the quarter in which they took the QE exam.

### **Applying for the M.A. Degree**

Students may petition for a terminal or non-terminal master's degree after advancing to candidacy, depending on the below criteria.

If the QE is passed, the student will advance to candidacy and is eligible to receive the non-terminal M.A. The [Application for the Master's Form](#) is on the Graduate Division forms website. The student should submit this to the Graduate Program Coordinator.

If the QE is not passed, the student can apply for the terminal M.A. before leaving the program by filling out the [Application for the Master's Form](#) on the Graduate Division forms site and submitting it to the Graduate Coordinator by the last day of the quarter. The student will be awarded the terminal M.A. a few months after submitting the form if their committee determines that they had completed master's level work. The student may be required to complete revisions to QE materials, prepare a paper, or complete another assignment assigned by their committee in order to be awarded the terminal M.A.

The deadlines to submit the application for the M.A. degree for each academic year can be found on the [Academic and Administrative Calendar](#).

### **Terminal M.A.**

The Latin American and Latino Studies program at UC Santa Cruz is not a terminal master's degree program. Only in exceptional cases, when a student has never been on academic probation and has passed their qualifying exam, the LALS Department might decide to award a terminal master's degree.

## Dissertation

Students conduct dissertation research and writing after advancement to candidacy -- usually during their fourth and fifth years in the program.

### Enrollment

Students should enroll in 5 units of dissertation research (LALS 299A) with their dissertation advisor. If a student's dissertation advisor is on leave, the student is responsible for arranging for another member of the faculty to supervise the dissertation research during the leave. The Graduate Program Coordinator will provide a Class Number for the student to enroll.

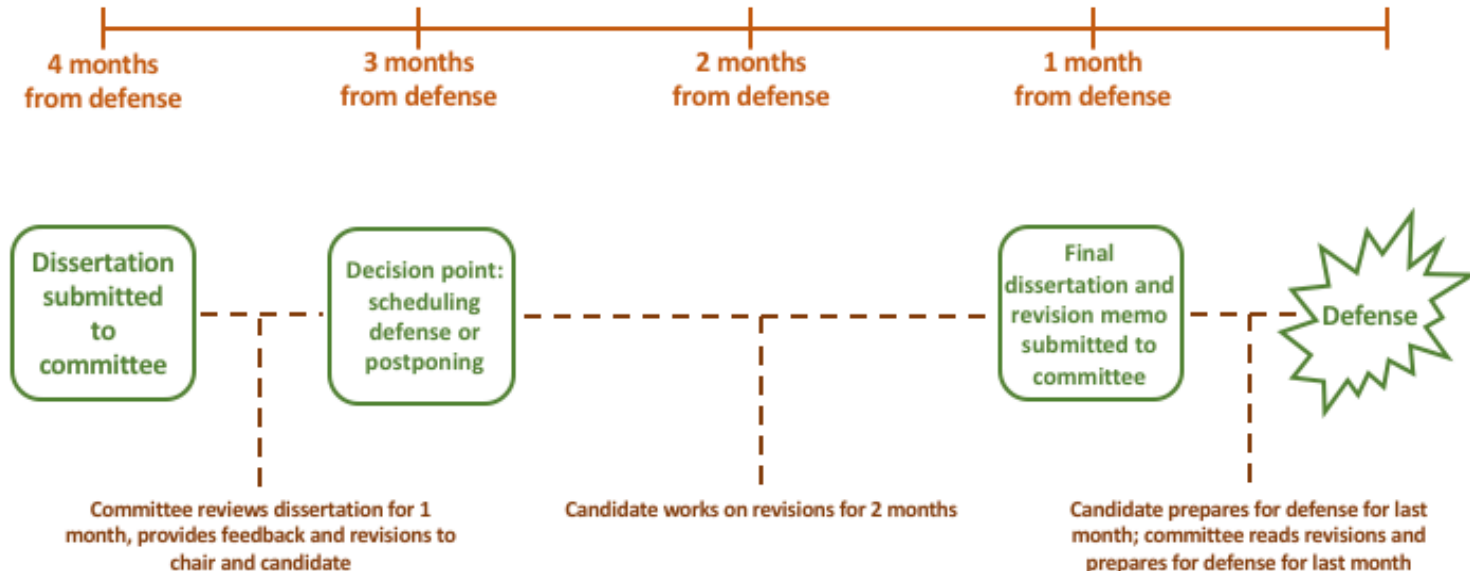
Students who have advanced to candidacy but are still in residence should also continue to enroll in the Graduate Colloquium (LALS 292).

Once students advance to candidacy, they are not required to register as full-time students. However, in certain cases international students must register full-time to maintain visa status, and should contact the International Students and Scholars Office to ensure they're fulfilling visa requirements. Students who are employed as a TA, GSR, or GSI must also register as full-time students.

Students who have advanced to candidacy need only register for 5 units to be considered full-time, although all graduate students-in-residence from the Fall 2018 cohort and newer must enroll in the 2-unit LALS 292 Graduate Colloquium each quarter.

Please contact the Graduate Program Coordinator if you are unsure of your status.

## Dissertation Defense Timeline



Four months before the proposed defense date

1. Candidate submits complete dissertation to committee
2. Committee reviews for one month

Three months before defense

1. Committee members send reports of their overall impressions and recommendations to the Chair, stating whether or not they believe that the candidate will be ready to defend in three months
2. Committee members send feedback and revisions to the candidate and the Chair
3. Chair decides if the defense should be scheduled or postponed
4. Chair meets with the candidate to go over revisions and next steps
5. If moving forward with defense: candidate has two months for revisions

One month before defense

1. Candidate submits the revised dissertation to committee
  - They should also submit a memo describing their revisions, citing page numbers as appropriate
  - This is a final and clean version of the dissertation, but should not yet be formatted for formal university submission
2. Candidate prepares for defense for last month
3. Committee reads revisions and prepares for defense for last month



## Structure of Dissertation Defense

The following structure is recommended, but the Dissertation Chair and candidate will develop the timing and structure for each defense.

### Public Presentation and Q&A

1. Candidate gives a maximum 30-minute presentation on their dissertation
2. Chair moderates questions and discussions
3. Committee members ask questions about the arguments and ideas shared in the presentation
4. Guests ask questions about the presentation

### Break

1. Guests leave; only candidate and committee stay behind

### Committee and Candidate Discussion

1. Committee and candidate discuss the text of dissertation in greater detail, including a discussion of next steps for this document (publication, etc.)

### Committee Deliberation

1. Candidate is asked to step out
2. Committee members discuss and vote
3. Candidate is informed of results

**\*\*If any member of the committee is unable to attend the defense in person, a video conference is the preferred alternative option. If neither of these are possible, a committee member may instead send written comments and questions to be read by the Chair during the committee and candidate discussion portion of the defense. Please note that committee members' original signatures are required on the dissertation title page submitted to the Graduate Division, which is due the last day of the quarter.\*\***

## Criteria for a Strong Dissertation

1. Makes a significant and original contribution
2. Articulates that contribution in conversation with the appropriate academic literatures, theoretical frameworks, and ongoing debates
3. Represents substantial in-depth research and writing
4. Clearly and effectively answers the central research question(s) using appropriate methods and approaches
5. Provides strong and persuasive evidence for its arguments
6. Is analytic (not merely descriptive)
7. Is well organized and clearly written
8. Has responded to and incorporated relevant feedback

## Dissertation Copies

The Graduate Division has established [Formatting of Dissertation Preparation](#) guidelines for the formatting of the final copy of the dissertation.

The dissertation must be submitted online with the Division of Graduate Studies by the published deadline date in the [Academic and Administrative Calendar](#). Please submit a second copy (PDF) with the LALS Graduate Program Coordinator.

## Summer Dissertation Submission

Students who are registered for Spring Quarter or on approved leave of absence may submit their dissertation to the Division of Graduate Studies during the summer. Students who plan on submitting their dissertation during the summer need not register for Summer Session or apply for filing fee status; however, students must submit an [Application for the Doctor of Philosophy](#).

## Graduation and Announcing Degree Candidacy

The Application for the Doctor of Philosophy Degree form must be completed with all necessary signatures obtained and submitted to the Division of Graduate Studies. The deadlines for submission of the Application for the Doctor of Philosophy Degree and completion of degree requirements for each academic year are available on the [Academic and Administrative Calendar](#).

\* If the student does not complete all the requirements for the degree including submission of the dissertation by the deadline date, a new application form must be filed for the quarter in which the student will complete the requirements.

# Enrollment

Students who have not yet Advanced to Candidacy are required to be enrolled in at least 10 units. The LALS Department requires all students who have Advanced to Candidacy to register for at least 5 units. Students who have Advanced to Candidacy are not required to be physically in residence.

Students should consult the [academic calendar](#) for a listing of all important dates.

## Important Dates

### Priority Enrollment

Continuing graduate students may enroll in courses during the Priority Enrollment Period on the academic calendar. New graduate students may enroll in courses during the New Student Priority Enrollment on the academic calendar.

### Enrollment Deadlines

Students must enroll in at least 5 units by the Minimum Enrollment Deadline. Students who fail to enroll and pay fees will incur a \$50 Late Registration Fee by the Final Enrollment Deadline.

### Add/Drop/Swap

After open enrollment closes, students may add or drop classes. Note: Full-time, pre-QE students must be enrolled for a minimum of 10 units. Students will not be able to drop a course if it will cause them to be registered for less than 10 units. Students should add classes they are swapping before dropping a course.

Students should contact the Graduate Program Coordinator if they have questions about this process.

## Course Enrollment Deadline Exceptions

Students should enroll in their courses by the Graduate Student Enrollment deadline to avoid late enrollment fees.

### Late Withdrawal

Students should contact the Graduate Program Coordinator if they wish to withdraw from a class after the Add/Drop/Swap deadline. The Graduate Program Coordinator determines

whether to request an enrollment exception. The student must obtain written support from the course instructor and provide it to the Graduate Program Coordinator. The department will confirm written support from the instructor and that the student will still be enrolled in the minimum required number of units after adjusting their enrollment.

If the department supports the request and has support from the instructor, the department will email the Registrar's Office ([registrar@ucsc.edu](mailto:registrar@ucsc.edu)) all required information, which includes:

1. Term
2. Student name
3. Student ID #
4. Class #
5. Grade option

The Registrar's Office will process the enrollment transactions in AIS, assess applicable \$10 late enrollment fees to the student account, and send any necessary grading forms to the department for completion.

### **Adding a Course before Add by Petition Deadline**

Graduate students should complete the [Add by Petition form](#) and submit it to the Office of the Registrar by the deadline.

### **Adding a Course after Add by Petition Deadline, before Quarter Ends:**

The student contacts the Graduate Program Coordinator, who determines whether to request an enrollment exception. The student must obtain written support from the course instructor and provide it to the Graduate Program Coordinator. The department will confirm written support from the instructor and that the student will still be enrolled in the minimum required number of units after adjusting their enrollment.

If the department supports the request and has support from the instructor, the department will email the Registrar's Office ([registrar@ucsc.edu](mailto:registrar@ucsc.edu)) all required information, which includes:

1. Term
2. Student name
3. Student ID #
4. Class #
5. Grade option

The Registrar's Office will process the enrollment transactions in AIS, assess applicable \$10 late enrollment fees to the student account, and send any necessary grading forms to the department for completion.

### **Adding a Course after Quarter Ends:**

Changes to enrollments after the end of the quarter require approval through the Dean of Graduate Studies.

The student contacts the Graduate Program Coordinator, who determines whether to request an enrollment exception. The student must obtain written support from the course instructor and provide it to the Graduate Program Coordinator. The department will confirm written support from the instructor and that the student will still be enrolled in the minimum required number of units after adjusting their enrollment.

If the department supports the request and has support from the instructor, the department will email the Graduate Division ([kwest@ucsc.edu](mailto:kwest@ucsc.edu)) all required information, which includes:

1. Term
2. Student name
3. Student ID #
4. Class #
5. Grade option

The Dean of Graduate Studies will email approvals/denials to the Department and the Registrar's Office.

The Registrar's Office will process the enrollment transactions in AIS, assess applicable \$10 late enrollment fees to the student account, and send any necessary grading forms to the department for completion.

## **Part-Time, Leave of Absence, and Other Enrollment Types**

Although the vast majority of LALS students are in residence, the LALS Department allows students to request changes in their enrollment status to provide financial, personal, academic, and residential flexibility. The student's advisor, the Graduate Program Coordinator, the Graduate Director, and/or the Department Chair evaluate these requests.

The department strongly encourages graduate students considering changing their enrollment status to review the Graduate Division [enrollment status guidelines](#) and [Leave of Absence guidelines](#). Decisions about enrollment status should be made in close consultation with the Graduate Program Coordinator and the student's faculty advisor, as it may have implications on a student's residency, time to degree, and other considerations.

## **Part-Time Enrollment**

A part-time graduate student is one who has approval to enroll in less than the typical load of 10 units, from 2 units to 8 units. Part-time students pay the full Registration Fee and one-half of the Education fee paid by full-time students. To apply for part-time enrollment, a student must fill out a [Request for Part-Time Status form](#) by the deadline on the academic calendar. The student's faculty advisor, the Department Program Coordinator, and the Dean of Graduate Studies must sign this form.

## **In Absentia Enrollment**

Students who have Advanced to Candidacy and whose research or study requires that they remain outside the State of California for an entire quarter may qualify for a reduction of the University Registration Fee and exemption from all local campus fees.

In Absentia students pay 15% of the Registration Fee (Student Services Fee) and tuition combined (unless approved for Part-Time Enrollment). Health insurance is not included in the fee reduction, but students on In Absentia are still eligible to enroll in student health insurance. For information on how to apply for fee assistance from the LALS Department, see the "Post-QE Students' Support Factors" section.

To apply for In Absentia status, students must complete the [Application for In Absentia Status form](#) by the deadline on the academic calendar. Completion of this form requires the student to outline his/her plan of study for the quarter(s) in which he/she will be out of the State of California. By signing the form the student certifies that he/she will engage in scholarly activities outside the State of California for the entire quarter and will not use campus facilities.

The completed form is reviewed and signed by the student's faculty advisor and the Graduate Program Coordinator, and is then forwarded to the Graduate Dean for approval.

## **Leave of Absence (LOA)**

Leaves of Absence are granted for sound educational purposes, health reasons, financial problems, and family responsibilities. Students who have not Advanced to Candidacy are not permitted Leaves of Absence except under exceptional circumstances, which must be explained in detail and receive the approval of the Graduate Director and Chair.

There is no fee paid while on LOA; however, student loans may come due if not enrolled – students should check with their lender(s). All financial aid, including TAs, GSAs, and fellowships terminates when the student is on a Leave of Absence. Further, while on a Leave of Absence, a student is not permitted the use of University facilities. Students may opt into the university's health insurance program for two quarters while on a Leave of Absence. Students are responsible for covering the cost of health insurance.

The maximum term for an approved Leave of Absence is three academic quarters. Students on leave are required to report their plans to the Graduate Division at least once a year. Students who are on leave for more than one quarter must submit a Statement of Legal Residence at the time of re-enrollment. The Department strongly encourages students to maintain California residency while on a Leave of Absence. Failure to do so, and failure to re-establish California residency prior to re-enrollment, will result in non-resident tuition. Students are responsible for covering any non-resident tuition that is not outlined in their admissions offer letter.

Students are expected to promptly enroll at the end of the Leave of Absence. When the student does not return from approved Leave of Absence, they are automatically withdrawn from the university. A request to renew a Leave of Absence must be submitted in advance to the Graduate Dean; substantial justifications and Department approval, as well as potentially an application for readmission, will be required to obtain renewal.

A student wishing to apply for a LOA (to take effect at the beginning of the next academic quarter) must complete the [Leave of Absence form](#). The signatures of the student's faculty advisor and the Department Chair are required.

### **Filing Fee Status**

A candidate in good standing does not need to be a registered student in the quarter in which they file the dissertation if they qualify for filing fee status. Instead of paying the University Registration Fee, the student may pay the Filing Fee, currently \$188.

Prior to the beginning of that quarter, the candidate must meet all of the other requirements for the degree and be in good standing. International students on J-1 status are sometimes eligible for filing fee status, but this should be confirmed with the advisors at [International Student and Scholar Services](#) to confirm. International students on an F-1 visa are not eligible, as they must maintain enrollment.

A student on Filing Fee Status is not considered a registered student, and will have limited access to campus resources. A candidate on Filing Fee status is not eligible to use University facilities (laboratory facilities or faculty time except for reading of the dissertation), nor is the student eligible for financial support (GSR, TA, Fellowships, Block Allocation grants or need based financial aid). Any outstanding loans may become due while on filing fee.

*Filing Fee status can be used only once.* If a student fails to complete the requirements for the degree, the student must enroll for the quarter during which he or she is expected to finish their degree. If the student finishes the degree during the summer, enrollment is not required.

To apply for filing fee status, the student should fill out the [Application for Filing Fee Status](#) and submit it to the Graduate Program Coordinator. The Graduate Program Coordinator will submit

the student's Application for Degree and Application for Filing Fee by the end of the second week of the quarter, and the filing fee of \$188 will be billed to the student's account.

### **Administrative Withdrawal**

Students who wish to leave the university for an indefinite period of time may elect to withdraw from the university in consultation with their faculty advisor.

To withdraw from the university, students should send an email to the Graduate Division (Kris West at [kwest@ucsc.edu](mailto:kwest@ucsc.edu)) stating their desire to withdraw, copying the Graduate Program Coordinator. The Department strongly recommends contacting the faculty advisor and Graduate Program Coordinator before initiating an administrative withdrawal.

Students withdrawing from the university will forfeit student privileges and resources.

### **Readmission**

Students who wish to return to the program after having withdrawn from the university must submit an [Application for Readmission](#) to the Graduate Program Coordinator, who will submit it to the Graduate Committee for approval. If the readmission is approved, a Statement of Legal Residence form must also be submitted to the Office of the Registrar; default residency status is out-of-state.

Students seeking to readmit who have exceeded one or more of the time-to-degree requirements must formulate a plan and detailed timetable for completion of the relevant degree requirements with their faculty advisor.

Students who seek readmission after a break in attendance of more than two years (six regular quarters) must adhere to the graduation requirements in effect at the time of readmission or to those subsequently established for all portions of the degree requirements not already fulfilled.



## Campus Employment

Each quarter, graduate students are permitted to work up to 50% time (20 hours per week) in a variety of campus appointments. Exceptions can occasionally be granted if the graduate student wishes to work more than this. Students should contact the Graduate Program Coordinator to request exceptions.

For more information about Graduate Student Academic Appointments, please visit the [employment page](#).

## Teaching Assistantships

### LALS Department Expectations

At some point in a student's graduate career, they will likely act as a Teaching Assistant for one or several LALS courses. Many LALS lower- and upper-division courses have multiple discussion sections run by TAs.

The Department strongly encourages students in the LALS graduate program to act as TAs in different LALS courses. Many, if not most, of our graduates who pursue tenure-track, academic careers can expect to find employment in a variety of Social Science and Humanities programs which emphasize undergraduate teaching. Background as a Teaching Assistant is an excellent foundation for working in this context, as well as for participating in interdisciplinary seminars here at UCSC.

### Employment Information

TAs are assigned by the LALS Graduate Program Coordinator, Department Manager, and Graduate Director, with consideration given to recommendations made by the LALS faculty and graduate student preferences. Priority will be given to students with TAship obligations from the department, as well as to students who attend pedagogy workshops as part of the LALS 292 Graduate Colloquium series. However, the department expects students to apply for TA opportunities outside the department to maximize available support.

The Graduate Program Coordinator will solicit TA requests during Spring Quarter for TAships within the department for the upcoming academic year. Students fill out a form with their TAship preferences, which are taken into consideration when making assignments.

Students receive their official offers of employment from the Division of Social Sciences. Students fill out employment paperwork at the Social Sciences Business Services Office at the beginning of the first quarter in which they teach.

TAs in the UC System are represented by the ASE/UAW. Students should consult with their union rep about their rights as a bargaining unit member.

## **TA Training**

The department takes teaching seriously. All first-year TAs will attend mandatory pedagogical workshops and ongoing consultation about practical matters and ethics relevant to all TAs during the LALS Graduate Colloquium sessions. First-year TAs are also teamed up with more experienced TAs to receive mentorship.

Furthermore, the Graduate Division holds a campus-wide TA training in conjunction with New Graduate Student Orientation and provides a mandatory TA Ethics training to be completed during the first quarter of TAship. The campus-wide TA training is mandatory for new LALS graduate students. Students are encouraged to take seminars offered on campus on the teaching of writing skills.

For information on nuts-and-bolts topics relevant to TAs – such as processes for ordering textbooks, how and when to ask for a reader, office hours, and more – students should see the [LALS Teaching Assistant Info Sheet](#).

## **Workload and Duties**

Teaching Assistants are expected to work closely with instructors during the course, attend all lectures, grade assignments, hold discussion sections, hold regular office hours, and meet weekly with instructors.

TA duties may vary slightly in each course, and a Description of Duties will be provided at the start of the quarter. In general (but not universally), TAs read exams (or essays) and other work submitted by students in their sections, assist the faculty member in grading homework and exams, and assist in preparation of coursework materials. They are expected to hold regular office hours (2 per week) during the quarter for individual consultations with students.

The LALS Department and the Graduate Division expect Teaching Assistants to work an average of 20 hours a week for 11 weeks per quarter. TAs who find themselves working substantially more than this average should discuss this matter with the instructor and with the Graduate Program Coordinator. It is the TA's responsibility to alert the instructor and Graduate Program Coordinator early in the quarter to avoid workload issues.

If a TA does not fulfill their duties as described in the Description of Duties, the following actions will be taken:

1. If the student is within their five years of guaranteed funding, the TA will receive an official warning letter from the Department Chair, Director of Graduate Studies, and

Department Manager outlining the duties the TA did not fulfill. The TA will be instructed on how to improve in the following quarter.

2. If the student is past their five years of guaranteed funding, the TA will receive an official warning letter from the Department Chair, Director of Graduate Studies, and Department Manager outlining the duties the TA did not fulfill. The TA will be instructed on how to improve in the following quarter. The TA will be placed at a lower priority for hire in any ASE positions in the department unless they show improvement in the following quarter.
3. If the TA does not improve (evidenced by the instructor's feedback and the TA's SETs) in the following quarter, the department will contact Academic Labor Relations to begin an official disciplinary process. This may result in being made ineligible for ASE positions and/or the five-year funding guarantee.

If a TA is unable to attend a section, they should tell the instructor as early as possible to provide time to cancel the section if needed. First, the instructor will try to find a TA in the same course to switch sections. If this is not possible, the instructor will lead the TA's section themselves. If this is not possible, the instructor will cancel the section and instruct undergraduate students to attend different sections that week.

### **Paychecks**

If a student is employed as a TA for the full academic year, their first paycheck will be issued on November 1, and on the first of the month thereafter. The final Spring quarter check is issued on July 1. Students can view the [Payroll Calendar](#) for more dates. When students sign their employment papers, they will fill out a payroll check disposition form to let Payroll know where to send the check.

### **Summer TAships**

Summer courses with a high enough enrollment may warrant a TA allocation. The Summer Sessions Office is responsible for the hiring of summer TAs with consultation on assignments from the Department. These decisions are generally made in the second-half of Spring Quarter.

You can find information about TA summer payment and hours on the [Summer Session website](#).

The Graduate Program Coordinator will send out a call in Spring Quarter for Summer TA applications. If you are interested in a summer TAship, respond to the Graduate Program Coordinator by the deadline.

## **Graduate Student Instructorships/Teaching Fellowships**

A Graduate Student Instructor (GSI) provides the entire instruction of a course. Although GSIs fall into two categories – Associate In and Teaching Fellow – the LALS Department only offers GSI positions to Teaching Fellows unless an exception has been granted. A Teaching Fellow is a registered graduate student in full-time residence who has Advanced to Candidacy for the doctorate, has at least two years of teaching experience (including that of a Teaching Assistant in or outside the University) or otherwise has achieved appropriate professional maturity, and who has been chosen because of competence to conduct the entire instruction of a group of students in a course under the general supervision of a regular faculty member.

Furthermore, students who would like to work during the summer while gaining teaching experience may elect to apply for summer GSI positions. The Summer Sessions Office will send out a call for course proposals in Fall Quarter. Submissions should be sent to the LALS Graduate Program Coordinator, and the Graduate Program Coordinator, Department Manager, and Chair will make suggestions to the Summer Sessions Office. Priority will be given to those who have passed their QEs, are writing their dissertations, and have not taught Summer Session in the past. Students may submit up to two course proposals.

### **Eligibility and Approval**

In order to promote graduate students' academic progress through the Ph.D. program, all Graduate Student Instructors (GSIs) during the academic year must have advanced to candidacy by the quarter they plan to teach. A master's degree or equivalent is not sufficient to qualify for an academic-year GSI position in LALS if the student has not advanced to candidacy.

In order to preserve as many summer funding opportunities as possible, Graduate Student Instructors (GSIs) during Summer Session must either have advanced to candidacy or hold a master's degree with at least 3 quarters of teaching experience. Students who have advanced to candidacy will be considered higher-priority to become Summer Session GSIs.

The GSI's faculty advisor's approval at the time of application is considered preliminary until the time of appointment. If the advisor determines the student is not making appropriate progress towards the degree before they begin a GSI appointment or that the student's teaching performance is unsatisfactory, they can revoke their initial approval.

### **Selection Criteria**

GSIs are selected by the Graduate Committee based on the following criteria (in no particular order):

1. Quality of syllabus
2. Curricular needs
3. Teaching qualifications, including previous assessments of teaching, participation in pedagogy workshops, and other efforts to improve teaching

4. Potential that a GSI appointment will significantly benefit the grad student

Assignment to instruction may not be made except with the approval of the Committee on Educational Policy, which the Graduate Program Coordinator will request on your behalf if you are selected.

### **Application Process**

The Graduate Program Coordinator will send out a call for course proposals in Fall Quarter for Summer Session and the following academic year. Students are required to consult with their faculty advisor prior to applying for a GSI position.

Students applying for a GSI position should submit the following items to the Graduate Program Coordinator by the deadline stated in the call:

1. Letter of Application
  - Brief description of dissertation research
  - Brief description of courses student would like to teach
    - Include existing LALS courses and/or new courses
  - Preferred quarter
  - Scheduling limitations (the Department cannot guarantee preferred schedule)
  - Indication of faculty advisor approval
2. CV
  - Include prior teaching experience, including TAs
  - Include course number and title when listing courses
3. Syllabus for each proposed course
  - If an existing course, you should request the existing syllabus from the Graduate Program Coordinator, then submit your own version with any minor revisions you propose to implement.
  - If a new course, create a new syllabus with guidance from your faculty advisor.
    - Include statement on how course will contribute to LALS Program Learning Objectives
    - Include list of discussion topics by week with associated assigned readings
    - Summary of assignments to be completed
    - Basis for student evaluation
    - Notices (DRC, Title IX, etc.)

### **Mentorship and Training**

GSIs are expected to work closely with a LALS faculty mentor throughout the quarter. The LALS Graduate Director, Graduate Program Coordinator, and Department Chair assign faculty mentors to GSIs.

For information on nuts-and-bolts topics relevant to GSIs – such as processes for ordering textbooks, how and when to ask for a reader, office hours, and more – students should see the [LALS GSI Info Sheet](#).

## Graduate Student Researchers (GSR)

Graduate Student Researcher (GSR) positions are highly sought-after and can vary widely in job duties, including grant writing, assisting with faculty research, helping to run certain programs, and more. GSRs are provided a salary, which ranges depending on the student's academic level and department. These positions are obtained and offered by the faculty, and they make all hiring decisions.

Students are encouraged to do the following to obtain a GSR:

1. Offer to write the grant for funding GSRs
2. Check with faculty from other departments; not all departments have graduate students
3. Look into research units such as the Research Center for the Americas

## Graduate Student Readers

Readers are hired for a certain number of hours during the quarter to provide supplemental grading support to instructors by reading papers and grading homework and exams. They do not instruct students.

The Graduate Program Coordinator will send out calls for Readers within LALS when they are needed. Students can also view the [UCSC TA Jobs Group](#) to look for Reader positions in other departments.

If a graduate student is working at 50% time (20 hours per week) and wants to also hold a Reader position, they must request an overage exception from the Graduate Program Coordinator.

## Financial Awards, Aid, and Billing

### Paying Your Bill

Visit the [Student Business Services website](#) for complete information on UCSC billing policies.

## Admissions Offer

The department is committed to paying tuition and fees as outlined in the student's offer letter (email) received from the Office of Graduate Admissions. Students with questions about their funding package should contact the Graduate Program Coordinator.

## Billing Dates

Bills for tuition and fees will be available for viewing on the MyUCSC portal. To view the billing and payment schedule, visit the [Student Business Services bill schedule](#).

Please note that there is a difference between undergraduate payment dates and graduate payment dates.

## Financial Aid

Any payments to be made on the student's behalf (loans, fellowships, grants, etc.) will appear on the bill as Anticipated Financial Aid. Your account will not be credited until after the beginning of the quarter and you have enrolled in at least 5 units. If the Anticipated Financial Aid is equal to or greater than the balance on the bill, no further payment is necessary. Any remaining balance will be credited to your account.

If you have a TAsip/GSR, and your TA/GSR fee reduction does not appear on your bill, please contact the Graduate Program Coordinator.

## Funding Support Philosophy

The LALS Department is sensitive to the financial challenges interdisciplinary doctoral study brings. In a time of limited resources, there are several strategies that the department employs to maximize and equitably distribute support. Students are encouraged to speak to the Graduate Program Coordinator about any individual concerns. Furthermore, the department supports coordinated efforts between students, faculty, and staff to address current issues.

The department recognizes that transparency in financial decision-making, where appropriate, is important to cultivate trust, to assist students in their financial planning, and to introduce students to the complicated structure of graduate student funding in the UCSC university system. To this end, this section of the handbook provides an overview of the LALS Department's current philosophy, rationale, and practices for managing and allocating graduate student support.

Please note that these are general guidelines, not detailed policies, and are subject to change. For the most up-to-date and individualized information, please contact the Graduate Program Coordinator.

### **Sources of UCSC Funds for Graduate Support**

The department has two UCSC sources of support for graduate students: a block allocation provided by the Graduate Division, and a Teaching Assistant allocation determined by the Social Sciences Division. These sources are allocated to students based on their year in the program and financial need, and are conditional on satisfactory academic progress.

These two internal UCSC sources of funds currently operate following their own particular logics. Graduate Division support (the size of the yearly block grant) is based on a formula defined by the Graduate Division that takes into account whether LALS hits previously set annual recruitment targets and retains accepted students over a three-year period. These resources cover approximately 17% of total LALS graduate student funding.

Social Sciences Division support is based on a separate formula defined by the division that considers the size of undergraduate enrollment among the different majors in the division over a three year period. LALS currently has one of the lowest numbers of undergraduate majors in the division. Recently, Social Science allocation via this formula covers approximately 38% of LALS graduate student funding.

Both divisions allocate graduate student resources to LALS autonomously from one another and at different time frameworks. The Graduate Division allocates its resources yearly, while the Social Science Division allocates its resources on a quarter by quarter basis considering, in addition to the formula, fluctuations in undergraduate student enrollment.

The current UCSC system for graduate funding based on the above formulas means that these two internal UCSC resources are insufficient to cover 100% of the needs for our growing LALS graduate student cohort. For this reason, LALS constantly encourages and seeks external sources of funding in the form of external TAships, external fellowships, and summer teaching and external research grants.

LALS has adopted the following set of guidelines to allocate funds for graduate support.

### **Means of Support Are Communal and Based on Mutual Solidarity**

All graduate students are guaranteed five years of funding, which includes tuition, fees, health insurance, and a living stipend equivalent to a TA salary (\$7750 in 2021-22). The standard form of funding the department provides is through TAships and GSIs. The department dedicates resources to aid students in their applications for fellowships/grants and training to become



outstanding researchers and teaching assistants. The primary purpose of these resources is to develop graduate students academically, intellectually, and professionally. However, there is an added advantage as this enables students to secure extramural financial support.

Students who earn fellowships obviously benefit from the prestige and financial security, but they also enable departmental resources to be reallocated to other students. For example, the teaching assistantships a fellowship recipient may have needed can now be assigned to another student who has no other means of support. Thus, students who are awarded fellowships have lowest priority for department support in the form of employment or fellowships. Also, funding does not roll over. For example, if you are granted an external TAship, your TAship in LALS does not rollover to another quarter. The department is relieved of having to provide you a TAship that quarter.

All students are expected to apply for TAships outside the department. Not only is this a financial necessity, but as an interdisciplinary department, we find that it is very valuable from a professional development perspective for our students to gain experience TAing in other departments. This allows the student to become intellectually flexible and demonstrate their greater knowledge in other fields. Again, students who are able to find employment outside the department enable the department to reallocate resources for other LALS students in need.

A communal approach to means of support maximizes the availability of resources for the entire cohort, thus benefiting a higher number of students. In times of scarcity, the department encourages students to partner with the department in finding and utilizing external support sources effectively. Each successful effort can make a difference in another student's academic career and the LALS doctoral program.

### **Post-QE Students' Support Factors**

The department acknowledges that students in the middle stage of the program, such as those conducting field research or just returning from the field, are in a precarious position when it comes to adequate support. Reintegrating after field research is a challenge, and it is difficult for students to actively seek means of support at a distance when the department can only guarantee funding through TAships. For these reasons, the department is working towards integrating support allocation for these students.

Currently, it is up to the department if they can cover In Absentia fees, including health insurance, on a quarterly basis for students while conducting field research. The availability of these fees depends on a myriad of factors, and thus this support is not guaranteed. It is important for students to notify the Graduate Program Coordinator of their plans to be in the field, and their need for In Absentia fee coverage, as early as possible (preferably in the winter quarter of the preceding academic year). The Graduate Program Coordinator will do their best to budget for In Absentia fees when notified by the preceding winter quarter. If the department

covers a student's In Absentia fees, the student must submit a report to the Graduate Program Coordinator on Monday of Week 10 each quarter in order to receive In Absentia fee coverage for the following quarter. This report should include a description of the student's progress towards the goals set by them and their advisor. It should also include a list of the student's goals for the following quarter.

Post-QE graduate students are expected to have been and to remain proactive in the application for external grants and funds. LALS actively supports students' grant application process.

Priority for support from internal UCSC resources steadily declines as students advance through the program past the fifth year. Other factors, such as academic merit or, conversely, failure to maintain good academic standing, also impact priority considerations. Participation in the Graduate Colloquium series is also taken into account. During this latter stage in the program, students will be encouraged to teach their own courses at UCSC and elsewhere as a way of tapping into other sources of funds.

### **Students Beyond Normative Time Or Not in Good Academic Standing**

Benchmarks for normative time in the program can be found [here](#). Time to degree for a Ph.D. is six years from the admit year. Students in their sixth year are likely to have the lowest priority for receiving funding.

For students beyond their sixth year but in good academic standing, Teaching Fellowships (GSIs) may be an option, if available. In the event, albeit unlikely, that there is an excess of TA or GSR positions, students in their seventh year and beyond are eligible to be hired. The department cannot provide support in the form of *in absentia* fees, fellowships/grants, etc. to students beyond normative time. You are thus encouraged to be diligent and finish your doctoral work within normative time.

In all cases, students must be in good academic standing to be eligible for support.

### **LALS Fellowship Evaluation Criteria**

The LALS graduate program does its best to offer Qualifying Exam and Conference/Professional Development fellowships when there are funds available to do so. We also nominate students for campus-wide dissertation and other fellowships. All applications for these fellowships are evaluated holistically under these general guidelines:

#### Conference/Professional Development Fellowships

1. Likelihood that participation will contribute to student's academic and/or professional success

2. When not enough funds are available to split evenly among all applicants, the committee prioritizes applicants who have already participated in and/or paid for the conference/professional development opportunity.

#### Qualifying Exam Fellowships and President's and Chancellor's Dissertation-Year Fellowship Nominations

1. Overall quality of student's application letter
  1. Clarity and detail in the description of student's research interests and their significance
  2. Ability to communicate research to those who are not experts in the student's field
  3. Identifies broader impacts and theoretical contributions of the work
2. Status and timeline of qualifying exam or dissertation research
  1. Detailed timetable of completion
    1. Likelihood that applicant will complete qualifying exam or dissertation according to proposed schedule
    2. Shows in detail when individual chapters or papers, and the project as a whole, will be complete
      1. Indicates whether each chapter or paper that will be a part of the qualifying exam or dissertation has been fully drafted, partially drafted, etc.
3. Academic achievement
  1. As evidenced by application letter and/or letter of support
4. Potential for success in academia or other future professional plans
  1. As evidenced by application letter and/or letter of support
5. Extent nominee contributes to diversity among doctoral degree recipients
6. Contextual factors
  1. Likelihood that fellowship will ensure dissertation completion
  2. Involvement in LALS Department
    1. e.g. communication with advisors, attendance at Graduate Colloquium series if in-residence

## Establishing California Residency

Students entering the program from out-of-state are strongly advised to establish their California residency during their first year in the program in order to avoid out-of-state tuition assessment in subsequent years in the program. California residents' tuition is \$6,301.70 per quarter, as opposed to \$11,335.70 for non-residents. The Department will not pay a student's Nonresident Tuition beyond their first year in the program. If the state rejects a student's application for

residency, the Department will assist the student in appealing the decision and, if necessary, arrange for a Leave of Absence while the student attains residency.

Adult students (over age 18) may establish residency for tuition purposes if they are a U.S. citizen, a permanent resident, or other non-citizen who is not precluded from establishing a domicile in the United States; and they meet the following criteria:

1. Registering to vote and voting in California elections
2. Designating California as your permanent address on all school and employment records, including military records if you are in the military service
3. Obtaining a California driver's license or, if you do not drive, a California identification card
4. Obtaining California vehicle registration
5. Paying California income taxes as a resident, including taxes on income earned outside California from the date you establish residence
6. Establishing a California residence in which you keep your personal belongings; and licensing for professional practice in California

The absence of these indicia in other states during any period for which you claim California residence can also serve as an indication of your intent. Documentary evidence is required and all relevant indications will be considered in determining your classification. Your intent will be questioned if you return to your prior state of residence when the university is not in session.

Students who do not qualify as California residents must pay a Nonresident Tuition Fee in addition to all other fees. International students cannot become California residents and must pay a Nonresident Tuition Fee until they Advance to Candidacy. In many cases, the Department and Graduate Division assist international students with these fees for the first three years as outlined in each student's funding offer letter. Advancing to Candidacy grants international students a Nonresident Tuition Fee Exemption for the following three years.

The deadlines to submit the [Petition for Change of Legal Residence Status](#) can be found [here](#).

The residence determination date is the day instruction begins at the last of the University of California campuses to open for the quarter.

At the end of the first year (or before fall quarter of the second year), students should make an appointment with the Registration Program Advisor in the Office of the Registrar for residency reclassification.

Residency Reclassification Forms and other resources are available at the following link:  
<http://registrar.ucsc.edu/fees/residency/>

## **AB 540 Students**

AB 540 (undocumented) students will initially be classified as non-resident, international applicants. Upon admission, they can choose to file the [AB 540 tuition exemption form](#) with the Registrar's Office to be considered for the in-state exemption so they will not be charged out-of-state tuition.

Once determined to be eligible, AB 540 students will continue to receive the exemption as long as they fulfill eligibility requirements or until the University no longer offers this exemption. Applying for this exemption does not alter the student's responsibility to pay, by the campus deadline, any Nonresident Supplemental Tuition and associated fees that may be due before eligibility is determined.

## **Financial Aid**

### **Financial Aid Office**

#### *Application*

The Financial Aid Office awards need-based financial aid to UCSC students. To apply, file the Free Application for Federal Student Aid (FAFSA) available in December for the following year. An otherwise eligible graduate student must also be in good standing, be enrolled in five credits or more, and be making satisfactory academic progress to receive financial aid. Students who have not filed a FAFSA form are ineligible for fellowships.

#### *Check Disbursements*

Graduate student financial aid checks and fellowship checks are disbursed quarterly at the Office of Accounts Receivable, 203 Hahn Student Services, from 9:00 am to 4:00 pm, Monday through Friday. In order to pick up your check, you must have a picture ID and your Enrollment Verification Validation (EVV).

## **International Students**

International students can find detailed information about resources and advising at the [International Student and Scholar Services website](#).

### **International Student Tuition Reduction**

International students are eligible to receive a 100% reduction in non-resident tuition for up to 9 quarters (including quarters in which the student is not enrolled) starting the quarter in which they become Advanced to Candidacy. Students should contact the Graduate Program Coordinator to receive the tuition reduction.

If a student has a valid reason for not completing their Ph.D. within 9 quarters (such as illness), the department may petition the Dean of Graduate Studies for an extension of reduced tuition on the student's behalf.

### **International Doctoral Recruitment Fellowships (IDRF)**

The IDRF program pays the Nonresident Tuition for non-U.S. citizens during their 2<sup>nd</sup> and 3<sup>rd</sup> year (up to 6 quarters). The program effectively levels the playing field between domestic and international nonresident graduate students from the perspective of support costs.

This is *not* a competitive fellowship – the Graduate Program Coordinator will request it for all admitted international students, and the Graduate Division makes final decisions.

To avoid paying NRT after the first year, IDRF students must advance to candidacy by the end of 9 academic-year quarters (3 years), with a maximum of 6 quarters of NRT after the first year (years 2 and 3) covered by Graduate Division.

# Department Resources

## Graduate Lab/Lounge, Offices, and Mailboxes

Use and delegation of Lab, Lounge, and office space is under the purview of the LALS Department and the Social Sciences Division, and ultimate space allocation and use is at the discretion of the Social Sciences Division.

All LALS graduate students have access to the Graduate Lab/Lounge in Vallier Hall (Crown College). Each student is issued a key to the Grad Lab/Lounge by the Graduate Program Coordinator. The Graduate Lab (Crown 212) has three desktop computers for students' use, as well as ethernet hookups for laptops; the Lab also holds a black-and-white printer, which is hooked up to the desktop computers. The Lab contains desks, storage space, a small library, and limited kitchen facilities for LALS graduate students.

Graduate students who have completed their coursework requirements have access to shared office space located in the Merrill Academic Building and in Vallier Hall (Crown College). Each student is assigned an office and issued an office key from the Graduate Program Coordinator.

Graduate mailboxes are located in the Graduate Lounge (Crown 214). Be sure to check your mailbox frequently, as important announcements and official university correspondence are placed in the mailboxes. Mail sent to campus should be addressed to:

Latin American and Latino Studies Department  
Merrill Faculty Services  
UC Santa Cruz  
1156 High St.  
Santa Cruz, CA 95064

In addition, students may make and receive local telephone calls from the Graduate Lounge. The phone number is 831-502-7631. Callers must dial 6-1 before calling an outside number.

The Graduate Lab is a professional space provided by the LALS Department and the Social Sciences Division for graduate student work and relaxation. Because of this, no alcohol is permitted in the Graduate Lab and only LALS core graduate students may work in the Graduate Lab.

Graduate students are responsible for keeping their offices and the Graduate Lab/Lounge clean. This includes cleaning the microwave and toaster, clearing and wiping down surfaces, emptying the recycling bin, and vacuuming and sweeping. Graduate students are charged with replenishing cleaning and office supplies when needed by communicating with the Graduate

Program Coordinator. Graduate students can check out the vacuum, broom, and/or other cleaning tools from the Graduate Program Coordinator.

### **Graduate Web Pages**

Graduate student web pages can be found on the [LALS Graduate Directory](#). Students are responsible for managing and updating their own directory postings. These directories allow students to include their CVs, works in progress, publications, research interests, and other professional information. Students may also link personal web pages to their pages on the department web site. [Look here](#) for more information on department directories.

### **Professional Headshots**

The department strongly encourages students to use professional-looking headshot photos of themselves on their directory pages, as these photos can help with networking and marketing for jobs and funding opportunities, as well as with presenting work more professionally at conferences.

### **Graduate Scanning and Copying Facilities**

Graduate students may electronically scan books and documents in Merrill Faculty Services (Merrill Academic Building, Rm 5) using their student accounts.

Graduate students may make paper copies of books and documents, as well as print documents, for LALS courses they are currently TA'ing for in the LALS Department office (Merrill 32).

### **Graduate Representatives**

*LALS Graduate Representatives* are 2 elected graduate student representatives who serve for one academic year and an additional transition period of one quarter the following Fall. The first representative is the *Faculty-Graduate Student Liason*. Their primary role is to serve as a liaison between the faculty of the LALS department and the LALS Graduate Student Body. The second position is the *Campus-LALS Graduate Student Liason*. Their primary responsibility is to keep up with broader graduate student actions and keep the LALS Graduate students up to date on these developments and communicate with the administration of UCSC when needed.

There will be an additional *Alternate Graduate Representative*. This individual will attend meetings if the primary representative is unable, stay up to date on graduate issues and be ready to step in should a primary representative need to step down.

Elections and transitions:



New Representatives will be elected in Week 2 of the Spring quarter. Elections will be held via Google poll or another similar platform. New representatives will be expected to begin transitioning into their roles immediately but can continue to expect support and guidance from the previous representatives until the end of Fall quarter. New representatives will attend the Spring GC Meeting as an observer to understand the role of the Graduate Representatives.

Joint responsibilities:

1. Lead quarterly meetings with graduate students during the Graduate Colloquium for feedback on program and student life (week 2)
  - a. Should report any student issues to Graduate Program Coordinator and/or Graduate Director
  - b. Establish a cleaning schedule of grad lab for the year
  - c. Develop an agenda for GC based on student concerns
2. Call additional meetings when necessary
3. Act as a liaison between graduate students and Department
  - a. Assist in encouraging graduate students to attend Department events
  - b. Report student feedback on Department processes and policies
  - c. Occasionally assist Graduate Program Coordinator and Graduate Director with communications to graduate students
4. Recruiting next graduate representatives and organizing elections
5. Support the other Graduate Representative when needed
6. Attend one Graduate Committee meeting per quarter to report on student issues and give input on committee meeting items
  - a. Meet with Graduate Director prior to the GC meeting to go over agenda

Faculty-Graduate Student Liason

1. Assist Graduate Program Coordinator with Fall Orientation and Winter Open House
  - a. Usually involves leading campus tours for new and prospective students, attending welcome receptions and meals, and encouraging graduate students to attend these events
2. Attend Graduate Student Association meetings
  - a. Draft report from those meetings to share with other graduate students

Campus-LALS Graduate Student Liason

1. Attend monthly union meetings
  - a. Draft report from those meetings to share with other graduate students
2. Organize collective responses to large Union or other graduate student events on Campus
3. Serve as a liaison if Admin seeks contact with graduate students and organize collective responses/conversations

Responsibilities of all graduate students include:

1. Propose one academic, professional, or community-building event each year to the Graduate Program Coordinator and assist with event logistics
  - a. Proposals should be submitted to graduate representatives by week 6 of the Fall quarter. They will then be brought up the following week during the Graduate Colloquium for discussion by all LALS graduate students.
2. Update Graduate Program Coordinator and/or Graduate Director about graduate student issues as needed
  - a. Includes graduate student complaints, repair needs, Grad Lab supply requests, etc.
3. Alert Director of Graduate Studies and Graduate Program Coordinator if they are attending any job talks as soon as they find out, so the department can offer support.

### **Fellowship/Grant Proposals**

Graduate students are expected to share successful grant proposals by providing a copy of the successful proposal to the Graduate Program Coordinator. The proposals will only be available to UCSC LALS graduate students. Students should also provide the award letter and funding information to the Graduate Program Coordinator for record-keeping.

### **Support for Student-Organized Events**

The LALS Graduate Program encourages graduate students to coordinate and plan events that contribute to the LALS intellectual community. This includes (but is not limited to): book talks, research and current event discussions, film screenings, and professional development workshops.

Students can request that the graduate program logistically and financially support their event. This support can come in the form of paying honoraria to speakers, reimbursing speakers for their travel, reserving event spaces, marketing the event, and providing refreshments to participants.

If a student wishes to request support, there are two options:

1. If the student believes the event would work in the context of the LALS 292 Graduate Colloquium, they should email the Graduate Director at least one quarter in advance outlining their idea. The Graduate Director will then either approve the event for the Graduate Colloquium or decide that it does not work in the Graduate Colloquium context. If the event works in the Graduate Colloquium, the graduate program will increase the food budget for that week and open the session up to anyone the grad wants to invite.
2. If the event does not work in the context of the Graduate Colloquium (this would be the Graduate Director or the student's decision), the student must create a brief proposal outlining the purpose of the event, event details, the intended audience, a budget, and

the amount of funding they're requesting. They submit the proposal to the Graduate Program Coordinator, who brings it to the next Graduate Committee meeting to be decided on a case-by-case basis.

# Graduate Student Association (GSA)

UCSC has a Graduate Student Association, which serves as a resource for graduate student issues and hosts graduate student events throughout the year. For current events and more information, visit <https://gsa.ucsc.edu/>

## Commencement

The Division of Graduate Studies holds a commencement ceremony each year on the Thursday or Friday following the last day of Spring Quarter.

### Graduation Regalia

The Bay Tree Bookstore offers services for Ph.D. candidates through their annual Graduate Center, which is available mid-April until the beginning of June.

The Bay Tree Graduate Center offers:

1. Master Gown, Hood and Tassel Rental
2. Ph.D. Gown, Hood and Tassel Rental
3. Graduation Announcements
4. Class Rings
5. Graduation Portraits and Photographs

Custom cap and gown purchase must be ordered before the end of April.

# Campus Policies

## Sexual Harassment

The University of California defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in any University activity
2. Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive university environment

For more information, visit:

<https://titleix.ucsc.edu/> - Title IX Office

<https://care.ucsc.edu/> - CARE Office with confidential advocates

If you are being harassed or have concerns about what constitutes harassment, contact the Title IX officer, Tracey Tsugawa, at 105 Clark Kerr Hall, 831-459-2462. For a confidential advocate, contact the CARE Office at 831-502-2273 or [care@ucsc.edu](mailto:care@ucsc.edu).

Note: Advances and comments by students towards graduate students or teaching assistants also constitutes sexual harassment and is outlawed under Title IX as well as State and Federal Law.

## Discrimination

State and federal law as well as university policy prohibits discrimination on the basis of race, color, national origin, religion, sex, physical or mental disability, citizenship, or sexual orientation. For more information about policies, resources, and topics related to this issue, please visit <https://diversity.ucsc.edu/>

If you need assistance, advice, or wish to file a grievance about discrimination based on color, nationality, or race, contact the Assistant Director of Equal Employment Opportunity, Ciel Benedetto (831-459-3676, [cbene@ucsc.edu](mailto:cbene@ucsc.edu)), or Judicial Affairs/Student Conduct (831-459-1738).

If you need assistance, advice, or wish to file a grievance about discrimination based on disability, contact the [Disability Resource Center](#) (831-459-2089).