

November 20, 2008

PROFESSOR STEVEN ATHANASES, CHAIR  
Graduate Group in Education

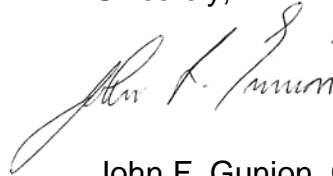
**RE: Education Ph.D. degree requirements revisions**

Dear Professor Athanases,

At its meeting of November 19, 2008, Graduate Council considered and approved the request for degree requirement changes in the Education PhD program. Thank you for working with the Council on revisions to the Qualifying Exam requirements; **your degree requirements are now approved.**

Attached is a copy of the new degree requirements with the Graduate Council approval date; please keep a copy for your files and for future revisions. The Office of Graduate Studies also will keep copies in its files.

Sincerely,

A handwritten signature in black ink, appearing to read "John F. Gunion". The signature is fluid and cursive, with a long, sweeping underline that extends to the left.

John F. Gunion, Chair  
Graduate Council

/aw

Enclosure

c: Cathy Jurado  
Mary Reid  
Peggy Farnham

## **Graduate Group in Education PhD Student Handbook 2008-2009**

Welcome to the Ph.D. Program in Education at the University of California, Davis. This handbook will give you an overview and background on the program in education, and it will assist both you and faculty advisers in understanding program requirements. The program faculty members view each of you as an important partner in identifying an appropriate course of study, which will result in a meaningful graduate experience. This handbook is designed to supplement the more general Graduate Student Handbook available on the [Office of Graduate Studies](#) Web site.

### **Background**

Each student is working toward the Ph.D. within the Graduate Group in Education. A Graduate Group system is found almost uniquely on the Davis campus. Faculty members organize across departmental lines to offer a graduate degree, which is housed in a chosen academic unit. Though housed in the School of Education, the Graduate Group in Education is comprised of faculty from a wide range of academic units in addition to Education including, e.g., Agricultural & Environmental Sciences, American Studies, Anthropology, Economics, Geology, Human and Community Development, Linguistics, Mathematics, Native American Studies, Physics, Plant Biology, Sociology, Statistics, and Spanish.

### **Program Goals**

The primary goal of the Ph.D. Program in Education is to offer instruction to students in the theories, methods, and accumulated research that provide the basis for current understanding and for expanding knowledge of the learner, instruction, and schooling in society. The ultimate goal of the program is to prepare scholars who can both advance knowledge in education through research and improve the practice of educating and schooling children, youth, and adults. The program will also prepare scholars to occupy a variety of leadership positions in universities, school districts, state educational agencies, and private organizations concerned with instructional research, policy, and practice.

### **Mission Statement**

The PhD in Education at UC Davis has at its core a fundamental concern with impacting the practice of education: through research, through scholarly engagement, through public service, and through graduate training. Our work not only has implications for educational practice, but our faculty and graduate students are directly engaged on a local and regional level, as well as on the larger stage of national and international educational reform and policy. The program

seeks to address contemporary challenges, particularly unprecedented levels of cultural and linguistic diversity, and to go beyond the more specialized and fragmented concerns of traditional schools of education. In particular, the PhD program prepares educators to use rigorous research and theory to define and frame educational problems so they can be addressed appropriately, and to merge research and practice effectively in ways that will improve public education. The program is designed to prepare a broad range of professionals in the field of education, including the professoriate, new teacher education faculty, educational researchers, and leaders for educational institutions. Because our program structure, which relies on the interdisciplinarity of the Graduate Group in Education (GGE) and permeable emphasis areas within the SOE, emphasizes interconnected approaches and knowledge, our PhD students come away with a deep systemic understanding of educational complexity—drawing on curricular, cultural and linguistic, cognitive, institutional, and policy perspectives.

### **Department Resources**

For procedural information regarding the Ph.D. see the Doctoral Programs Coordinator in the School of Education [Student Services Office](#).

Joy Sanchez-Bell, in the Office of Graduate Studies is also available for Graduate Studies advising at 752-9297.

A copy machine is located in the Graduate Work Room (Room 2394). This machine can be used through a personal copy code and the copies will then be charged directly to your student account on a monthly basis. Please note that there will be a \$5.00 minimum charge per month.

To get a copy code, please contact Christy Pearce with copy services: [olstad@ucdavis.edu](mailto:olstad@ucdavis.edu). In the email: request a copy code for the copier in 2394 Academic Surge and provide your name, home address and student ID. Christy will respond to you with a copy code soon thereafter.

The computer lab is located in 2367 Academic Surge. Open hours are listed quarterly outside the door of the lab. Various statistical and database programs have been placed on some of the computers for student use. [Syrous Bouzari](#) is our lab manager and can assist you if necessary. [Pamela Davis](#) is the computer support analyst who may also assist you with questions.

**Graduate Program in Education Ph.D.  
Degree Requirements  
Approved by the Graduate Council: November 19, 2008**

**1) Admissions Requirements**

**a) School of Education Requirements:**

- Minimum 3.0 GPA
- Satisfactory Graduate Record Examination scores (last 5 years)
- Satisfactory TOEFL score (International applicants only)
- Three letters of recommendation
- Official transcripts from all institutions attended
- Statement of Purpose and Personal History
- Writing sample
- Completion of Graduate Studies Admissions application

**b) Prerequisites and Deficiencies**

- There are no prerequisites for this program, therefore no deficiencies.

**2) Dissertation Plan**

**Plan B.** Specifies a three member (minimum) dissertation committee, an optional final oral examination, and an optional exit seminar.

**3) Course Requirements**

[The Advising Form](#) is a record used to document student progress. The form allows space to list the prerequisite coursework, the methodology course requirements, and the core foundation requirements. Additional space is provided on the form for recording the emphasis program. A record is also kept of the preliminary review, the dissertation proposal, the qualifying examination, and the dissertation. This form will be a key advising document.

**a) Prerequisite Methodology Coursework: Total Units – 8**

EDU 114, Quantitative Methods in Educational Research, 4 units

EDU 200 (or equivalent), Educational Research, 4 units

Required if no MA degree in Education; Recommended for all others

**b) Professional Induction: Total Units – 4**

EDU 291, Proseminar in Education, 4 units

**c) Education Core: Total Units – 12 units  
(1 course required in each area)**

**i. *Learning and Teaching***

EDU 207, Concepts of the Curriculum

EDU 210, Psychology of School Learning: Cognitive Perspectives

EDU 211, Theories of Learning: Sociocultural/Situated Perspectives

EDU 292, Collaborative Learning: Theory, Research, Practice

PSY 212A, Developmental Psychology: Cognitive and Perceptual Development

PSY 212B, Developmental Psychology: Social, Emotional, and Personality Development

**ii. *Schooling and Society***

EDU 221, Culture and Social Organization of Schools

EDU 222, School Change and Educational Reform

EDU 223, Education and Social Policy

EDU 292, Social Justice Frameworks in Education

SOC 224, Sociology of Education

SOC 243, Urban Society

SOC 280, Organizations and Institutions

SOC 295, Social Stratification

CRD 240, Community Development Theory

HDE 213, Cross-Cultural Study of Children

**iii. *Assessment and Measurement***

EDU 119, The Use and Misuse of Standardized Tests\*

EDU 203, Educational Testing and Evaluation (best taken after EDU 204A)

\*While EDU 119 can count for this requirement, note that it cannot count toward total number of required *graduate-level* units.

**iv. *Advanced classes for students interested in deep psychometric principles and practice:***

PSY 204C, Applied Psychometrics and Measurement Theory

PSY 205B, Factor Analysis

PSY 205C, Structural Equation Modeling

PSY 205C, Multilevel Models

PSY special topics: Structured Latent Curve Models

**d) Methodological Core Coursework: Total Units - 8**

EDU 201, Survey of Qualitative Methods, 4 units

EDU 204A, Quantitative Methods in Educational Research: Analysis of Correlation and Design, 4 units

**e) Advanced Research Methods Coursework: Total Units - 8 units**

Minimum 2 courses from Quantitative or Qualitative traditions, or one from each tradition.

**f) Program Emphasis Areas Requirements: Total Units - 32**

**i. Program Emphasis Area: Language, Literacy & Culture**

Language, Literacy and Culture (LLC) is an area of emphasis within the Education Ph.D. at UC Davis. It is also the intellectual home of a diverse faculty and group of students who participate in a rich array of research, teaching and service programs.

**Faculty Areas of Interest**□

LLC faculty members have research and teaching interests that address a diverse range of topics, including: instructional approaches to teach reading, writing and literature; second language/bi-literacy development; early/emergent literacy; academic literacy in multiple subject areas; social and cultural contexts of literacy; cognitive processes in literacy development; psycholinguistic and sociolinguistic studies of literacy development; assessment of language and literacy; literacy challenges of work, the professions, and everyday life; teacher preparation in language and literacy; cognition and socialization of teachers of language and literacy; critical perspectives on literacy curricula; home/school bridges in literacy development; literacy interventions for underachieving children and youth; language variation and dialect in literacy development; multi-modal discourse in schools, families, communities, and peer groups; technologies of teaching, learning and language development; and critical and cross-cultural perspectives on literacy, curricula, technology, and assessment.

**LLC Requirements**□

All students are required to complete at least 32 units of emphasis area course work. Each student and his or her faculty adviser proceed within the framework of one of the emphases listed below to select 32 units of emphasis area course work and complete other degree requirements. Alternatively, students with interests across two or more of these emphasis areas may work with their faculty advisers to select an appropriate combination of course work that draws from more than one emphasis.

Students with the LLC emphasis are required to take 32 LLC units. Of these 32 units, a core of the following must be satisfied:

- \*1 course in reading or response to literature
- \*1 course in writing
- \*1 course in second language acquisition

### **LLC Graduate Course Offerings in Education**

- 205A - Ethnographic Research in Schools I: Current Theory and Practice (4) (M)
- 205B - Ethnographic Research in Schools II: Field-Based Research Projects (4) (M)
- 206B - Inquiry in Teaching Practice: Intervention & Data Collection (4) (M)
- 229 - Language Policy (4)
- 235 - Critical Pedagogy (4)
- 242 - Research on Text Comprehension (4)
- 243 - Research on the Teaching and Learning of Writing (4)
- 244 - Topical Seminar in Language, Literacy, and Culture (4)
- 245\* - Theory and Research in Early Literacy (4)
- 246\* - Sociocultural Perspectives on Reading (4)
- 247\* - Research on Response to Culturally Diverse Literature, K-12 (4)
- 249 - Discourse Analysis in Educational Settings (4) (M)
- 251 - Research in Bilingual and Second Language Education (3)
- 252 - Multicultural Teaching and Curriculum (3)
- 253 - Language and Literacy in Linguistic Minorities (3)

(M) denotes Research Methods class with strong language and/or culture emphasis, often more suited for students in at least second year (consult advisor). For LLC emphasis area students, these methods courses can count toward either required advanced methods coursework or required LLC emphasis units (not both).

### **Sample LLC Graduate Courses in Other UCD Departments**

Some linguistics courses are listed; others from anthropology, psychology, cultural studies, American Studies, English, etc. can count as LLC emphasis courses as approved by advisor.

### **Courses in Linguistics**

- 264\* - Linguistic Issues in Language and Gender (4)
- 280 - Second Language Acquisition Theory (4)

- 281 - Research Methods in Second Language Acquisition and Development (4) (M)
- 302 - Current Research in TESOL (4)

### **Strongly Recommended Courses in Learning Theory and Research Writing**

- 208 - Presenting Educational Research in Written Reports (4)
- 210 - The Psychology of School Learning (4)
- 211\* - Social & Situative Perspectives on Learning & Cognition (4)

### **LLC Faculty Advisers** □

Primary faculty advisers for students in the LLC emphasis area are Steven Athanases, Barbara Merino, Sandra Murphy, Jon Wagner, Karen Watson-Gegeo, and Yuuko Uchikoshi (School of Education), Cecelia Colombi (Spanish), Suad Joseph (Anthropology), Julia Menard-Warwick (Linguistics), Jay Mechling (American Studies), and Stephano Varese (Native American Studies). Clinical teacher education faculty involved with LLC related work include: Michele Leonard Fortes, Joanne Galli-Banducci, Pauline Holmes, and Anna Kato.

### **Dual Emphases** □

Students can design a program of study that combines the LLC emphasis with other designated emphasis areas such as Second Language Acquisition, Critical Theory, Cultural Studies, Women's Studies, Native American Studies, Performance Studies, etc. Such a designated emphasis may have particular requirements, including the writing of one qualifying exam paper in that area.

\*Any course marked with an asterisk is a proposed course with a tentative course number. Proposed courses are offered as sections of EDU 292, Special Topics in Education, until they have completed the approval process.

## **ii. Program Emphasis Area: *Learning and Mind Sciences***

Learning and Mind Sciences looks at the application of psychological theory and research to learning, teaching and schooling. Educational Psychology has at its base the psychology of human learning, motivation, development, individual differences, exceptionality and measurement.



## **Required Courses** □

32 units are required, suggested courses include the following:

### **Courses in Education**

- 210 - The Psychology of School Learning (4)
- 211\* - Social & Situative Perspectives on Learning & Cognition (4)
- 213 - Individual Assessment (4)
- 216 - School-Based Prevention Programs (4)
- 218 - Testing Minority Children (4)
- 292 - Psychological Dimensions in Bilingualism (4)

### **Courses in Psychology**

- 212A - Developmental Psychology: Cognitive & Perceptual Development (4)
- 212B - Developmental Psychology: Social, Emotional & Personality Development (4)
- 230 - Cognitive Psychology (4)
- 245 - Social Psychology (4)
- 263 - Topics in Cognitive Psychology (4)
- 264 - Topics in Psycholinguistics (4)

### **Courses in Human Development**

- 200B - Middle Childhood and Adolescence (4)
- 217 - Development of Cortical and Perceptual Laterality (3)
- 234 - Children's Learning and Thinking (3)
- 238 - The Context of Individual Development (3)

\*Any course marked with an asterisk is a proposed course with a tentative course number. Proposed courses are offered as sections of EDU 292, Special Topics in Education, until they have completed the approval process.

### **iii. Program Emphasis Area: Mathematics Education**

Mathematics Education focuses on trends, theories, and reform in mathematics curriculum, as well as current issues and directions in research. Issues include design and evaluation of effective mathematics instruction, the process of learning mathematics, culture and practice in the mathematics classroom, teachers' perspectives and development, or the impact of technology on the teaching of

mathematics.

### **Required Courses**

32 units are required in mathematics and mathematics education.

In addition to the Ph.D. program core courses and methodology requirements, mathematics education students are required to take the following three core mathematics education courses:

- 255 - Curriculum Development and Evaluation in Mathematics (4)
- 256A or 256B - Research in Mathematics Education (4)
- 294\* - Special Topics in Science, Agriculture & Mathematics Education (8 units)

Suggested additional courses to fill out the 32-unit emphasis requirement include:

- 257 - Computer Technology in Mathematics Education (4)
- 294\* - Special Topics in Science, Agriculture & Mathematics Education (additional units)
- 210 - The Psychology of School Learning (4)
- 211\* - Social & Situative Perspectives on Learning & Cognition (4)
- 207 - Concepts of the Curriculum (4)
- 292 - Experiential Learning (4)

Up to 12 units of appropriate mathematics coursework may be counted toward the 32-unit emphasis area requirement, and a maximum of 8 of these units in mathematics may be from graduate work (e.g., the MA or MAT) completed prior to enrollment in the Ph.D. Program in Education. Transcripts should be submitted to the emphasis area faculty for assessment. Students may choose mathematics courses from upper division and graduate offerings in consultation with their faculty advisor. Particularly encouraged are courses in the field of mathematics most closely related to the student's research plans. Relevant upper division courses include the following:

### **Mathematics Closest to Dissertation Research**

- Arithmetic: Math 115A, 115B, 115C
- Geometry: Math 114, 116, 141
- Algebra: Math 108, 150A, 150B, 167
- Probability: Math 131, 132A, 132B

- Calculus: Math 108, 127A, 127B
- Statistics: Statistics 108, 130A, 130B

### **Electives** □

Students in the Mathematics Education emphasis are expected to take a minimum of 6 units (2 courses) of additional coursework in areas relevant to their research interests. These courses, determined in consultation with the faculty adviser, are intended to add breadth and/or depth to the student's program of study.

\*Any course marked with an asterisk is a proposed course with a tentative course number. Proposed courses are offered as sections of EDU 292, Special Topics in Education, until they have completed the approval process.

### ***iv. Program Emphasis Area: Science and Agricultural Education***

The Science & Agricultural Education emphasis area looks at trends, theories, and reform in curriculum, as well as current issues and directions in research in these content areas. Issues include the design and evaluation of effective instruction, the process of learning science and/or agricultural content, classroom culture and practice, teachers' perspectives and development, or the impact of technology on the teaching and learning.

### **Required Courses**

In addition to the Ph.D. program general core courses and research methodology requirements, science and agriculture education students complete 32 units of intensive course work in education and content domains. The core of the curriculum comprises 16 units of required course work (3 courses from the list below and the SAM seminar for 4 units).

Three courses selected from this list:

- 260 - The Modern History of Science Education (4)
- 262A or 262B - Research Topics in Science Education (4)
- 264 - Science Literacy and Science Education Reform (4)
- 292 - Experiential Learning (4)
- 292 - History of Agriculture Education (4)

### **Science/Agriculture/Math (SAM) Seminar: EDU 294\*** □

This is a variable unit course that is offered at least twice each

academic year. Each quarter it will be taught by a different faculty member, and the topic of study will be determined by that faculty member and the interests of the current cohort of science, agriculture, and math graduate students. Science and Agriculture education graduate students are required to take this course for the full 4 units at least once and are expected to enroll in the course an additional 3 times during their program (these can be for fewer units however).

### **Disciplinary Training** □

To ensure that students have appropriate subject matter expertise, 16 units of advanced coursework in a particular area of science, agriculture or environmental science is required. Selection of these courses is based on each student's particular interests in consultation with the faculty advisor. For example, a student interested in physics education would take 16 units (4 courses) of physics; a student interested in the teaching of biology would take 16 units (4 courses) in biology. Students who possess a Master's degree in a science or agriculture domain are not required to take these additional courses, and with advisor approval they may count up to 16 units of appropriate previous graduate-level coursework toward fulfilling the 32 unit emphasis area requirement.

### **Electives** □

Students in this emphasis area are strongly suggested to take a minimum of 8 units (2 courses) of additional course work in areas relevant to their research interests. These courses, determined in consultation with the faculty adviser, are intended to add breadth and/or depth to the student's program of study. They may be courses offered within or outside the School of Education.

\*Any course marked with an asterisk is a proposed course with a tentative course number. Proposed courses are offered as sections of EDU 292, Special Topics in Education, until they have completed the approval process.

## ***v. Program Emphasis Area: School Organization & Education Policy***

The purpose of the School Organization and Educational Policy (SOEP) emphasis is to train future scholars and professional stakeholders in education policymaking. As such, the SOEP emphasis has several interrelated goals.

The first goal is to teach students the concepts, language and development of education policymaking across a variety of settings. These settings include federal, state or local government agencies, district or school-level contexts, higher education institutions, non-governmental agencies and professional constituency groups, and many other organizational decision-making arenas.

A second goal is to provide the necessary tools for evaluation and analysis of policies and programs through a series of core courses and an applied methods sequence.

The third goal is to expose students to a variety of critical topics and approaches to education policymaking, including education reform, school finance, social and cultural considerations, legal issues in policy formation, leadership, organizational change, communication and media strategies, and other topics.

Finally, a fourth goal of the SOEP Emphasis is to provide relevant coursework for graduate students in other areas in the School of Education or elsewhere in the University, who wish to understand, influence and shape education policy.

### **Course Requirements**

In addition to the Ph.D. program core courses and research methodology requirements, SOEP students complete 32 units of coursework in the SOEP emphasis area. As part of these 32 units, SOEP students are required to take the following three core SOEP courses:

- 220\* - Concepts & Methods of Policy Analysis (4)
- 223 - Education & Social Policy (4)
- 227\* - Program Evaluation & Education (4)

Suggested additional courses to fill out the 32-unit emphasis requirement include:

- 221 - Culture & Social Organization of Schools (4)
- 222 - School Change & Educational Reform (4)
- 232\* - Urban Education Policy (4)
- 224A\* - Economics of Education (4)
- 224B\* - Education Finance Policy (4)
- 225\* - Education Policy & the Law (4)

- 226 - Culture & Social Organization of Higher Education (4)
- 228\* - Politics & Governance of Education (4)
- 229\* - Language Policy (4)
- 230\* - Special Topics in Education Policy (4)
- 295\* - Advanced Topics in Methodology (4)

Students (in consultation with their advisors) are encouraged to have two of their SOEP emphasis courses taken outside of Education, in disciplines such as Sociology, Political Science, History, Psychology, Law, or others.

### **Methodology Core Courses**

Students in the SOEP emphasis are expected to take EDU 204A, Quantitative Methods in Educational Research: Analysis of Correlation and Design and Education, as part of their research methods requirement.

\*Any course marked with an asterisk is a proposed course with a tentative course number. Proposed courses are offered as sections of EDU 292, Special Topics in Education, until they have completed the approval process.

## **4) Special Requirements**

### **a) Internship**

Students may complete a one-quarter or more internship if required by the student's faculty adviser. The student will develop a plan that consists of a set of activities designed to investigate connections between the theoretical components of the program and the practical realities of the schools and teaching. The internship will normally occur in the third year of the student's program and will take place in a school, a school district, or a regional or state office or an organized group that formulates and/or implements policy for schools (e.g., school boards, teachers' organizations, administrators' organizations, legislators and their aides, and civil servants).

The assignments should be different in nature from routine duties in which the student is already engaged. The student's program will be closely supervised by the dissertation committee, in consultation with faculty and other members from the internship institution. At the end of the internship the student will submit a written report of the experience. The activities during the internship will normally lead to dissertation

research. If qualified and approved by the Office of Graduate Studies, in rare instances, a scholar from the internship agency might serve on the student's dissertation committee.

### **b) Foreign Language**

Language competency in a language other than English is not required of all students. However, competency in a foreign language may be deemed necessary by the student's program and faculty adviser. The student's dissertation adviser and the graduate adviser will determine whether proficiency is appropriate. Given the nature of the proposed Ph.D., and the fact that most students' research, specialization and professional activities will call for close and repeated contact with speakers of languages other than English, the most likely language to be required will be Spanish or an Asian language, because these are the most prevalent languages spoken in California schools.

Language proficiency, if required, will be determined either through an assessment of oral language proficiency or of reading comprehension as appropriate for the research. The minimum level of proficiency in the oral language will be assessed to be equivalent to level two of the Foreign Service Institute-Defense Language Institute oral proficiency examination. Reading comprehension will be assessed on the basis of the ability to translate into English 500 words of a research article in the student's field of interest written in the foreign language. The student will be able to use a dictionary and will have two hours to complete the translation.

## **5) Committees**

### **a) Admissions Committee**

Once an application is complete, it is submitted to the GGE faculty for review and ranking via the online GARD system. Final decisions are made the Admissions Committee. The Admissions Committee consists of at least three faculty members representing the diversity of the graduate group. Based on a review of the entire application, a recommendation is made to accept or decline an applicant's request for admission. That recommendation is forwarded to the Dean of Graduate Studies for final approval of admission. Notification of admission decisions will be sent by Graduate Studies. See GGE website for current deadlines: <http://education.ucdavis.edu/programs/PhDadmissions.html>

### **b) Course Guidance/Advising Committee**

[The Advising Form](#) is a record used to document student progress. The form allows space to list the prerequisite coursework, the methodology

course requirements, and the core foundation requirements. Additional space is provided on the form for recording the emphasis program. A record is also kept of the preliminary review, the dissertation proposal, the qualifying examination, and the dissertation. This form will be a key advising document between student and Primary Advisor. The Advising Form should be submitted to the GGE Staff Advisor by the end of the first year and updated on a yearly bases until Advancement to Candidacy. Full time student must maintain 12 units each quarter. These units can include required and variable unit courses.

### **c) Examination Committee and Requirements**

#### **i. *Committee Membership***

The Graduate Adviser, after consultation with the student, nominates faculty to serve on the higher degree committees. The committees are appointed by the Dean of Graduate Studies.

A Qualifying Examination Committee ordinarily consists of five members. It is strongly recommended one member be appointed from outside the department or the graduate group with which the student is studying. The chairperson of the Qualifying Examination Committee may not be the faculty member who will serve as chairperson of the student's dissertation committee.

Prospective members for the committee are recommended to the Associate Dean of Graduate Studies by the Graduate Adviser after consultation with the student. The Associate Dean of Graduate Studies determines the membership of the Committee and sends official notice of appointment to the members.

Requirements for membership on Qualifying Examination Committees and Doctoral Dissertation Committees have been established in an effort to ensure that the examination is a fair and accurate measure of the student's ability and progress. In general, a member of a committee should have achieved a level at least equivalent to that degree for which the student is aiming. The following persons, therefore, are acceptable as members of advanced degree committees:

- All voting members of the Academic Senate of the University of California, including Lecturers with Security of Employment, Professors in Residence and Adjunct Professors. □
- On special written request of the Graduate Adviser and with the approval of the Dean of Graduate Studies, other lecturers and staff engaged in continuing teaching and research activity. □



- Members of the graduate program faculty recommended by the Graduate Adviser to serve on advanced degree committees for students of that Graduate Group.

(Only one member from categories 2 and 3 should be appointed to serve on a single Qualifying Examination Committee.)

It is possible, under some circumstances, to suggest a committee member from outside the University of California, who has special expertise and qualifications. The Graduate Adviser must submit a brief statement indicating the appointee's affiliation and title, degrees held, and describing the special expertise that cannot be duplicated on the campus. A curriculum vitae and a letter from the nominated person indicating willingness to serve should be submitted.

Appointment of a nonmember of the Senate as the chairperson of doctoral dissertation committees is approved only under the most unusual circumstances.

Before an examining committee is proposed, it is desirable for the student's graduate adviser to determine, in advance, whether faculty members will be available for such service. Changes in membership once a committee has been constituted may cause hardship for students as well as additional workload for Graduate Studies. Disagreement over the quality of a student's performance is not a legitimate reason for a member to be asked to be removed from a committee or to be replaced. The principal reasons are: 1) extended absence from the campus, 2) illness, or 3) for dissertation committees, a real and justified change in the student's topic. When membership changes must be made, the Graduate Adviser should recommend a new committee giving the reason for the change. Graduate Studies will issue a reconstitution notice to the student and committee members. For any changes once a committee has been constituted, the Graduate Adviser must submit a statement of the reason for the request and the reason must be acceptable to the Dean of Graduate Studies.

## **ii. *Residence and Unit Requirements***

Students working towards a doctorate must be registered and in University residence for a minimum of six regular quarters. Two consecutive regular Summer Sessions may be counted as the equivalent of one regular quarter if at least two units are taken in each Summer Session. Students are required to enroll for 12 units per quarter if they are full-time or 6 or fewer units if they are officially registered as part-time students. The [Graduate Studies forms](#) can be found on their Web site.

### **iii. *Pre-Qualifying Review***

The prequalifying review requires students to pull together their graduate education--course work and research--into a coherent whole. Students will be expected to relate what they have learned to issues of concern in their field of study, and to be able to take and defend positions on these varying issues. The Prequalifying Review consists of the approval of three papers. Two of these must be position papers on a theoretical topic. For the third paper, students should write a dissertation prospectus (see below). One of the papers must focus on an issue or area of research that is not directly in alignment with the other two papers to ensure some breadth of work. Position papers should demonstrate thorough knowledge of theoretical areas, (typically, in papers of about 20 pages or more in length) preferably those related to the dissertation. The papers should critically examine a body of literature and demonstrate the student's ability to use the literature to defend a position. Students should work with their advisers and potential committee members in determining properly focused topics. The prospectus should be an early draft of the dissertation proposal, approximately fifteen pages in length. It should include any preliminary work done in the area, such as a pilot study. The proposal should consider prior research findings, research goals, hypotheses and methodology, as well as the theories, strategies, and analyses that will be used in the dissertation research. This prospectus will be discussed in a Dissertation Prospectus Review Meeting (see below).

### **iv. *Pre-Qualifying Review Approval Procedure***

The student's faculty adviser and two other faculty members must read and approve each of the two papers and the Prospectus. Depending upon the student's topics, different faculty members may be involved in reading each of the different papers, so that the student has the opportunity to enlist faculty with special expertise in the particular area covered by a paper. The student's faculty adviser oversees the process, is one of the readers for all three papers, and approves topics for each paper to ensure breadth and relevance. For the prospectus, the faculty readers and the student's adviser should, if possible, be proposed members of the student's dissertation committee. Final selection of the dissertation committee would be made after the qualifying exam.

The time frame for preparation and completion of each of the papers will necessarily vary according to the speed with which students

progress through the program. We recommend that students begin the research for at least one of their position papers during the second year of the program. Both papers and the prospectus must be completed and approved before the student takes the oral exam.

We recommend that students' advisers report on students' progress on their position papers as part of the annual review of doctoral candidates. Completed position papers should be made available to all faculty prior to and during the review. If papers are not complete, drafts may be presented to aid faculty in their review. Students must complete forms for each of the major steps of the process so that there are clear signposts for the students' progress through the program. The first of these would be the advising form which appears earlier in this handbook. The following are steps used for the prequalifying review process:

- When a student's prequalifying papers for the doctorate are complete, the student obtains a Report on Prequalifying Review form from the Doctoral Programs Coordinator.
- Faculty who read the student's papers sign the Report on Prequalifying Review form, which then allows the student to schedule the oral exam.
- The completed form(s) are filed by the Doctoral Programs Coordinator in the student's file. Copies of the forms should also be provided to the student and the student's faculty adviser.
- When students have completed the Prequalifying Review and required course work, they are ready to take the Qualifying Examination. In the quarter in which they take their Qualifying Examination, they must have completed, or be enrolled in the last of the courses listed on their Advising Form.

## **v. Written Dissertation Prospectus**

### **a) Dissertation Prospectus Guidelines**

In preparing the prospectus, students should consult their advisers and familiarize themselves with requirements for dissertations.

There are two reasons for writing a proposal. First, preparing one is an important part of the dissertation process because a

good proposal constitutes a coherent and systematic procedure to be followed. Guided by this, students will have a methodical plan and they will be more efficient and purposeful when they undertake the research.

The second reason for writing a proposal is to demonstrate scholastic competence in particular areas of study. In doing so, students will need to persuade their committee that they have a clear, focused topic and research questions or hypotheses as appropriate to the topic, and that they have determined how they are going to carry the study out to fruition. An approved proposal serves as an agreement between the committee and the student.

Finally, writing a proposal is also good professional preparation for students that may help them later in their careers when they are called upon to write grant and book proposals.

The student should develop a dissertation idea and begin meeting with faculty who might serve on the dissertation committee. Individuals will agree to serve on the dissertation committee subject to approval of the Dean of Graduate Studies once the student applies to advance to candidacy (see details below).

**b) Proposal Outline** □

The following outline should be helpful to the student in preparing a proposal for the dissertation research. Each proposal will likely diverge somewhat from the outline depending on the type of study. Nonetheless, the broad sections and approximate page numbers should serve as rough guidelines for most studies proposed to the Graduate Group.

**i. Title:** The title should indicate, succinctly, what the thrust of the research will be. This title will be included on the advancement to candidacy form. It can be changed later but try to capture the essence of your study in the title.

**ii. Literature Review:** Provide a brief review of the literature that places your study within the context of the extant research literature. Touch on the major themes, issues, and/or dilemmas bearing on the problem you will be addressing in the dissertation. Show how your study adds an important new dimension. This review should occupy three pages approximately.

**iii. Research Question:** As succinctly as possible, list the question or questions you are pursuing in your research. What are you trying to find out? (Half a page, or even less).

**iv. Methodology:** Describe the methods you will use to conduct your research. This section should include the greatest detail. Be specific about how you will go about:

- Selecting a sample.
- Deciding upon or designing data collection instruments (provide samples as an appendix, if appropriate). □
- Choosing how and when the data will be collected, i.e. your procedures (do not collect data prior to the Dissertation Proposal Review unless they are archival data). □
- Analyzing your data (including thoughts about how they will be reported).
- Thinking about how each data element answers the question(s) you have posed.

This section on methodology should range from 1 to 5 pages, depending on the type of study you are doing and the complexity of your methods.

**v. Timeline:** Provide a timeline specifying what will be done when, and when you anticipate completing your work.

You may wish to prepare a longer proposal than indicated if you intend to seek outside funding for your research, but a shorter version will do for your dissertation review.

### **c) Dissertation Proposal Review Meeting** □

Once the student has completed the proposal, it will be time to have a formal meeting with the prospective dissertation committee members. First, the student presents a proposal to the graduate group member who will be nominated to serve as chair of the dissertation research committee. The nominated chair will work with the student to get the proposal ready for the review meeting.

Next, the student finds and sets a date when all tentative members of the dissertation research committee may attend a meeting. At least two weeks in advance of the meeting, the student provides each member of the committee with a copy of the proposal the chair has approved.

At the dissertation proposal meeting, the committee will wish to discuss the proposed research in some detail. Plan for a meeting of at least one hour. At this meeting, the committee may accept or reject the proposal, or may require specific modifications. At this point, in rare circumstances, committee members may decide that they will be unable to contribute to the dissertation and suggest that they be replaced on the committee.

Should the committee require specific modifications in the proposal or make some suggestions to improve the study, these will be noted on a form provided for this purpose (Dissertation Prospectus Form). This form, along with the dissertation prospectus, is supplied to the members of the oral examination committee (component two of the qualifying exam).

The intent of this meeting is to establish a "contract" between the student and the committee concerning what will be attempted and what will be approved. This meeting will protect the student from unilateral requested modifications in the research plan after the meeting has ended, although mutually agreed upon changes will always be possible later.

Because the committee will wish to make suggestions during the meeting, it is important for all to remember that the goal is to produce a work of the highest quality. It is also important that the student not to begin data collection until after advancing to candidacy because changes in procedure and measures may occur. It is appropriate and even desirable, however, for the student to pilot test measures and procedures prior to the review meeting. Such trials will help all involved evaluate the viability and practicality of the proposed research.

#### **d) After the Dissertation Proposal Review Meeting**

After the committee has accepted your proposal, you have advanced to candidacy, and your committee has been appointed, you may proceed with your study and commence data collection. You should remain in regular contact with your dissertation committee chair (now your major professor), particularly, but also with the other committee members. Issues will undoubtedly come up during the execution of the study and the writing of dissertation itself and you should consult with your chair and others as appropriate. It is advisable to provide your committee with updates periodically, and even drafts of sections of the dissertation.

### Checklist for Dissertation:

1. Generate idea
2. Secure agreement of graduate group member to serve as chair
3. Identify additional committee members with the help of the chair
4. Consult with chair regarding proposal
5. Set up meeting
6. Hold meeting
7. Approval with the following changes: a, b, c, d, e
8. Complete IRB Human Subjects review & approval
9. Do pilot testing
10. Collect data
11. Analyze data
12. Write dissertation
13. Dissertation approved

### **vi. Qualifying Examination**

The Qualifying Examination is the University's means of evaluating and certifying the adequacy and appropriateness of students' preparation for the doctorate. Forms for admission to the Qualifying Examination are supplied by [Graduate Studies](#). To be eligible for examination, the student must have satisfied all departmental or group requirements, (e.g. coursework), have removed all deficiencies, and must have at least a "B" average in all work undertaken in graduate standing. Students must be registered the quarters in which they take any portion of their Qualifying Examination.

A student must not take the examination prior to receipt of the notice of admission to the qualifying examination from Graduate Studies. It takes approximately four weeks for Graduate Studies to process the application and to notify the committee members of their appointment. The application should be submitted by the Graduate Adviser or Group Chairperson early enough in advance of the examination date. The examination is two hours in duration.

The Examination Committee is ordinarily composed of five members. The graduate adviser recommends prospective members for the committee to Graduate Studies after consultation with the student. Final determination of the membership of the committee is made by Dean of Graduate Studies, acting on behalf of Graduate Council. The purpose of this examination is: 1) to test eligibility of the student for admission to candidacy for the degree of Doctor of Philosophy in

Education; and 2) to evaluate his or her ability to complete a satisfactory doctoral dissertation.

We strongly recommend that at least one member of the student's committee be appointed from outside the School of Education. The chairperson of the Qualifying Examination Committee cannot be the faculty member who will serve as chairperson of the student's dissertation committee.

## **6) Advancement to Candidacy**

Once the pre-qualifying requirements and the qualifying examination have been passed, the student may be advanced to candidacy. The Advancement to Candidacy Form asks for nominations for the dissertation committee and verifies that the student has passed the qualifying exam. The form is signed by the Chair of the oral qualifying examination committee, the adviser, and the nominated Chair of the dissertation committee. After obtaining all the necessary signatures, the student files The Advancement to Candidacy Form with the Office of Graduate Studies. The Dean of Graduate Studies officially appoints the dissertation committee.

Advancement to candidacy is a major milestone in the pursuit of the degree and demonstrates good progress toward the Ph.D. In fact, one may receive a candidate degree at this point, although most students wait for the Ph.D.

## **7) PhD Advising and Mentoring**

Each student in the program will work with a graduate adviser, a faculty adviser, and a major professor.

### **a) Faculty Adviser**

The admissions committee identifies a primary and secondary adviser for each student. These faculty advisers agree, prior to admission, to take on the responsibility of assisting the student in meeting academic goals. Faculty advisers are Graduate Group members who have research interests compatible with those expressed by the student and whose primary responsibility it is to help students plan a program in the field of emphasis.

### **b) Dissertation Adviser/Major Professor**

By the end of the second year in the program, the student should identify a potential dissertation adviser (often called a major professor) and work



with that individual in preparing for the qualifying examination. Often the faculty adviser will become the dissertation adviser. At this point the dissertation adviser becomes the student's mentor and assumes the primary advising role.

For more information on applying to the program or to connect with a faculty adviser, send a message to [phdeduadvising@ucdavis.edu](mailto:phdeduadvising@ucdavis.edu).

### **c) PhD Mentoring Guidelines**

Mentoring of graduate students by faculty is an integral part of the graduate experience. Faculty mentoring is broader than advising a student as to the program of study to fulfill coursework requirements and is distinct from formal instruction in a given discipline. Mentoring encompasses more than serving as a role model. The following mentoring roles have been outlined to guide the relationship between faculty and graduate students.

Faculty and graduate students must realize that, while the major professor will be the primary mentor during a student's career at UCD, many of the mentoring "functions" defined below may be performed by program faculty other than the major professor. An important corollary to this recognition is that faculty members must realize that much of their interaction with all students has an important mentoring component to it. Graduate students also have responsibilities to ensure successful mentoring and these are also indicated below.

Faculty have a responsibility to mentor graduate students. Mentoring has been defined as follows:

- Guiding students through degree requirements.
- Guiding students through dissertation research.
- Guiding students through professional development.

## **8) Dissertation Requirements and Approval**

When the dissertation research has been completed and the result written in potentially final form, the dissertation will be submitted to the student's dissertation committee within the time constraints imposed by the Office of Graduate Studies. Currently normative time to degree is five years following admission to the doctoral program. The student may be on "filing fee" status for two quarters with the possibility of extension.

As soon as possible after receipt of the dissertation, the chair of the dissertation committee may schedule a meeting at which the student will discuss the dissertation with members of his or her committee. At this meeting, the committee may accept or reject the dissertation, or may require specific modifications. Following acceptance of the dissertation, the student will make a formal presentation of his or her work to the university community at a colloquium or seminar.

## **9) Normative Time to Degree**

### **TIME TO DEGREE POLICY**

By UC Davis Graduate Council - June 21, 2000

Students will have 4 calendar years after the date they pass their qualifying examination to submit their dissertation. At this time, if a student has not submitted his/her dissertation to Graduate Studies, this student will receive a notice from Graduate Studies that s/he is placed on probation, and has 1 year from that date to submit the dissertation. If not submitted within 1 year, the student will no longer be allowed to enroll the following quarter and will be dismissed.

The clock is "set" from the date of passage of the Qualifying Examination, not the time the student officially advances to candidacy through submission of the form to Graduate Studies. This prevents a student from delaying submission of the form to Graduate Studies when they have in de facto "advanced".

After dismissal, a student will have to be readmitted to the program through the programs' admission process to receive his/her Ph.D. If programs are willing to readmit the student, the student will be required to retake the qualifying examination to demonstrate that his/her knowledge of the research area is current.

Major professors, academic advisers, or students may petition Graduate Council for an exception to this policy for cause. In addition, a dissertation committee may petition for an exception to retaking the qualifying examination. Students, faculty and programs have the right to appeal the denial of the exceptions to policy for cause.

This is a generous timeline given that normative time for programs on campus is typically 5-6 years. Thus, if a student passes his/her QE during the 3rd year (before the 9th quarter), this requirement gives the student an additional 4 years to complete dissertation work and remain in good academic standing. This would represent submission of the dissertation in

the seventh year of registration. In addition, a student has a probationary year beyond that for completion. This represents 8 years total, which is well beyond the normative time for programs on this campus.

## **10) Typical Time Line and Sequence of Events**

Unlike undergraduate degree programs, and some master degree programs, there is no specific length of time associated with earning a Ph.D. Across disciplines and campuses; the average amount of time to earn the degree is between 4 and 5 years, although individual time varies widely.

The Education program was planned to span at least 3 years and was designed for students who already have undertaken graduate work and already demonstrated competence and interest in educational research. The length of the program, however, is based on the student's progress in mastering subject matter, preparing for examinations, preparing research proposals, and conducting original research. The nature of these activities differs and makes for considerable time variability among students in the same program.

### **a) Year-by-Year Guideline.**

A general guideline for planning your graduate program is described below.

#### **First year**

During the first year, students normally complete any prerequisites that are deemed necessary by the admissions committee, the graduate adviser, or faculty adviser. General program prerequisites are noted on the Advising Form in this handbook.

In addition to prerequisites, students complete the 1 quarter Proseminar that are required of all students working towards the education Ph.D.:

- EDU 291 Proseminar in Education (4) Fall

All students will take the following methodology core courses:

- EDU 201 Qualitative Methods (4) Winter
- EDU 204A Quantitative Methods in Educational Research: Analysis of Correlation and Design (4) Spring

#### **Second year**

During the second year of the program, students complete any remaining

background course work or required course work. The rest of the second year is devoted to completing courses in your area of specialization. At least 32 units (approximately 8 courses) are required for the area of specialization; these are selected with the assistance of the faculty adviser. You should also complete at least two advanced methodology courses.

### **Second/third year**

During the second and third year, students prepare for and complete the qualifying examination. If the student's faculty adviser requires a foreign language and/or internship, the student will complete them at this time. These requirements will be discussed in a later section of this handbook. The student and his or her qualifying examination committee will design a qualifying examination to assess readiness to complete the dissertation.

### **Fourth year plus**

Ph.D. dissertations must satisfy the standards and format of the Graduate Studies Office and those of an appropriate publications manual, for example, that of the American Psychological Association (latest edition). In general, the style and format of the journals by the AERA should be used in written work in this program.

The Office of Graduate Studies will assign a three-person committee to guide the dissertation, with one member serving as chair. Normally a student's dissertation adviser will be the chair. All three members of the committee must approve the dissertation.

When the committee approves the dissertation, the student makes a public presentation of the dissertation results. The details of place and time for dissertation presentations will be publicly posted, and any member of the University community may attend and raise questions at this exit seminar. This presentation is not an examination, but an opportunity for students to inform members of the graduate group and others about their research. Participation in the process of research dissemination is viewed as a scholarly activity.

## **b) Expected Timeline for Completing Program Milestones** □

Students entering the Ph.D. program in Education are expected to make timely progress toward completing their doctoral studies. We have defined timely progress in terms of several program milestones. The table below specifies the time that students should take to complete each milestone. Students are encouraged to complete program milestones sooner than indicated, but not at the expense of producing quality work.

Students who do not complete program milestones within a normal time period are considered by the GGE faculty to be at risk of not completing the program successfully and will be counseled by their advisor to help them get back on track as quickly as possible.

### c) Program Milestone Years to Completion □

**MILESTONE #1:** Course requirements completed & Qualifying Exam committee formed two to three years from beginning of program

**MILESTONE #2:** Completion of both of the following two separate steps:

- Qualifying exam completed
- Dissertation proposal approved (Advancement to Candidacy) One year past Milestone #1, not to exceed four years from beginning of program

**MILESTONE #3:** Dissertation completed within four years past Milestone #2, not to exceed a total of seven years in the program.

We expect students to complete each milestone within the specified period of time. We recognize, however, that students come into the program with varied backgrounds and interest, and these will be reflected in somewhat different timelines through and between program milestones. We also recognize that exceptional circumstances can make it difficult for students to complete a program milestone within the normal period of time.

Progress in completing program milestones is an important criterion in shaping faculty evaluations of student work, including evaluations for fellowship and travel support, teaching assistantships, and research assistantships. GGE faculty also look for indications of each student's course completion record, writing and reading ability, and writing and research productivity.

Faculty members also view the Ph.D. program as a point of entry for students into the educational research community. Evidence that students are taking some initiative in joining this community - through collegial engagement with faculty, other doctoral students, and educational researchers in other venues (conferences, associations, journals, etc.) - is regarded very favorably by faculty members, not only on its own merits but as a resource to students in developing professional skills and dispositions. Evidence that students are not engaged in collegial relations of this sort is viewed by faculty members as a liability for students who hope to complete the program successfully and in a timely manner.

## 11) Sources of Financial Assistance

UC Davis offers various types of graduate student support. Both need-based and merit-based funds are available. Eligibility criteria may vary and graduate student academic employment, such as teaching or research assistantships, are administered by individual departments.

### a) General Financial Aid Information

Includes loans, grants, and work-study employment and is administered by the Financial Aid Office on the basis of demonstrated financial need. Students must file a FAFSA (Free Application for Federal Student Aid) to determine eligibility. Applications are available from the Financial Aid Office after December 1 and should be filed by early March. For more information, visit the campus's financial aid Web site at <http://financialaid.ucdavis.edu>

### b) Funding Sources for Graduate Degree Students

- i. **Teaching Assistantships:** The School of Education offers teaching assistantships for several courses offered during the academic year. The call for Teaching Assistantships will be announced on the edgrads listserv and an electronic application will be provided with the call. Students must be registered as full-time students and have a minimum GPA of 3.0 in order to hold a T.A. appointment. Students may not hold a TA appointment after 10 quarters of enrollment unless they have advanced to candidacy.
- ii. **Graduate Student Researcher Assistantships (GSR):** Individual faculty in the School of Education offer GSRs during the year. A GSR provides students the opportunity to gain experience working with faculty on specific research projects. There is no standard deadline for GSRs since they are driven by faculty grants having variable starting and ending dates. GSRs are normally for 25% or 50% time employment on a quarterly basis. GSRs offer a full fee remission and a monthly stipend. To learn about the availability of GSR ships, students should speak with their faculty adviser about their interest in working as an GSR, as well as seek out faculty whose research they find interesting and in which the student has some expertise. Students must be registered as full-time students and have a minimum GPA of 3.0 in order to hold an GSR appointment. Available GSRs are also often posted on the edgrads listserv.
- iii. **Teacher Educator Fellowship:** Applicants to the Ph.D. program are invited to apply for a competitive fellowship opportunity. This three-year fellowship will support a Ph.D. student whose career goals are to

be a teacher educator/scholar and assume a position in a college or university. The selected fellow will receive fee remissions as well support through half-time TA, Graduate Student Researcher, or Associate-In appointments. [More information and application...](#)

- iv. ***Work-study Research Assistantships:*** To be eligible for work-study RA ships, students must have financial need equivalent to the stipend and fees paid by the RA. The procedure for finding work as a work-study RA is the same as for the standard research assistantship.
- v. ***Student Employment:*** If a student wishes to supplement resources while studying, the [Internship and Career Center](#) can help you find part-time or full-time positions, both on and off campus. If you have received a letter of acceptance but have not yet registered, you may use these services during the quarter or summer prior to enrollment.
- vi. ***UC Davis Fellowships and Graduate Scholarships:*** These are awarded primarily on the basis of scholarship and promise of outstanding academic and professional contribution. If you are a U.S. citizen or a permanent resident you are eligible for most of the awards. The minimum required GPA is 3.5. Students who are U.S. citizens, permanent residents or immigrants must file a FAFSA (Free Application for Federal Student Aid) to be awarded any Graduate Studies fellowship. Fellowship applications and more information may be found at the [Graduate Studies Web site](#).
- vii. ***Professors for the Future:*** Professors for the Future is a year-long competitive fellowship program designed to recognize and develop the leadership skills of outstanding graduate students and postdoctoral scholars who have demonstrated their commitment to professionalism, integrity, and academic service. This unique program sponsored by the Office of Graduate Studies focuses on the future challenges of graduate education, postdoctoral training, and the academy. Directed by Associate Dean Lenora Timm, Professors for the Future (PFTF) is designed to prepare UC Davis doctoral students and postdoctoral scholars for an increasingly competitive marketplace and a rapidly changing university environment. PFTF Fellows receive a \$3,000 stipend. More information may be found at the [Graduate Studies Web site](#).
- viii. ***Chancellor's Teaching Fellowship:*** Deadline is in early January each year. This fellowship is offered through the UC Davis Teaching Resources Center. Proposals are invited from graduate student - faculty member pairs for one-quarter collaborative teaching projects involving an undergraduate course that the faculty member is

regularly scheduled to teach. The class, preferably one that the graduate student might be expected to teach as a newly appointed faculty member, must be offered during the following academic year. For more information, visit the [Teaching Resources Center Web site](#).

- ix. **External Fellowships:** Many external fellowships exist to support study at the doctoral level. Visit the [Graduate Studies Web site](#) for more information.

## **12) Filing Fee and PELP**

Once the data have been collected and analyzed, it is possible to go on "filing fee status." The student will certify that he or she will no longer need university resources. If approved, the student will no longer have to pay fees. On the other hand, the student will also not be eligible for many university benefits, so this move should be considered carefully. There is a limit of two quarters a student may be on 'filing fee status' although there is a possibility for extension.

You may petition for filing fee status after:

1. You have taken your qualifying exam and advanced to candidacy and
2. You have finished all research for your dissertation and have only to complete your writing.

### **a) Filing Fee Status Means:**

1. You are writing, writing, writing.
2. You retain your student status without paying quarterly fees, but you are not considered a registered student. (Some student loan agencies may require loan repayment to begin during this time). There is a one-time-only fee of approximately \$119, assessed when you turn in your filing fee paperwork to Graduate Studies.
3. You may NOT use any university facilities. (You may, however, purchase a library card, Rec Hall card, etc.).
4. You may NOT use faculty services other than those involved in the final reading/evaluation of your dissertation.
5. You may be employed by the university for only ONE quarter while on PELP or FILING FEE STATUS. (So, if you've worked on PELP, you may not work when on filing fee).



## **b) Filing Fee Extension**

If you reach the end of your filing fee timeline and have not finished your dissertation, you must file an extension signed by an official education Graduate advisor with the Office of Graduate Studies.

## **c) PELP**

Planned Educational Leave Program (PELP): The Planned Educational Leave

Program is designed to allow you to suspend your program of study for good cause (i.e., illness, temporary departure from the university for employment or research away from the campus, preparing for examinations, if doing so at a distance from the campus, financial problems, personal problems), leave the campus, and be guaranteed the right to return later to resume academic work.

The approval of your Graduate Adviser on the PELP advising form guarantees you readmission for the quarter specified. In giving approval for the leave, advisers are certifying that there will be space available for you when you return. For more information on PELP, see the Graduate Studies Handbook.

Application and time extension forms are available at the Office of Graduate Studies in 250 Mrak Hall, or online at the [Graduate Studies Web site](#).