

**Department of
Native American Studies
UC Davis**

**Graduate Handbook
2017-2018/2018-2019**

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Welcome

Welcome to the Graduate Program in Native American Studies! The faculty, staff and graduate students wish you every success on your journey to the completion of your studies. This handbook was created to provide you with the best information required as a graduate student in Native American Studies and at UC Davis. If the information you are searching for is not contained in the handbook, you are always welcome to contact the Graduate Program Coordinator, Graduate Advisor, and faculty with your questions.

Diversity Statement

The graduate program in Native American Studies at UC Davis welcomes students from all backgrounds who are interested in pursuing research in collaboration with Indigenous people of the Americas. The NAS graduate program values a diversity of viewpoints, backgrounds, and experiences among its students, knowing that a diverse student body strengthens the research, scholarship, and teaching of all members of our community. By its nature, the NAS graduate program addresses the diversity of Indigenous peoples in the Americas through inter- and multi-disciplinary approaches and perspectives. In our courses and in the training of our students, we address major issues of difference such as race/ethnicity, history, class, gender, sexuality, religion, language, and culture, to name some. A key aspect of this diversity is that each graduate student must fulfill a language requirement that involves the study of one Indigenous language. We are committed to preparing our graduate students to be able to articulate this diversity in their scholarship and teaching, and to be able to interact with Indigenous communities in an ethical and respectful manner. As a part of our commitment to diversity there are numerous resources, mentoring workshops, events, and professional staff positioned campus-wide to meet the needs of our graduate students.

Principles of Community

The UC Davis Principles of Community set forth ideals and expectations for campus interactions. Members of our community are expected to treat each other with respect and dignity, to refrain from displays of inappropriate anger or intimidating conduct, to shun epithets or abusive language, to find effective means to disagree, and to persuade and to inform through rational discussion. Although the Principles of Community are not enforced by punishment unless the act is a crime or breach of conduct standards, the Principles provide guidance for addressing the full range of behavior and interactions. The Principles of Community are located at <http://occr.ucdavis.edu/poc/index.html>.

Native American Studies: A Brief Introduction

The Graduate Program of the Department of Native American Studies at UC Davis offers the M.A. and Ph.D. degrees in Native American Studies. Native American Studies focuses hemispherically on the Indigenous peoples of the Americas, that is, upon the peoples, nations, tribes, and communities whose ancestors have lived in North, Central and South America from earliest times. Native American Studies is interdisciplinary and multidisciplinary in its scholarly approach to the world of Native American and Indigenous

peoples, offering a comprehensive and comparative perspective. This unique hemispheric approach includes attention to the increasing dislocation and diaspora of Indigenous peoples throughout the Americas and calls upon the authority of Native intelligence (Native voices, Native texts, Native knowledges) in all its forms and manifestations to address the issues that concern Native American and Indigenous peoples, including the creative strategies for continuance they have developed over the centuries.

As a student in Native American Studies, you may choose to study Indigenous issues from a variety of (inter)disciplinary perspectives, temporal frames, and geographical dimensions, committing to scholarly rigor, theoretical clarity, and critical/creative pedagogy. This approach includes faculty specialized in a variety of disciplines including art, literature, religion, linguistics, history, anthropology, political science, environmental policy, ethnomusicology, performance and dance studies, and women, gender, and sexuality studies. As academics and students, we recognize and acknowledge our responsibility to the Native American and Indigenous communities to whom we are accountable.

History of Native American Studies at UC Davis

- 1969** Native American Studies began as a program, originally attached to the College of Agriculture and Environmental Sciences through the Department of Applied Behavioral Sciences.
- 1969** Created in 1969, the first University of California, Davis Powwow was hosted in conjunction with the creation of the Native American Studies Academic Program. The Powwow has been held every year since, with the exception of 2006 and 2007.
- 1973** The C.N. Gorman Museum was founded by the Department of Native American Studies in honor of retired faculty member, Carl Nelson Gorman, Navajo artist, WWII code-talker, cultural historian, and advocate for Native peoples. As a founding faculty member of Native American Studies, Gorman was the first faculty member to teach Native American art at UC Davis in 1969.
- 1989** Native American Studies moved from the Department of Applied Behavioral Sciences (and the College of Agriculture) into the College of Letters and Science, as an interdepartmental program.
- 1992** The first proposal for a graduate program in Native American Studies was submitted to Graduate Council in the Academic Senate. NAS was advised to create a Designated Emphasis (DE) in Native American Studies as a way to transition into a full graduate program.
- 1993** Native American Studies received departmental status, becoming the only Department of Native American Studies in the country.
- 1993** The DE in Native American Studies was established. The departments of Anthropology, Spanish, Comparative Literature, History, Psychology, and Sociology formally agreed that their graduate students could declare a DE in NAS.
- 1993** Native American Studies offered its first graduate course in spring.
- 1998** The Graduate Program in Native American Studies was approved, making UC Davis only the second university in the nation to offer a Ph.D. in Native American Studies.

1999 The first cohort of graduate students arrived in fall quarter.

Departmental Roles in Native American Studies

By-Laws

The Native American Studies Graduate Program is governed by the departmental by-laws. For more information, you can access the by-laws here: <https://nas.ucdavis.edu/by-laws>.

Graduate Program Chair

In Native American Studies, the Chair of the Department is the Graduate Program Chair.

Graduate Faculty Advisor

Graduate Advisors are nominated by the Chairperson of the Native American Studies Graduate Group and appointed by the Dean of Graduate Studies to serve in matters affecting graduate students in their academic program. The Graduate Advisor's signature is the only signature officially recognized by Graduate Studies on a variety of forms and petitions used by graduate students.

In general, the Graduate Advisor acts as the student's first source of academic program information and provide assistance with the requirements of the program. Students should meet with the Graduate Advisor at least annually and keep him/her up to date on degree progress. In particular, the Graduate Advisor is responsible for:

- Development of academic study plans with the student.
- Reviewing and acting on requests by graduate students to drop or add courses or to take courses on a Satisfactory/Unsatisfactory basis.
- Reviewing and approving petitions for advancement to candidacy for the Ph.D. degree and making recommendations for the composition of committees for M.A. theses and exams, doctoral dissertations, or qualifying examinations.
- Periodic review of the student's progress towards degree objectives, and in particular, the filing of an annual report with Graduate Studies concerning each student's progress toward completion of degree requirements.
- Approval of Planned Educational Leave (PELP).

Graduate Program Coordinator

The Graduate Program Coordinator is the main staff support person in charge of various aspects of the administration of the program. The Graduate Program Coordinator oversees and carries out the instructions of the faculty regarding admissions applications, NAS graduate program fellowships, the scheduling and proctoring of M.A. and Ph.D. exams, and other matters relating to the NAS graduate program.

Major Professor

Initial Assignment. During admission deliberations, faculty elect to serve as Major Professor to incoming students. To be accepted into an M.A. or Ph.D. degree program in the Native American Studies Graduate Program, a student must have a Major Professor that has agreed to work with them. While it is not required, prospective students are encouraged to review the departmental website and then to contact the Department Chair, Graduate Advisor, and current students of the Native American Studies Graduate Program prior to submitting an application. Generally, the Major Professor will be the Chair of the student's dissertation committee (please note that the Major Professor/Chair of the dissertation committee cannot serve as Chair of the Qualifying Exam). The Major Professor must be a member of the Native American Studies faculty and must agree to serve in this capacity.

Advising and Mentorship. A student's Major Professor serves as a mentor and is a primary resource for advising and scholarly information on research projects, sources of external funding, and professional development. The Native American Studies Department is responsible for providing the graduate student with office space and support, as available. Major Professors will advise students on courses to take in order to formulate a program of study best suited to the individual student's research and other professional needs. The Major Professor serves as chairperson of the dissertation/thesis/master's exam committee. He/she, along with the student, recommends to the Graduate Advisor when the student is prepared to take the qualifying/oral examination. He/she should guide the student on exam preparation and the preparation of their dissertation proposal for the Ph.D. qualifying examination.

Annual Progress Assessment. Graduate students, in coordination with their major professor and Graduate Advisor, complete at least one progress assessment (on-line) each year. It is expected that the assessment will be completed during an in-person meeting between the mentor and his/her mentee. An annual progress assessment is expected to be completed for each graduate student between **April 1st** and **June 30th**. The student's major professor or Graduate Advisor can also initiate an *interim* or *follow up* assessment at any time throughout the year.

If a student's progress is unsatisfactory, the student will receive a written notice from the Associate Dean of Graduate Studies. The Associate Dean's letter will inform the student of his/her probationary status, indicate the work required to attain a satisfactory evaluation, and the time limit for completion of this work. If a student fails to meet the requirements specified in the notice sent by the Associate Dean of Graduate Studies, he/she will be subject to disqualification from further study in the graduate program by the Dean of Graduate Studies.

If a student's progress is marginal, the Graduate Advisor should inform the student of the work s/he must do to return to satisfactory status. No letter will be sent to the student from the Associate Dean of Graduate Studies.

If a student's progress is satisfactory, the Graduate Advisor should inform the student of the steps necessary to attain the degree objective. No letter will be sent to the student from the Associate Dean of Graduate Studies.

For more information about the Student Progress Assessment see the Graduate Studies page <https://grad.ucdavis.edu/resources/graduate-student-resources/academic-information-and-services/student-progress-assessment>.

Changing Major Professor. It is possible for a student to switch his/her Major Professor at any time in the program. Students wishing to make such a change must fill out the Change of NAS Faculty Advisor Form, which is available on the NAS Department website, under Graduate, and Forms (http://nas.ucdavis.edu/sites/nas.ucdavis.edu/files/attachments/change_major_professor_form.pdf). Students may also elect to maintain their Major Professor but remove or add other faculty to their dissertation or qualifying exam committee. For this purpose, students must fill out the committee reconstitution form: <https://grad.ucdavis.edu/sites/default/files/upload/files/current-students/g332-recon-committee-membership-request.pdf>

Meetings

NAS Faculty Meetings

The NAS faculty meet approximately once per month to conduct the work of the group in regard to curricula, awards, financial support, activities, and other matters. The faculty also hold a day-long retreat in spring of each year.

NAS Faculty-Student Meetings

The NAS Department holds one Faculty-Student meeting annually to discuss issues of interest to graduate students and faculty. This meeting is typically near the end of the spring quarter.

NAS Offices and Communications

Office Space

The department of Native American Studies has a number of offices that graduate students may have access to. While some offices have computers and/or hardware including printers and scanners, generally computers and hardware are not available in graduate student offices. If you use these spaces as your office, be sure to be considerate of others and their need for space and to personally secure any valuables you have.

Upon entry into the graduate program, the Graduate Program Coordinator will issue a key to NAS graduate students that gives access to the Graduate Student Lounge and the TA Offices.

Graduate Student Lounge. The offices located in 3336 and 3337 Hart Hall are designated as graduate student lounges and therefore serve as both social and work spaces for

NAS graduate students. These offices house a printer, scanner, refrigerator, comfortable seating, and materials related to the annual NAS Graduate Student Symposium.

TA Offices. The offices located at 3333 and 3335 Hart Hall are designated for Teaching Assistants for NAS 1, NAS 10, and NAS 12 to work in and hold office hours.

AI Office. The office located at 3133 Hart Hall is available for Associate Instructors teaching NAS 5 to work and hold office hours. The Graduate Program Coordinator will issue a key to AIs that have been hired to fill this position.

NAS Conference Room. The NAS Conference room is located at 2402 Hart Hall and is typically used for faculty meetings and seminars. This conference room also contains the NAS Departmental Library, which is not currently authorized to lend books. Graduate students can request access to the NAS Conference Room by contacting the Graduate Program Coordinator. Faculty and students are advised not to remove chairs or other items from the conference room.

HIP Programs Office. The Department of NAS is a member of an administrative cluster known as Hart Interdisciplinary Programs (HIP). The HIP central office is located in 2201 Hart Hall. Personnel in the HIP office handle paperwork related to hiring graduate students for TA, AI, and GSR positions within the NAS Department. This office can also be contacted in relation to departmental accounts, such as the NAS Graduate Student Association accounts used to fund the annual symposium.

HARCS Office. Humanities, Arts and Cultural Studies is a division in the College of Letters and Science, comprised of 23 departments and programs including the Department of NAS. The HARCS office is located in the College of Letters and Science Dean's Office, 1207 Social Science & Humanities Building.

Computing Laboratories

The campus also has many open general-purpose labs and special purpose laboratories (see <https://iet.ucdavis.edu/student>). You can get wireless Internet access on your laptop anywhere on campus.

Communications

The program maintains several means of distributing information. These include:

E-mail lists. An e-mail list is available to disseminate information to the group's graduate students. This list is managed by the Graduate Program Coordinator. Students' @ucdavis.edu addresses are added when they enroll in the program. The nasgradstudents@ucdavis.edu list will be used to disseminate such things as:

- Opportunities for fellowships, teaching assistantships, and graduate-level jobs
- Reminders of deadlines for applications for fellowships, candidacy, etc.

- Announcements of new courses, course schedules and changes in course scheduling
- Social occasions
- Additional reasonable uses suggested by our graduate students, faculty and staff.

Students are encouraged to check their email for messages from the department (chair, faculty and staff) on a regular basis, to reply when requested, and to do so in a timely manner.

Website. The NAS Department's website is <http://nas.ucdavis.edu>

Mailboxes. Individual mailboxes are available for NAS graduate students in 3336 Hart Hall. You will need to check out a key to the room from the Graduate Program Coordinator.

NAS Office Hours. NAS office hours will be posted on the door of each faculty member.

Forms required for coursework, exams, or other matriculation concerns may be found online via the Graduate Studies website (<https://grad.ucdavis.edu/current-students/forms-information>), or on the Native American Studies Department website (<http://nas.ucdavis.edu>). If required, completed paperwork may be delivered to the Graduate Program Coordinator during normal business hours.

Information for Incoming Students

ID Cards & Library Privileges

To obtain an ID Card, please upload your picture online (<http://registrar.ucdavis.edu/records/aggiecard.cfm>). Once you receive a confirmation e-mail (sent to your UC Davis e-mail address) indicating that your photo was approved, you can pick up your AggieCard at the AggieCard office in 161A Memorial Union, Monday–Friday, 10:00 a.m. to 4:00 p.m. To activate your library privileges, you can apply online at <http://www.lib.ucdavis.edu/register/>. For more information on library privileges, see the UC Davis Library website: <https://www.library.ucdavis.edu/service/library-cards-and-proxy-accounts/>.

Registering for Courses

After you receive your registration packet from the Registrar's Office (usually in mid-June), you will be able to enroll in courses for the fall quarter. All new students are required to enroll in NAS 200 the first quarter. All other courses must be approved by your Major Professor prior to enrolling. You will be assigned a Major Professor at the time of your admittance into the program.

Establishing California Residency

All incoming students **must complete** a Statement of Legal Residence (SLR) so that a residence determination can be made for assessing fees and tuition each year. As a general rule, to be classified a California resident for tuition purposes, an adult student who is not precluded from establishing residence in the United States must have established a

primary and permanent domicile in California for at least 366 days and relinquished all ties to his/her past place(s) of residence. The SLR is submitted online by new students after acceptance of an offer of admission. The SLR and important deadlines is located at <https://registrar.ucdavis.edu/tuition/residence/processes/index.cfm>. To learn more about establishing residency, see the Registrar's website: <https://registrar.ucdavis.edu/tuition/residence/>, and the Graduate Studies website: <https://grad.ucdavis.edu/admissions/newly-admitted-students/ca-residence-tuition-fees>. If a student does not establish residency at the completion of the first year, the Registrar will assess non-resident tuition for the second year going forward until California residency has been established.

Undocumented students who qualify for AB 540 must gather appropriate documents and fill out a California Nonresident Tuition Exemption Application Affidavit. All documents should be submitted to residence deputy@ucdavis.edu. Note: DACA students who do not meet AB 540 are not eligible for this exemption.

Orientations

A number of orientations may be helpful as students start graduate school at UC Davis. Graduate Studies organizes the Week of Orientation and Welcome (WOW) for all new and continuing graduate students. More information on orientations is available on the [Graduate Student Orientation](#) webpage. In addition, each graduate program has an orientation organized by the graduate program faculty, staff, and/or fellow graduate students. Students who are considering employment as a Teaching Assistant (TA) or Graduate Reader should plan on attending the annual orientation in the fall.

Graduate Student Orientation. Sponsored by Graduate Studies, Week of Orientation and Welcome (WOW) is a week of social and academic orientation activities for new and continuing graduate students. It is held at the end of summer, usually during the week or two just before the start of the official fall quarter. WOW comprises a series of workshops, panel discussions, and social activities designed to help new students prepare for some of the expected and unexpected side effects of graduate school and become familiar with the various university services available to graduate students. **All new NAS graduate students are required to attend.**

Teaching Assistant and Readership Orientation. The campus-wide Teaching Assistant (TA) Orientation hosted by the Center for Educational Effectiveness (CEE) in September is an introduction to the TA role at UC Davis and its value in graduate student professional development and undergraduate education. The Office of Graduate Studies mandates that all new TAs are required to attend, even if they have taught previously or will not be a TA until Winter or Spring Quarter. The purpose of the campus-wide TA Orientation is to help prepare TAs to be successful in their role. The TA Orientation sessions emphasize practical teaching skills and strategies and will include topics such as establishing a positive classroom atmosphere on the first day, leading effective discussions, presenting information clearly, and grading efficiently, among other topics. This is also an opportunity to become familiar to the many programs, resources, and services available for graduate student instructors. Additional resources and programs for graduate students to improve their teaching are offered by the Center for Educational Effectiveness (CEE).

Visit the CEE website at <http://cee.ucdavis.edu> to learn about upcoming workshops and courses, sign up for a confidential one-on-one teaching consultation, or join the Graduate Teaching Community. **All new NAS graduate students are required to attend.** As mandated by the Office of Graduate Studies, a student cannot be appointed a TA/Reader position until the s/he has completed this Orientation.

NAS TA Orientation. This orientation is hosted by the NAS Graduate Advisor and faculty, which is held in the first week of the Fall quarter prior to the first day of instruction. **All new and continuing TAs are required to attend.**

International Graduate Student Orientation (IGSO). Graduate Studies and Services for International Students and Scholars offer an early International Graduate Student Orientation for incoming international graduate students and their families (IGSO). Two days are set aside to focus on the transitional needs of international students and their family members before the campus-wide Week of Welcome for all incoming students. IGSO provides international students with a head-start on acclimating to campus life and culture, including multiple workshops and events to get students involved in campus life and community. In addition, students will have a chance to explore and get to know the city of Davis and surrounding areas. We want our new international community members to begin developing support systems and a sense of community before the rigor of the academic year begins. **All new NAS international students are required to attend.**

Graduate Diversity Orientation Program. Incoming graduate students in all fields are invited to participate in the Graduate Diversity Orientation Program. New graduate students who desire to contribute to higher education through their understanding of the barriers facing women, domestic minorities, undocumented students, students with disabilities, and other members of groups underrepresented in higher education are invited to attend. To learn more, please contact:

- Josephine Moreno (Graduate Diversity Officer for Humanities, Arts, Social Sciences and Education; mjmoreno@ucdavis.edu)
- Steve Lee (Graduate Diversity Officer for the Science, Technology, Engineering, and Mathematics; stnlee@ucdavis.edu)

NAS Graduate Student Orientation. This orientation is scheduled the first week of the fall quarter, prior to the first day of instruction. Hosted by the Graduate Advisor and faculty, topics of discussion include degree requirements, courses, exams, financial support, campus and academic research resources, and student employment. **All new NAS graduate students are required to attend.**

Mandatory Sexual Harassment and Sexual Violence Prevention Workshops. Sexual harassment is illegal and is defined by law as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. If any graduate student feels that such conduct has occurred, s/he is to notify the Graduate Program Coordinator and Department Chair immediately. The University provides a full policy manual on sexual harassment, including definitions, reference to state and federal

law, resolution processes, remedies and discipline, confidentiality provisions, record keeping, and references for further information.

The University of California is committed to creating and maintaining a community where all individuals who participate in university programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the university prohibits sexual harassment and sexual violence, and that such behavior violates both federal law and university policy.

In concert with this commitment and recent legislation, the Harassment & Discrimination Assistance and Prevention Program (<http://hdapp.ucdavis.edu>) is sponsoring instructor-led educational programming on sexual harassment and sexual violence prevention and resources. All graduate and professional school students new to UC Davis must attend one of these workshops. **Please be aware that it is mandatory for you to attend a training session.** Please bring your student ID to record your attendance; registration is not necessary.

Topics covered in the program include definitions of sexual assault, sexual harassment, dating and domestic violence, stalking, and consent; social norms which contribute to violence; upstander intervention; confidential campus and community resources; and reporting options. If you do not complete this training within the first six weeks in fall quarter, a **hold** will be placed on your student account and you will not be able to register for winter courses. **All new NAS graduate students are required to attend.**

Policies on Registration, Enrollment, and Matriculation

Selecting Courses

You can search for classes and view instructions on registration on the Office of the Registrar's website (<http://registrar.ucdavis.edu/registration/register/index.cfm>). If you're looking for extended course descriptions for classes, you should visit the website for the department that is offering the course or the General Catalog: <http://registrar.ucdavis.edu/UCDWebCatalog/>. For information on required courses, please consult the degree requirements. For registration deadlines, see <http://registrar.ucdavis.edu/calendar/registration.cfm>.

Repeated Courses

In repeated courses, only the most recent grade and its corresponding grade points will be used to calculate the student's GPA. However, all units that students have attempted and all grades they have received will remain on their permanent record.

A graduate student, with the consent of the appropriate Graduate Advisor and the Dean of Graduate Studies, may repeat any course in which he or she received a grade of C, D, F, or Unsatisfactory, as well as courses in which a grade of I has become permanent on the student's record, up to a maximum of three courses for all courses repeated. Courses in

which a grade of C, D, or F have been earned may not be repeated on a Satisfactory/Unsatisfactory (S/U) basis.

Satisfactory, Unsatisfactory (S/U) Grading

The Graduate Council recognizes that a legitimate educational opportunity provided by the current Satisfactory/Unsatisfactory grading option is to allow graduate students to explore areas outside the student's major program without fear of academic penalty. Doctoral students who have not advanced to candidacy, all master's students and credential students may petition to take one graded upper division or graduate course on an S/U basis per academic term. Students who have advanced to candidacy for a doctoral degree may take an unlimited number of courses on an S/U basis with the approval of their Graduate Advisor.

Students must have approval from the Graduate Advisor to take a course on an S/U basis. The Dean of Graduate Studies will determine final approval of the S/U petition. Courses that fulfill program requirements, including prerequisites, deficiencies, or courses within the student's major, may not be taken on an S/U basis. The only exception to this rule is if the Graduate Council has granted prior approval to the program. Programs may submit a request with appropriate justification to the Council for specific exceptions to the S/U rule.

All lower division courses (0-99) may be taken on an S/U basis as long as the student has their Graduate Advisor sign the S/U petition, and then submit it to Graduate Studies. S/U petitions must be filed with Graduate Studies by the 25th day of instruction. A petition filed after the deadline must include a detailed explanation for the missed deadline, and particularly note any clerical or procedural errors that resulted in the late petition. Late S/U petitions will normally not be granted. Petitions received after end of instruction are not approved.

The grade requirement to receive an S grade in lower or upper-division work is a C-; the requirement to receive an S grade in a graduate course is a B-. A student who receives a U grade has actually received at best a D+ in an upper division course; a student who receives a U grade in a graduate course has received at best a C+, yet the U does not affect the student's GPA. Thus, the Graduate Advisor will be very selective in recommending the S/U option.

The full policy, Satisfactory/Unsatisfactory Grading Option (GC2006-01), can be found at <https://grad.ucdavis.edu/resources/graduate-student-resources/academic-information-and-services/grading-courses-and-credit>. The Grading Option Change Petition can be found at <https://grad.ucdavis.edu/sites/default/files/upload/files/current-students/g336-grading-option-change-petition.pdf>.

Incomplete Grades

An incomplete grade will be assigned only when the instructor determines that the student's work is of passing quality but incomplete for a good cause. Students and instruc-

tors are required to complete the Instructor's Report of Assignment of Grade "Incomplete," which can be requested from the Graduate Program Coordinator. The complete form must be submitted to the Graduate Program Coordinator for record keeping. Students must remove the incomplete grade before the end of their third succeeding quarter of academic residence (quarters in which the student is on PELP or has withdrawn from the university do not count in the three-quarter total). If the incomplete is not removed by the end of the specified time, it becomes an F (0 grade points) on the student's record and may not be made up without a time extension.

A student may request an extension of the three-quarter time limit by petitioning the Dean of Graduate Studies using the Time Extension Request (GS335): <https://grad.ucdavis.edu/sites/default/files/upload/files/current-students/g335-filing-fee-time-extension-request.pdf>. This petition requires the instructor and Graduate Advisor's approval.

Academic Residence

The minimum university residence requirement is three quarters for the master's degree and six quarters for doctoral students. Students are regarded as being in residence when they are taking a minimum of four units for graduate level coursework per term. Alternatively, two consecutive six-week summer sessions may replace one regular quarter. In this case, a minimum of two units must be taken in each summer session. Specific residence requirements for master's and doctoral students are noted in the following sections. The Graduate Council has established a Policy on Residence and Transfer Units (GC2011-03), found at <http://gradstudies.ucdavis.edu/files/grad-council/gc2011-03-residence-and-transfer-credit-approved-10-7-11.pdf>.

Time Requirements for Completion of Degree for Ph.D. Students

Graduate Council policy GC2000-01 (https://grad.ucdavis.edu/sites/default/files/upload/files/grad-council/time_to_degree_policy.pdf) states that doctoral students will have four calendar years after the date they pass their Qualifying Examination (QE) to submit their dissertation. At this time, if a student has not submitted his/her dissertation to Graduate Studies, the Office of Graduate Studies will notify the student that he/she is being placed on probation. The student has one year from that date to submit the dissertation. If the student does not submit his/her dissertation within one year, the student will no longer be allowed to enroll the following quarter and will be disqualified.

The clock is "set" from the date of passage of the QE, 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 fact, "advanced."

After disqualification, a student must be readmitted to the program through the program's admission process to receive his/her doctorate. 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. In addition, a dissertation committee may petition for an exception to retaking the QE. 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 five to six years. Thus, if a student passes his/her QE during the third year (before the ninth quarter), this requirement gives the student an additional four 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 one probationary year beyond that for completion. This represents eight years total, which is well beyond the normative time for programs on this campus.

Double Major

Applicants seeking simultaneous admission to two graduate programs administered by Graduate Studies must file all of the following for each separate application: double major petition, Graduate Studies application, application fee, and one set of transcripts (which will attach automatically to both applications). Both graduate programs review the applications and sign the double major petition if the student is accepted as a double major admission. The minimum undergraduate GPA normally required for admission to a double major is 3.3 (based on a 4-point scale.) Admission to one program will be processed in Banner. The second major will be added when the double major petition is submitted to Graduate Studies (https://local-resources.ucdavis.edu/local_resources/forms/D065-graduate-major-degree-change.pdf).

Applicants to a graduate program and a professional degree program must apply separately to each program. The double major petition, along with the graduate admission application, must be approved by the graduate program admissions adviser. If the applicant is admitted to the graduate program, the signed double major petition must be forwarded to the appropriate professional school for approval, with the request that it be returned as soon as possible. Processing of the graduate application will not be delayed while waiting for the professional school to return the petition.

If an admitted student in another program wishes to double major in NAS, the student is required to meet with the Graduate Advisor to request to be a double major in NAS. The student is then required to submit a cover letter addressed to the NAS faculty explaining why the student is seeking the double major in NAS, a statement outlining research interests/topic, unofficial transcript, CV, and writing sample (10-20 pages). Faculty will review these materials on the regular application cycle and make a determination as to whether to accept the student in NAS.

Intercampus Visitor Program

The Intercampus Visitor Program is intended to provide students with the opportunity to enroll in occasional courses that are not available on their home campus. Information is available at <https://registrar.ucdavis.edu/regISTRATION/special-programs/icv>. The program

is not intended to allow students to take all or most of their coursework at other UC campuses. Students who want to transfer to another UC campus to complete their degree requirements must file a regular application for admission, including their official transcripts, at the new campus.

Application Requirements. Graduate students who are in good standing and want to temporarily study at another UC campus must apply through the UC Intercampus Exchange Program Application (<https://gradstudies.ucdavis.edu/files/current-students/icx-form-rev-2013-mar.pdf>). Students must have first completed one quarter in residence at Davis and must be registered in coursework at both their home and host campus. When applying, students must obtain approval from their Graduate Advisor. They must also have approval from the chair of the department (or group in which they wish to study on the host campus) and the Dean of Graduate Studies at both UC Davis and the host campus.

Students should file their intercampus exchange program applications with UC Davis Graduate Studies at least five weeks before the beginning of the quarter in which they want to begin at the host campus.

A new application is required for each quarter a student wants to attend another campus.

Student Privileges. Students on the intercampus exchange program will pay their fees at UC Davis and complete registration packets for both UC Davis and the host campus. They will have library, health center, and other student privileges on the host campus, but are considered graduate students in residence at UC Davis and must be registered in coursework at both their home and host campus.

Grades. Grades students earn at the host campus will be transferred to UC Davis and entered into their official record.

Transfer Credit

Students seeking the master's degree may request to transfer coursework to their graduate transcript. Students seeking a doctoral degree normally will not transfer coursework. Coursework requested for transfer must have been taken at an accredited institution. Some work taken elsewhere may be credited toward degree requirements with the consent of the Graduate Advisor and the Dean of Graduate Studies. If the units were earned at another campus of the university, they may fulfill up to one-half of a student's unit requirement. This may be done as long as the units have not already been used to satisfy the requirements for another degree. The Graduate Council has established a Policy on Residence and Transfer Units (GC2011-03), available at https://grad.ucdavis.edu/sites/default/files/upload/users/gc2011-03_residence_and_transfer_credit.pdf.

The Petition to Transfer Coursework must be approved by the Graduate Advisor and forwarded to Graduate Studies. The Dean of Graduate Studies determines final approval. The Petition to Transfer Coursework can be found at <http://gradstudies.ucdavis.edu/files/current-students/gc318-petition-to-transfer-coursework.pdf>.

Open Campus (Concurrent Courses). A student may be allowed to transfer up to 12 units of credit for work taken through Open Campus (concurrent courses) prior to admission to a graduate program. The student will be required to submit an official University Extension transcript if one is not already on file in Graduate Studies. Students will receive unit and grade point credit for their concurrent coursework.

Summer Sessions. Work taken during a UC Davis summer session prior to admission may be transferred toward the graduate program. This work must be done after the student has received a bachelor's degree. The work does not qualify as transfer credit if it was a requirement for admission. Coursework taken during the summer session by students in a graduate degree seeking status does not need to be transferred, since it will appear on the student's graduate transcript.

Undergraduate Status. Up to six units of graduate work taken by an undergraduate student may be credited towards his/her graduate degree program. This does not apply if the units were used to satisfy any requirements for the bachelor's degree. Only 200-level courses are eligible.

University Extension. The classes offered at UC Davis Extension do not lead to a degree but may lead to a certificate of professional studies that allows working adults a chance to update or enhance their current skills. The classes are taught by industry leaders and are reviewed and approved by the corresponding UC Davis campus departments. Thus, X300 (300 and 400 series courses are professional courses) level courses cannot be used to satisfy unit requirements for graduate degrees (see <https://extension.ucdavis.edu/student-services/frequently-asked-questions#1b>). However, students taking courses through UC Davis Open Campus can earn academic credit for the courses taken through the Open Campus program. Students are encouraged to talk with their UC Davis academic advisor before enrolling if they are planning to transfer credits earned through Open Campus toward a degree, to ensure that the Open Campus courses will be accepted (see <https://extension.ucdavis.edu/open-campus/faq>). The maximum credit for extension courses, including concurrent courses, is 12 units. The Graduate Advisor and Graduate Studies determine the acceptability of extension courses on a case-by-case basis.

University of California. Up to one-half of the unit requirement may be transferred from graduate level enrollment at another UC campus. Grade points and residency are also transferable.

Other Universities. Up to six quarter units may be transferred from another university if the student was in graduate status. Courses equivalent to 100 or 200 level courses at UC Davis may be transferred but grade points do not transfer.

Double Majors. Under a ruling by the Graduate Council, students who are in a double major program (either a professional degree/academic degree program or two academic degree programs) may share a total of 12 units between programs with the approval of

their Graduate Advisor and the Dean of Graduate Studies. The student must spend a minimum of two quarters in regular graduate standing in an academic master's program or four quarters in an academic doctoral program in order to meet the residency requirements of Graduate Studies.

Academic Standing

Good Academic Standing. Students must maintain the following criteria to be in good academic standing:

- GPA at or above 3.0;
- minimum of 12 units passed per quarter;
- satisfactory progress in the graduate program, as determined by the Graduate Advisor, program requirements, and major professor;
- accumulation of no more than 8 units of combined Incomplete, Unsatisfactory, or F grades at any one time.

Students who fail to maintain these standards will be placed on academic probation or may be disqualified.

Academic Probation. Students whose academic performance is less than satisfactory or who are not meeting program requirements are placed on academic probation and given a timeline for remedying their deficiencies and returning to good standing. Students on academic probation for multiple quarters are subject to disqualification.

Disqualification. Disqualification means that, for one or more of the academic reasons listed below, a student is no longer eligible to continue graduate study at the University of California, Davis. A student may be disqualified **ONLY** by the Dean of Graduate Studies and in accord with the procedures outlined below. The term “disqualification” should **NOT** be confused with “dismissal.” Dismissal is removal from graduate study based on behavior or conduct.

Unsatisfactory Progress Probation. A student whose progress is judged unsatisfactory by the graduate program will be placed on academic probation. Students will receive written notification outlining steps that will need to be taken in order to establish satisfactory progress. If the student fails to meet the requirements specified in the notices sent by Graduate Studies or by the Advisory/Guidance Committee, the student will be subject to disqualification from further graduate study in their current graduate program and possibly the university.

A student who fails the Qualifying Examination for a doctoral degree will automatically be disqualified within 15 days of receipt of the Report of the QE Committee in Graduate Studies; a “fail” on the first attempt at the QE will be reviewed by Graduate Studies prior to disqualifying the student.

Disqualification Appeals. A student who is subject to disqualification, or who has been disqualified, may submit an appeal within 30 days for reconsideration for cause to the Administrative Committee of the Graduate Council. Such appeals will be considered only

if based upon appropriate cause such as (a) procedural error, (b) judgments based upon non-academic criteria, (c) verifiable evidence of personal bias, or (d) specific mitigating circumstances contributing to the student's performance. Questions of academic judgment or evaluation will not be considered as an appropriate basis for submission or consideration of a student's appeal of disqualification. The Administrative Committee will make a recommendation to the Dean of Graduate Studies as to the disposition of the case. The Dean will review the appeal and a final decision rendered within 60 days. For a full explanation of disqualification, see the policy Disqualification and Appeal (GS2005-01) at <http://gradstudies.ucdavis.edu/files/current-students/disqual-appeal.pdf>.

Part-Time Status

Certain graduate programs and degrees have been approved for enrollment of part-time students. Part-time status is only available to students who are unable to pursue full-time studies for the following documented reasons: full-time employment (at least 30 hours a week), health conditions, or family obligations. Doctoral students who have advanced to candidacy are not eligible for part-time enrollment.

The Office of the University Registrar will consider requests for retroactive part-time status by exception only, and only for reasons of a death in the family, medical issues, or administrative error.

Part-time students may enroll in a maximum of 6 units per quarter. These students are not eligible for fellowships or academic appointments that require full-time enrollment.

Students on F-1 or J-1 visas are not eligible for part-time status unless they have approval from the Services for International Students and Scholars Office (SISS).

The Office of the University Registrar will approve or deny part-time status applications. The Petition to Change Status is available on the Office of the University Registrar website (<http://registrar.ucdavis.edu/registration/part-time.cfm>). Approved part-time students pay the full student services fee, all campus fees and one-half of tuition; they receive 1/2-quarter credit toward satisfying residency requirements.

Options for Non-Registered Status

At any point during graduate education, students may find that they need to take a registration break in their course of study. This must be done prior to the break in registration. Some options may include PELP (Planned Educational Leave Program), going on Filing Fee status to write the thesis/dissertation, or even withdrawal from the university. This section gives students basic information on each of these options.

Planned Educational Leave Program (PELP). Planned Educational Leave Program (PELP) status is available to graduate students who need to take a leave from their academic program for various reasons, including health-related issues, financial problems, family crises or to clarify educational goals. PELP may be approved for a maximum of three quarters over the entire time a graduate student is at UC Davis. An extension can be requested and may be granted by the Dean of Graduate Studies.

The approval of your Graduate Advisor on the PELP request guarantees your readmission for the quarter specified. International students must have their PELP status approved by the Services for International Students and Scholars office prior to submission of the PELP application to Graduate Studies.

PELP applications must be submitted to Graduate Studies no later than the first day of the quarter in which the PELP status is to begin. Students who have begun the registration process and then withdraw from registration after the first day of the quarter may be billed for tuition and fees owed or have to repay funding, including federal financial aid. PELP petitions are subject to the Schedule of Refunds available at <http://registrar.ucdavis.edu/registration/leave/refunds.cfm>.

Students may not hold any student appointment including GSR, TA, Reader, or AI while on PELP. Students may not receive financial support such as fellowships and financial aid while on PELP.

A graduate student who is appealing disqualification from graduate study for any reason, including failure to pass the Qualifying Examination, may request to be placed on PELP status while the appeal is being considered by the Administrative Committee of Graduate Council. Students should contact the appropriate Student Affairs Officer in Graduate Studies assigned to their program and request to be placed on PELP status pending the outcome of the appeal of the fail decision on their Qualifying Examination.

The approval of a student's Graduate Advisor on the PELP advising form guarantees the student readmission for the quarter specified. By approving the leave, the adviser is certifying that space will be available for the student when he/she returns. For more information on PELP, contact the Graduate Program Coordinator who will help initiate the application process. PELP time extension forms are available in Graduate Studies in 250 Mrak Hall, or online at <https://grad.ucdavis.edu/sites/default/files/upload/files/current-students/g349-pelp-time-extension-request.pdf>.

Filing Fee. Filing Fee is a non-registered status available to graduate students who have advanced to candidacy for their degree. Filing Fee status maintains a student's eligibility to complete the degree while not registered, and within the approved time limitations. All coursework and research need to have been completed, the thesis or dissertation should be in final draft form, and the student should no longer need to use campus facilities. The Filing Fee form is available online at https://grad.ucdavis.edu/sites/default/files/upload/users/g305_filingfeeapp.pdf.

Students on Filing Fee status may hold an academic appointment for one quarter only. Students are not eligible for financial support such as fellowships or financial aid while on Filing Fee status.

Graduate Studies will approve Filing Fee status for one quarter only. Requests for a one-quarter extension will be considered by the Associate Dean for Graduate Students on a case-by-case basis and will only be approved in exceptional circumstances.

In Absentia Registration. In Absentia is a reduced-fee registration status for full-time, regularly enrolled students who have an academic need to conduct research or study outside of the state of California for a period of up to one academic year (for Master's program students) or two academic years (for doctoral students). The policy recognizes that students may need to perform work away from the university but seeks to minimize the number of students who allow their registration status to lapse.

All students pursuing doctoral or master's degrees in academic disciplines as well as those pursuing professional master's or doctoral degrees are eligible for the tuition and fee reduction.

In order to apply, doctoral students must have advanced to candidacy and master's and graduate professional students must have completed at least one year of coursework by the time the In Absentia status would begin. Students outside the state of California qualify for this status automatically. The Dean of Graduate Studies has the authority to approve exceptions for students who will be in the state of California, but outside of the home campus service area, and/or those students who have not met the stated candidacy or coursework requirements.

More information on In Absentia registration and eligibility criteria is available online at <http://gradstudies.ucdavis.edu/current-students/admissions-academic-services/absentia-faq>.

The In Absentia policy is available here: <https://grad.ucdavis.edu/sites/default/files/upload/files/current-students/g308-in-absentia-registration.pdf>.

Withdrawal. Leaving the university during a quarter entails obtaining a withdrawal petition from the Office of the University Registrar, having it approved as directed, and filing it with the Office of the University Registrar. Failure to follow this procedure may result in an "F" grade for each course in which a student is enrolled. Details can be found at: <http://registrar.ucdavis.edu/registration/leave/cancellation-withdrawal.cfm>.

Students who withdraw or break registration are not guaranteed readmission – an application for readmission will be subject to the same review as a new application. If readmitted, students must fulfill all programmatic degree requirements in existence at the quarter of readmission.

Readmission

If for any reason a student drops out of his/her graduate program but wishes to return, he/she must file an Application for Readmission. Readmission is not automatic – the ap-

plication will be considered along with those of first-time and other readmission applicants. Please note that students who have been disqualified from a graduate program may NOT apply for readmission to that same graduate program.

An Application for Readmission is available for download at <https://grad.ucdavis.edu/sites/default/files/upload/files/current-students/gs307-readmission-app.pdf>.

The following steps are required to be considered for readmission:

1. Provide the completed application form, along with any supporting materials required by the graduate program (e.g., new transcripts, statement of purpose, letters of recommendation, GRE scores, etc.) to the graduate program.
2. The graduate program will review the application. If it is approved, the Admissions Chair will sign the Application for Readmission and return it.
3. Take the approved application form to the Cashier's Office and pay a \$70 processing fee. The Cashier's Office will validate the form as proof of payment.
4. Bring the approved, validated form to Graduate Studies for final review. The form must be filed with Graduate Studies at least six weeks prior to the beginning of the enrollment quarter.

Additional Information

If you have any questions please let us know in person, by telephone, or by e-mail. We will do our best to help as fast as we can. Many questions regarding Campus graduate policies can be answered by consulting the Graduate Student Guide, which is available online at https://grad.ucdavis.edu/sites/default/files/upload/users/gs201_student_guide.pdf.

UC Davis Campus Resources and Support

Housing

The housing market in the Davis area is very competitive and we suggest that you start your housing search early.

Student Housing. Graduate students and their family members are eligible to live in any of the four apartment communities on the UC Davis campus: Solano Park, West Village, Russell Park, and The Atriums at La Rue. Solano Park and Russell Park are family-friendly and students with families receive priority over other applicants. Apartments are unfurnished. Kitchens are full-size and include a refrigerator, stove, and oven. For more information or to request an application, please call (530) 752-2033, e-mail studenthousing@ucdavis.edu, or go to <http://housing.ucdavis.edu/prospective/graduate-professional-housing.asp>.

Off-Campus Housing. Most leases are for a one-year term and turn over on September 1. The local paper, the Davis Enterprise, lists vacancies at <http://www.davisenterprise.com>. Craigslist at <http://sacramento.craigslist.org> is a free online service that includes housing listings for the greater Sacramento area. The daily campus newspaper,

The California Aggie at <http://www.theaggie.org> is also a good resource for finding housing. Finally, Davis Wiki is a website with a variety of resources including a rental housing guide found at <http://daviswiki.org>. The Community Housing Listing service is offered by the ASUCD (undergraduate student government) but is available to all UC Davis students and other Davis community members. You can access the service at <http://chl.ucdavis.edu>.

Transportation

There are numerous ways to get to campus and around Davis. Transportation and Parking Services (TAPS) facilitates the access and mobility needs of the campus community through coordination between TAPS units and other campus departments and non-university entities, and ensures that services are provided in a professional, efficient, and service-oriented manner. For information on parking services, including maps and rates, see the TAPS website at <http://taps.ucdavis.edu>.

Bicycles. The bicycle is alive and well and by far the most popular mode of transportation in town and on campus. Nearly everyone rides a bike in Davis! It is fast, convenient, popular and economical – plus, the mild climate and flat surfaces allow for year-round riding. For more information check the bicycle program at TAPS: <http://taps.ucdavis.edu/bicycle>.

Each year the UC Transportation and Parking Services sponsors two bike auctions of abandoned, unclaimed bicycles through publicly-held auctions. The bike auctions are usually held in October and May each year. Don't miss them! <http://taps.ucdavis.edu/bicycle/auctions>.

Bicycle maintenance services are available on campus. The ASUCD Bike Barn offers parts, tires, accessories, and bike mechanics that can fix your bike or help you with a do-it-yourself project. There is also an air hose located outside the shop. Visit <http://bikebarn.ucdavis.edu> or call (530) 752-2575 for more information.

Unitrans. The Unitrans bus system is a cooperative arrangement between the university and the city of Davis. Undergraduates can get on the bus by showing their registration cards because they pay for Unitrans through student fees. Graduate students, however, do not pay those fees, so they must pay per ride. To reduce costs, you might wish to purchase a monthly, quarterly or annual bus pass, or buy a book of 10 passes. Unitrans also honors TAPS parking permit holders. Just board the bus and show the driver your original (no copies!) parking permit. For information on fares and schedules, see the Unitrans site at <https://unitrans.ucdavis.edu>.

Berkeley Bus. The Intercampus Bus service provides transportation between the UC Davis and Berkeley campuses for faculty, staff and students. The Intercampus Bus service runs year around, seven days a week, with the exception of some holidays. The bus service may not be used for commuting to a place of non-university employment or by non-

university personnel. Reservations are recommended. The bus picks up and delivers passengers at the Library receiving dock on the south side of Shields Library on the Davis campus. In Berkeley the pick up/drop off area is the West Gate entrance. For more information, go to <https://berkbus.ucdavis.edu>.

UC Davis/UC Davis Medical Center Shuttle. The UC Davis/UC Davis Medical Center Shuttle is a service for persons affiliated with the University of California, including faculty, staff, students, interns, volunteers, patients, and visitors. There is a charge for commuting staff, faculty and students to ride the shuttle either with a one-way ticket or monthly pass purchased in advance (credit cards are not accepted). For more information, visit <http://www.ucdmc.ucdavis.edu/parking/intercampus/>.

Other Regional Public Transportation. The Davis Amtrak Train Station <https://www.amtrak.com/stations/dav> is located less than 3/4-mile from the campus, providing both nationwide Amtrak and regional Capitol Corridor train service. Bus service with YoloBus (<http://www.yolobus.com>) operates transit service between the campus and the other three Yolo County cities, as well as to the Sacramento International Airport and downtown Sacramento. Bus service with Fairfield and Suisun Transit operates the Route 30 service (<https://fasttransit.org/schedules-maps/express-intercity-route-maps-and-schedules/route-30/>) between Fairfield and Sacramento, including service to the campus.

Alternative Transportation. The Alternative Transportation Program, goClub, is administered through TAPS. Participation is available to all staff, faculty and students wishing to use public transit as their main form of commuting to campus. goClub transportation options include: bikes, walking, carpooling, vanpooling, buses and trains. For more information, go to <http://goclub.ucdavis.edu>.

Physical and Mental Health

Student Health and Counseling Services (SHCS). Student Health and Counseling Services offers high-quality, cost-sensitive care for all registered UC Davis students, regardless of insurance. Student Health and Counseling Services staff include board-certified physicians, nurse practitioners, registered nurses, therapists, dietitians and health educators.

Student registration fees subsidize the health center, which allows services to be provided to students at low rates. Student Health Services is available for preventative care, primary care and specialty care services. Urgent care and same-day services are also available depending on the severity of the health problem. For student convenience, an in-house pharmacy, diagnostic laboratory, x-ray facility and insurance services are also available. For more information about Student Health and Counseling Services, visit <https://shcs.ucdavis.edu>.

UC Davis Student Health and Counseling Services are located at 930 Orchard Rd., in Davis, CA 95616, and additional counseling services are available in North Hall and via the Community Advising Network (CAN) counseling team. Counseling services are by

appointment only. For immediate mental health crisis assistance, students may call to schedule an Acute Care appointment or to request after-hours assistance by calling the Student Health and Wellness Center at 530 752 2349. The Yolo County Suicide Prevention team is also available 24 hours a day at 530 756 5000.

Student Health Insurance Plan. The University of California requires that all registered students have health insurance. Students are automatically enrolled in the Davis Student Health Insurance Plan (Davis SHIP) in order to meet this requirement. The Davis Student Health Insurance Plan is designed specifically for UC Davis students, with local and worldwide coverage. The Davis SHIP plan includes medical and dental benefits for undergraduate, graduate, and professional students. Please refer to the website for further details: <https://shcs.ucdavis.edu/insurance/ship>.

Students may waive Davis SHIP enrollment and have the fee removed by providing proof of comparable medical insurance. A student who has not paid fees and tuition out-of-pocket will not receive a refund. Instead the account that paid the student's fees and tuition, such as a fellowship or academic appointment (TA, GSR, etc.), will receive the credit. A waiver form, plus proof of insurance, must be provided to Student Health and Counseling Services by the posted deadline. Please see the website for the application and waiver deadlines: <https://shcs.ucdavis.edu/insurance/waiver>.

Students who are enrolled in Davis SHIP have the option to enroll eligible dependents in a voluntary plan. The deadlines for enrollment are prior to the quarter and must be renewed each quarter. For further details, please see the Davis SHIP dependent coverage website: <https://shcs.ucdavis.edu/insurance/ship/dependents.html>.

Student Health and Counseling Services will not refund the Davis SHIP fee to students who withdraw, apply for PELP, or apply for Filing Fee status on or after the first day of the quarter. Students who withdraw on or after the first day of the quarter may be billed for the full Davis SHIP fee. In addition, students who resign from or are terminated from an academic appointment (TA or GSR) on or after the first day of the quarter will be billed for Davis SHIP.

Student Disability Center. UC Davis is committed to ensuring equal educational opportunities for students with disabilities. The Student Disability Center (SDC) is the campus unit that authorizes accommodations for students with disabilities. The SDC is staffed by professional disability specialists with expertise in different areas of disability: learning, vision, hearing, medical, psychological and mobility disabilities. These professionals each work with an assigned caseload of students, determining their eligibility for academic accommodations and ensuring the provision of accommodations necessary to allow the students to participate meaningfully in educational opportunities on campus. For more information, go to <https://sdc.ucdavis.edu>.

Counseling Services. Counseling Services help students realize their academic and personal goals. Meeting with a counselor can help students clarify issues, explore options, and cope more effectively.

Dr. Bai-Yin Chen is a psychologist specializing in college mental health and graduate student concerns and issues. Dr. Chen maintains two offices on campus –one is located in North Hall, and the other office location is embedded in Graduate Studies, Mrak Hall. If you would like to set up an appointment with Dr. Chen in her office in Mrak Hall, you can e-mail her at bchen@shcs.ucdavis.edu.

Mental health staff are available 24 hours a day, 7 days a week by phone at (530) 752-2349. Follow the prompts to reach a mental health counselor. The Student Health and Counseling Services office hours are 8:00 a.m. - 4:45 p.m. Monday, Tuesday, Thursday and Friday; and 9:00 am - 4:45 pm on Wednesday. Their number is (530) 752-2349. Go to <https://shcs.ucdavis.edu/services/counseling.html> for more information.

Campus Resources

Graduate Studies keeps an updated list of advice, consultation, support, and resource guides on our website at <http://gradstudies.ucdavis.edu/current-students/support-resources>.

AB540 and Undocumented Student Center. UC Davis is committed to supporting all students regardless of (citizenship, immigration) status in their pursuit of their educational goals. A new AB540 and Undocumented Students Resource Center opened in Fall 2014 and is located in the Student Community Center. The Center offers personalized support to undocumented graduate and undergraduates students, their families and communities in overcoming many of the legal, financial, and professional obstacles they may face along the journey of obtaining higher education. For more information please see <http://undocumented.ucdavis.edu/>.

Scholars Promoting Education Awareness and Knowledge (SPEAK). SPEAK is a student-run organization focused on supporting and empowering undocumented students at the University of California, Davis. SPEAK works to raise awareness on the campus and in the surrounding community of the significant and unique struggles undocumented students experience while completing their undergraduate studies. SPEAK also works to create a safe environment where AB 540 students can share their problems and their accomplishments and to empower and help participants financially, emotionally and psychologically. For more information please see <https://sites.google.com/site/ucdspeak/>.

Asian Studies Promoting Immigrant Rights through Education (ASPIRE). ASPIRE at UC Davis is part of a larger-organization that began by the Asian Law Caucus in San Francisco, Ca. ASPIRE seeks to support undocumented Asian American immigrants, as well as advocate for a comprehensive immigration bill and other projects affecting undocumented immigrants.

Center for Advocacy, Resources & Education (CARE). UC Davis is part of a UC system-wide effort to provide education, prevention and response to the issues of sexual assault, relationship violence, and stalking. Addressing these issues is a part of the university's commitment to providing all students with an inspiring, healthy, and safe learning

environment. A key component of this safe learning environment is an atmosphere free of violence, coercion, and fear. The center provides education, information on how to report a sexual assault, how to contact the victim advocate, confidential support services, and more. Please contact the CARE at (530) 752-3299 or <http://care.ucdavis.edu>.

Center for Educational Effectiveness (CEE). The campus-wide Teaching Assistant (TA) Orientation in September is an introduction to the TA role at UC Davis and its value in graduate student professional development and undergraduate education. All new TAs are required to attend, even if they have taught previously or will not be a TA until Winter or Spring Quarter. The purpose of the campus-wide TA Orientation is to help prepare TAs to be successful in their role. The TA Orientation sessions emphasize practical teaching skills and strategies and will include topics such as establishing a positive classroom atmosphere on the first day, leading effective discussions, presenting information clearly, and grading efficiently, among other topics. This is also an opportunity to become familiar to the many programs, resources, and services available for graduate student instructors.

Additional resources and programs for graduate students to improve their teaching are offered by the Center for Educational Effectiveness (CEE). Visit the CEE website at <http://cee.ucdavis.edu> to learn about upcoming workshops and courses, sign up for a confidential one-on-one teaching consultation, or join the Graduate Teaching Community.

Cross-Cultural Center (CCC). The Cross-Cultural Center, located on the first floor of the Student Community Center building, fosters a multicultural community through education and advocacy regarding systematic group oppressions and ethnic and cultural diversity, and by establishing an environment of cross-cultural learning and exchange for the entire campus. The CCC serves as a community center for the students, faculty, and staff at UC Davis. It supports student success by offering advocacy, academic excellence with research and education, identity exploration and leadership development. The center provides cultural and social resources, educational programs, student internships, funding opportunities and knowledgeable staff. For more information, go to <https://ccc.ucdavis.edu>.

Graduate Ally Coalition (GAC). The Graduate Ally Coalition seeks to enhance access, awareness and availability of campus resources and information to students from marginalized identity groups through programs and events that empower, educate, and build allyship amongst graduate students. For more information on the Graduate Ally Coalition, visit their website at <https://gsa.ucdavis.edu/resources/advocacy-resources/>.

Graduate Academic Achievement and Advocacy Program (GAAAP). The Graduate Academic Achievement and Advocacy Program is the first UC-based, student-initiated, student-run recruitment and retention program for graduate students. GAAAP is dedicated to empowering and retaining historically underrepresented graduate and professional students through community building events and academic events such as writing workshops and retreats. As a program, GAAAP also offers support for current un-

derrepresented undergraduate students interested in higher education through a mentorship program and graduate and professional school workshops. Graduate student mentors are chosen based on availability, career objectives, research interests, and demonstrated experience working with culturally diverse students. Quarterly stipends will be provided to those graduate students meeting the program requirements. For further information and to schedule an interview, please contact the GAAAP representative from the Student Recruitment and Retention Center located on the first floor of the Student Community Center or visit their website at: <https://srrc.ucdavis.edu/gaaap-graduate-academic-achievement-and-advocacy-program>.

Graduate Student Association. The UC Davis Graduate Student Association (GSA) is the graduate and professional student government representing all graduate programs and the professional schools of Business, Education, and Nursing. The main mission of the GSA is to build and support graduate and professional student community and advocate for graduate and professional student issues within and without UC Davis. Funded by graduate student fees and support from Graduate Studies and Student Affairs, the GSA provides services and events to support graduate and professional students during their time at UC Davis. Regularly enrolled graduate students and professional students in the schools of Business, Education, and Nursing are automatically GSA members. For more information, go to <http://gsa.ucdavis.edu>.

Weekly announcements, events, and resources. The UC Davis Graduate Student Association (GSA) provides weekly announcements of interest to graduate students. They organize events ranging from social to academic. Students may also wish to join the GSA Facebook group at <https://www.facebook.com/groups/ucdavisgsa> to stay up to date on graduate student happenings.

Coffee, Bagel, Donut Day. Every Friday morning except during publicized breaks, the GSA offers donuts, bagels, and coffee in the GSA office at the South Silo room 253. It's a good way to meet graduate students from other departments. For more information, go to <http://gsa.ucdavis.edu>.

GSA Department Fund. The GSA Department Fund comes from your GSA fees and was established to promote cultural and professional activities for all students within graduate degree programs and to encourage participation in the GSA Assembly. A portion of the GSA's Department Fund is distributed to eligible graduate student groups each quarter. Graduate groups will automatically receive department funds each quarter only if your graduate group is represented in the GSA Assembly. For more information, go to <http://gsa.ucdavis.edu> and select the Awards & Funding tab.

GSA Special Projects Fund. The GSA Special Projects Fund was established to financially support efforts that are beyond the scope of graduate students in single graduate programs. Funding is available for initiatives that cross disciplines and create positive experiences for a variety of graduate students. For more information, go to <http://gsa.ucdavis.edu> and select the Awards & Funding tab.

Native American Studies Graduate Student Association. The NASGSA is an organization of all NAS graduate students which provides resources, support and representation for graduate students in the department. Elected Graduate Student Representatives serve as the lead organizers and representatives or advocates for the NAS graduate student community.

Visit NASGSA on the web at <http://davisnasgrads.weebly.com/grad-student-assoc.html>.

Internship and Career Center. In partnership with Graduate Studies, the Internship and Career Center (ICC) provides career development services for all graduate students at UC Davis. Career coordinators provide confidential one-on-one career advising and guidance for academic careers, careers in the public or private sectors and other options. Services also include workshops on CV writing, career options, transferable skills, applying and interviewing for faculty positions, and many other topics relevant to those with an advanced degree. The Career Opportunities and Careers in Higher Education Colloquiums are offered winter quarter and provide exploration of career opportunities in a variety of fields both inside and beyond academia. For more information, visit the website at <http://icc.ucdavis.edu/graduates>.

Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual Resource Center. The Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual Resource Center (LGBTQIA) is housed in the Student Community Center. The LGBTQIA offers an exciting line-up of programs specifically for graduate students. It is an open, safe, inclusive space and community that promotes education about all genders and sexualities, as well as space for self-exploration of these identities. It is a dynamic, responsive organization that serves the UC Davis and surrounding region by providing a comprehensive range of programs and services, outreach and advocacy. Inherent in this mission are the values of respect, pride and unity for all individuals. Go to <http://lgbtqia.ucdavis.edu>.

Transfer and Reentry Center (TRC). The Transfer and Reentry Center offers support and assistance to graduate students who are 30 or older, or student parents. The TRC office provides students with information, academic advising, and referrals to a network of campus services. The TRC is located in 1210 Dutton Hall, between Financial Aid and the Cashiers Office. For more information, visit the website at <http://success.ucdavis.edu/centers-and-programs/trc/index.html> or call 530-752-2200.

Resources for International Students. Services for International Students and Scholars (SISS) is a resource for immigration and visa information that influences a broad range of issues at the university. SISS provides orientation, advising, referrals, and information to international students, faculty, researchers and their family members. SISS also assists academic departments that seek to invite and employ international faculty and researchers. For more information, go to <https://sisss.ucdavis.edu/index.html>.

Student Academic Success Center. The Student Academic Success Center offers academic support for all students, with group and individual services in reading, writing, English as a second language, science, mathematics, and study skills; pre-arranged, on-going group tutoring in mathematics and science courses, as well as drop-in tutoring in

mathematics, science and writing. Advisers also are available to help students navigate the application process for professional schools and programs. The Student Academic Success Center houses a number of programs geared toward supporting various student communities including former foster youth, first generation, low income, undocumented students and other groups that are underrepresented in higher education. All services are free to registered UC Davis students. See <http://success.ucdavis.edu> for more information.

Native American Academic Student Success Center. The NAASSC, aka “The Native Nest,” is located in University House. The Center features a computer lab, printers, classroom and meeting room space, a kitchenette, staff offices, and study space. The Nest offers academic advising and counseling services, hosts cultural activities, community gatherings, activity nights, and study groups, and serves as a hub for Native students on campus. For more information on the Nest see the NAASSC website here: <http://studentaffairs.ucdavis.edu/initiatives/nativeamerican/naassc.html> and like The Native Nest on [Facebook](#).

Veterans Success Center (VSC). Students who are a veteran, active duty member, reservist or dependent of a disabled or deceased veteran should visit our Veterans Success Center. The VSC serves as a liaison between the Department of Veterans Affairs (VA) and UC Davis student veterans, providing course attendance certification and processing Cal-Vet Fee Waivers. Visit the VSC to learn about benefit eligibility and tutorial assistance, as well as to receive helpful advice about your GI Bill and educational benefits. Upon acceptance to UC Davis, contact the VSC to initiate a benefit claim and complete the necessary paperwork. The VSC’s dedicated professional and peer staff is here to assist you in making a smooth transition to UC Davis. The Veterans Affairs Office is located at 243 Memorial Union, in the second Floor; and can be reached at (530) 752-2020. Visit them online at <http://success.ucdavis.edu/centers-and-programs/vsc/index.html>.

Women’s Resources and Research Center. The Women’s Resources and Research Center (WRRC) provides academic and personal support for self-identified women, graduate students and community members. The Graduate Student Outreach Coordinator (GSR), undergraduate interns, and career staff provide one-on-one advising and referrals to on- and off- campus resources. The GSR coordinates programs that focus on gender equity for graduate women and is a valuable peer resource available to all graduate students, regardless of gender identity. Visit the GSR by appointment or drop-in to discuss concerns, learn how to navigate graduate school, and to learn about ways to build connections with other graduate women. Visit the WRRC for educational programs, advising and referrals and academic support. For more information, call (530) 752-3372, visit them at 113 North Hall or go to <http://wrrc.ucdavis.edu>.

Faculty-Student Mentoring Program

UC Davis Graduate Studies supports graduate faculty-student mentoring through several programs, including: the Mentoring at Critical Transitions Seminar Series, the Mentoring at Critical Transitions Fellowship, and the Distinguished Graduate and Distinguished

Postdoctoral Scholar Mentoring Awards. Information on each of these programs and more may be found here: <https://grad.ucdavis.edu/mentoring>.

Student Support & Judicial Affairs

Issues of academic and personal misconduct by undergraduate, graduate and professional students are referred to the Office of Student Support & Judicial Affairs. For more information, go to the SJA website at <http://sja.ucdavis.edu>. The SJA office can be contacted at (530) 752-1128 or ossja@ucdavis.edu.

Ordering Transcripts & Diplomas

Transcripts and diplomas can be obtained through the Office of the Registrar in 3100 Dutton Hall. To order a transcript, please visit Dutton Hall or order online at the following website: <http://registrar.ucdavis.edu/records/transcripts>. For diploma information and mailing requests, please visit: <http://registrar.ucdavis.edu/records/diploma>.

Financial Support

It is the student's responsibility to obtain needed funding. Many sources of financial support are available for students.

Applying for NAS Positions

There are a limited number of Teaching Assistant (TA), Associate Instructor (AI) and Graduate Student Researcher (GSR) positions available in NAS each year. TA and AI positions are awarded by faculty in late spring for the following academic year. Students are employed as GSRs to work with an individual faculty member on aspects of the member's research. Generally, faculty will hire graduate students who are eligible for work-study.

Hiring paperwork for NAS departmental positions is processed in the HIP (Hart Interdisciplinary Programs) office located in 2201 Hart Hall. In order to submit this paperwork, students must register for 12 credits for the quarter they are holding the appointment, and then submit the completed Graduate Student Eligibility Checklist to the Graduate Program Coordinator. The completed checklist, along with any additional paperwork requested by HIP, should be submitted to the HIP office according to the instructions submitted via e-mail to departmental hires.

Teaching Assistantships

Teaching assistant (TA) positions provide a great opportunity to get teaching experience, solidify your knowledge of subject matter, and to receive financial support at the same time. The Native American Studies Department receives a limited number of TA positions annually. The current number is 13 for the entire academic year and consists of TA-ships in our large undergraduate courses (NAS 1, NAS 10, and NAS 12). Graduate students may apply for TA positions in any department on campus. Please watch for the call for applications in the spring to apply for TA positions in the following academic year.

Application forms for Teaching Assistantships should be submitted to the Graduate Program Coordinator. A minimum 3.0 cumulative GPA is required. Appointments at 25% and above provide full remission of in-state tuition and fees for the quarter the appointment is held. The maximum number of quarters that a graduate student can hold a Teaching Assistantship, Associate Instructorship, or Readership position is 18 (6 Years).

Associate Instructorships

The Native American Studies Department is able to offer Associate Instructor (AI) positions annually. Students hired as AIs primarily teach NAS 05, Introduction to Native American Literature, but may also be retained to teach NAS 1, NAS 10, or NAS 12. The AIships for NAS 05 are overseen by the faculty member designated as supervisor of these courses. Student selected for AI-ships to teach NAS 05 generally hold either a M.A. degree in Native American Studies or a related field, and/ or have taken an instructor training course from the University Writing Program, UWP 390: Theory and Practice of University-Level Composition Instruction. The maximum number of quarters that a graduate student can hold a Teaching Assistantship, Associate Instructorship, or Readership position is 18 (6 Years).

Readerships

Native American Studies does not typically offer Readership positions. However, these positions may be available to NAS graduate students from other departments. The title Reader is given to a student employed for the ability to render diverse services as a course assistant, which normally includes the grading of student papers and examinations. A Reader will not be given the responsibilities customarily accorded to a Teaching Assistant. A student may not serve as a Reader in a course in which he/she is enrolled. Please note that a Reader appointment counts towards the 18-quarter teaching limit.

Graduate Student Researchers

Individual faculty members fund graduate student researcher (GSR) positions. These can provide excellent opportunities to gain experience in areas of importance to your graduate education and to receive financial support at the same time. Contact faculty in your area of interest to discover opportunities. A minimum 3.0 cumulative GPA is required. Appointments at 25% and above provide full remission of fees, in-state and non-resident tuition and fees for the quarter the appointment is held.

Graduate Program Fellowship Application Funds (“Block Grants”)

Native American Studies receives an annual allocation from Graduate Studies to fund departmental fellowships. These funds are allocated to the department in the winter quarter of each year for use in the next academic year. Awards are to be used primarily for in-state student fees, non-resident tuition, and stipends for living expenses, with priority given to developing attractive packages to support incoming students. If the funds are not fully expended during the academic year, the department may issue a call for applications to graduate students in the program. The remaining funds are then allocated to current students with the following guidelines:

1. Block grant funds awarded to a student are paid as a stipend to cover their living expenses. The amount of the award is commensurate with the costs of legitimate academic activities (typically research projects and conference travel) that the student is paying out-of-pocket from their other sources of income. Accordingly, applications should include an itemized budget along with a detailed description of the activities they are undertaken and a justification of expenses.
2. Block grant applications must be reviewed and approved by the student's major professor before submission.
3. Highest priority in block grant funding will be given to students who have advanced to candidacy and have research protocols approved.
4. Lowest priority in block grant funding will be given to students past normative time (who have not taken their QE by end of the 3rd year).
5. For students preparing for qualifying exams:
 - As a general rule block grants will not be provided for a "quarter off" from TAing for exam preparation.
 - Exceptions will be considered under extenuating circumstances.
 - If funded for a "quarter off" the student will commit to take the exam no later than the next quarter.
6. Block grant funds may be used to offset the costs of presenting at conferences (**not** merely attending)
 - Students must provide evidence that they have applied elsewhere first from sources such as the GSA, the Graduate Division, and from the conference association itself.
 - Students are required to attend more of the meeting than just their own presentation.
 - Offsetting costs associated with presenting at conferences will have a lower priority than offsetting costs associated with conducting research.
 - The maximum amount available to offset conference travel expenses is \$500, absent extenuating circumstances.
7. Block grant funds may be used to offset supplemental expenses associated with research supported by other funding sources.
8. Block grant funding cannot be considered as a long-term funding source, as allocations vary annually.
9. No additional block grant funding will be available to any student who fails to submit a report on activities facilitated by previous funding, or who does not follow through on the project the funds were intended to facilitate unless prior approval is obtained from the department.

Other On-Campus Employment

Other employment on campus may be available in technical and service capacities. See the Student Employment Center for more information at: <http://jobs.ucdavis.edu/>

UC Davis Internal and External Fellowships

The University offers several internal fellowships for new and continuing students. Fellowships are allocated on a competitive basis. Fellowship deadlines and applications are available from the Graduate Program Coordinator as well as on the Graduate Studies website (<https://grad.ucdavis.edu/financial-support/internal-fellowships>). External fellowships are also available through federal agencies and private organizations, with Graduate Studies providing information on many of these (<https://grad.ucdavis.edu/financial-support/external-fellowships>).

Graduate Studies Travel Awards

The Graduate Council Subcommittee on Graduate Student Support accepts applications for graduate travel to meetings of nationally and internationally recognized professional societies twice annually. Each award period allows nine months for future conferences and three months for conferences that have already taken place.

- Fall application deadline: Applications for travel during the period of July 1 of the current calendar year through June 30 of the next calendar year are due to graduate programs by October 15. Awards are announced mid-December.
- Spring application deadline: Applications for travel during January 1 through December 31 of the current calendar year are due to graduate programs by March 15. Awards are announced mid-May.

The amount of the award varies depending on the travel distance. Students are only eligible to receive this award once, so apply wisely. For more information on eligibility, amount, and application procedures, go to <https://grad.ucdavis.edu/current-students/financial-support/internal-fellowships/travel-awards>.

The Graduate Student Association (GSA) also offers a limited number of travel awards twice per year. Applications are due in early winter and late spring. Students who have received an award from Graduate Studies cannot receive a GSA travel award if it is for the same instance of travel, but students are free to apply to both. For current information on the GSA travel award, see the GSA website at <https://gsa.ucdavis.edu/funding/travel-awards/>.

UC Davis Humanities Institute

The UC Davis Humanities Institute is an interdisciplinary research center that supports UC Davis faculty and graduate students in the humanities and humanistically-oriented social sciences. Through its core programs – faculty research seminars and research clusters – as well as public events and such special initiatives as the Digital Innovation Lab, the California Cultures Initiative and the Art of Regional Change, the DHI works to develop and nurture interdisciplinarity, collaboration, engaged scholarship, and intellectual community among scholars at UC Davis and beyond. <http://dhi.ucdavis.edu/funding-info/funding-opportunities>

Mellon Public Scholars Program

The Andrew W. Mellon Foundation has awarded the UC Davis Humanities Institute \$400,000 to inaugurate the Public Scholars Program, which will support community-engaged scholarship and provide experience for graduate students interested in diverse careers. While other universities have developed public humanities programs and offer degrees or certificates in the public humanities, few combine the research-oriented goals of nurturing public scholarship with professional development for graduate students. The Public Scholars seminar at UC Davis provides students with training in areas such as project management, digital methods and communication at the same time they are developing new research skills. Every year, the Mellon Public Scholars Program invites 10 graduate students in the arts, humanities and humanistic social sciences to participate in a quarter-long seminar in spring that introduces them to the intellectual and practical aspects of public humanities scholarship. Each student is paired with a faculty mentor to develop a community-based research project and spends the summer following the seminar working with the community partner they identify in their project. <http://publicscholars.ucdavis.edu/>

Hemispheric Institute of the Americas

The Hemispheric Institute on the Americas (HIA) is an interdisciplinary group bringing together faculty and graduate students that focus on the study of transnational processes in the American Hemisphere. HIA's goals include promoting research to challenge the boundaries of disciplinary specialization and culture area studies, exploring the connections throughout the social, cultural, and economic landscape of the Western Hemisphere from an array of perspectives and redirecting and redefining the study of Latin America from a broadly hemispheric viewpoint. The HIA's current grant offerings for graduate students can be accessed here: <http://hia.ucdavis.edu/>

Off-Campus Employment

Off-campus employment opportunities exist in many areas of Native American Studies, tribal governments, and tribal-federal government relations. Our students have often interned off-campus with local tribal governments, tribal non-profits, and state or federal agencies with tribal affairs offices. These opportunities can be discussed with faculty members, alumni, staff at the Native American Academic Student Success Center, or through directly contacting organizations, agencies, and tribal government departments doing work of interest to you. Jobs also frequently are sent to our email list for distribution.

External Research Funding

Native American Studies Graduate students have been very successful in obtaining funding for their research projects from various private, state and federal agencies. NAS students have received fellowships from the Social Science Research Council, the Ford Foundation, Mellon, and many other sources. Further information on external funding sources is available on the Graduate Studies and Office of Research campus websites: <https://grad.ucdavis.edu/financial-support>.

Need-Based Financial Aid

Financial Aid, which is only available to U.S. citizens, permanent residents or immigrants, is awarded on the basis of demonstrated financial need, and is administered by the Financial Aid Office. Federal financial aid includes student loans, grants, and work-study funding. Contact your graduate program regarding the availability of work-study funding. All applicants (US citizens, permanent residents, and immigrants) are required to apply for financial aid. You may apply for financial aid before you have been admitted. As noted below, it is strongly suggested that you file the FAFSA by the priority processing date of March 1. A full-time counselor for graduate financial assistance is available for appointments and scheduled drop-in hours in the Financial Aid Office.

Fellowships, graduate scholarships, and Native American Studies Departmental Fellowships are awarded primarily on the basis of scholarship and the promise of outstanding academic and professional achievement. Consideration is given to the extent and quality of previous undergraduate and graduate work, evidence of ability in research or other creative accomplishment, evidence of intellectual capacity, and promise of productive scholarship. Graduate Record Examination (GRE) scores, undergraduate and graduate grade point averages, academic transcripts, statement of purpose, letters of recommendation, and other documentation such as publications or awards are used in this evaluation.

The minimum cumulative undergraduate or graduate grade point average required for a living allowance, in-state fee award, or nonresident tuition fellowship is 3.0 (A = 4.00). Financial need or the availability of other sources of support in your graduate program is not relevant to the evaluation of academic merit, but it may be an additional criterion for some fellowships. Students must establish eligibility for need-based awards by filing a FAFSA with the Federal Student Aid Program by the March 1 deadline. To file the FAFSA online, go to <https://fafsa.ed.gov/>.

Free Application for Federal Student Aid (FAFSA)

Graduate students are highly encouraged to file a Free Application for Federal Student Aid (FAFSA) or a Dream Act Application annually. Although the applications can be filed at any time, it is strongly suggested that students file online each year between January 1 and March 2. These forms are used to determine your eligibility for loans. Students have the option of declining loans. Application information may be found on the Financial Aid website: <http://financialaid.ucdavis.edu/graduate/apply.html>.

The FAFSA or Dream Act Application may also be used by graduate academic departments and Graduate Studies to determine eligibility for fellowships, graduate program fellowship allocation funds, training grants, stipends, loans, and work-study funds that pay some graduate student researcher salaries. The Financial Aid Office is not involved in awarding these funds. Graduate academic departments determine which students will receive work-study funding. Please include the UC Davis School Code (001313) on the form.

Work-Study

Federal work-study is a good way for students to be more competitive in applying for certain graduate student positions, particularly research jobs. Work-study is a program for students with financial need—the federal government pays for a percentage of the costs of research employment. In order to be eligible for a work-study award, you must complete the FAFSA and be eligible for need-based aid. The number of work-study units available to graduate students is limited. Therefore, obtaining a work-study position requires both student financial eligibility and the availability of work-study units.

The Native American Studies Department has a limited number of 25% time work-study positions each year. Eligibility for these grants is related to individual income. Work-study grants are used to match funding from other employment on the campus. A 25% work-study GSR appointment includes full remission of in-state tuition for the quarter the appointment is held. Deadlines and procedures for applying for work-study are available from the Graduate Program Coordinator. You must file a FAFSA by March 1 each year to determine eligibility.

Loans

Loans are available to complement other types of aid students receive in order to meet, but not exceed, the Graduate Student Budget. Applying for loans is done at the same time as applying for all other aid. Please see <http://financialaid.ucdavis.edu/graduate/types/Loans.html>. Undocumented students are ineligible for federal loans, but are eligible for financial support through the California Dream Act.

Financial Support for AB 540 & Undocumented Students. UC Davis acknowledges the barriers undocumented students face and is committed to providing students' access to all levels of higher education. That includes AB 540 and undocumented students. New legislation provides the opportunity to admit and fund both AB 540 and specific undocumented graduate students.

Financial support for graduate study at UC Davis is available in several forms. Undocumented students who are eligible for AB 540 are encouraged to complete a California Dream Act Application by March 2nd of each year. Find more information here: <https://dream.csac.ca.gov>

Undocumented students who have acquired a work permit from DACA are eligible for financial support through several types of employment offered by the university.

Fellowships are another form of financial support, and students are highly encouraged to apply. A few fellowships such as the Ford Foundation's Fellowship Program (<http://sites.nationalacademies.org/pga/fordfellowships/>) and the Paul and Daisy Soros Fellowship for New Americans (<https://www.pdsoros.org>) have extended their criteria to include students who have been approved for DACA. Educators for Fair Consideration

has compiled comprehensive list of graduate scholarship and fellowships that do not require proof of citizenship or legal permanent residency. You can access the list here: http://www.e4fc.org/images/E4FC_Grad_Scholarships.pdf

Financial Resources for Special Circumstances

A few resources are available on campus to help students through difficult financial situations.

Short-Term and Emergency Loans. The Graduate Financial Aid Office in Dutton Hall offers temporary financial assistance for graduate students. They have three loan types: emergency student loans, a short-term loan and an assistant loan. Please see their website for details, disclosure, and application: <http://financialaid.ucdavis.edu/loans/short-term.html>.

Family and Medical Leave for Funded Graduate Students. Graduate Studies has recently expanded the family and medical leave benefit for funded graduate students. If you are a TA, AI, Reader, Tutor, GSR, or on a fellowship, you may be eligible to take a leave due to familial or medical needs: for pregnancy, childbirth or related medical conditions; to bond with your newborn or a child recently placed in your home; for your own serious illness or health condition; or to care for a family member with a serious illness or health condition. You must be registered and enrolled during the term and the length of leave varies depending on the circumstance. To learn more about leave accommodations, please visit our new website: <https://grad.ucdavis.edu/resources/graduate-student-resources/student-employment/leave-accommodation>. Contact your hiring department staff or your Graduate Program Coordinator with questions.

Child Care Funding Program for Graduate Student Parents. Students enrolled in a degree program who can claim dependent child(ren) 12 years old and younger who incur child care expenses are eligible for financial assistance to offset the cost of child care through the UC Davis Student Parent Child Care Funding Program. This program is managed by the Worklife and Wellness office: <https://hr.ucdavis.edu/departments/worklife-wellness/student-parent/ucd-funding>. Please see other resources for student parents and families on the Graduate Studies website: <http://gradstudies.ucdavis.edu/current-students/support-resources/graduate-student-parent-resources>.

The Essentials: Food and Necessities. The Pantry (located in the basement of the Memorial Union) provides food and essentials to UC Davis students. The mission of the Pantry is to support UC Davis students in their pursuit of higher education by ensuring that no student ever has to miss a meal or go without basic necessities due to financial reasons <http://thepantry.ucdavis.edu>.

Research

UC Davis Libraries

Supporting research, teaching and learning in every discipline, the UC Davis Library is the academic heart of the university. It encompasses four main libraries: Peter J. Shields Library, Physical Sciences & Engineering Library, Carlson Health Sciences Library and Blaisdell Medical Library. The library holds 10 million items in its collections, sees more than 1.66 million visitors annually — 93 percent of whom are students — and is ranked among the top academic research libraries in North America.

The library's highly regarded research and academic services support the students and faculty of UC Davis, the health care professionals of UC Davis Health and the citizens of California. The library is an integral partner in the teaching, research and academic mission of UC Davis — one of the top 10 public universities in the nation and home to internationally renowned programs in agricultural sciences, environmental sciences and veterinary medicine. You can visit the library website here: <https://www.library.ucdavis.edu/>

Peter J. Shields Library. The Peter J. Shields Library supports the needs for academic departments and programs in the Arts, Humanities, Social Sciences, Biological & Agricultural Sciences, Computer Sciences, and Mathematics/Statistics. Shields Library is also home to Special Collections and the University Archives and is located at the center of campus.

Mabie Law Library. Established as part of the UC Davis School of Law in 1965. Thanks to a generous gift from the William and Inez Mabie Family Foundation, in 2006, the Law Library was named the Mabie Law Library. The library is under the direction of the Dean of the School of Law, with advice from the faculty. The Mabie Law Library is located at 400 Mrak Hall.

Carlson Health Sciences Library. The Carlson Health Sciences Library (CHSL) serves the faculty, staff and students of the Schools of Veterinary Medicine, Medicine, and the Dept. of Public Health Sciences. This library is located in the southwest section of campus.

Physical Sciences and Engineering Library. The Physical Sciences and Engineering Library is our home for Chemistry, Engineering, Geology, Atmospheric Science, Physics, Astronomy & Astrophysics and Transportation. This library is located near the center of campus.

Native American Studies Subject Guide. The current librarian assigned to Native American Studies is Roberto C. Delgadillo (rdelgadillo@ucdavis.edu). The UC Davis library has a subject guide gathering together a number of resources related to Native American Studies. You can access the NAS subject guide here: <https://www.library.ucdavis.edu/guide/native-american-studies/>.

Local Archives

UC Davis Special Collections. Special Collections, established July 1966, houses the Library's rare books and pamphlets, manuscript collections, photographs, the University Archives, and the Map Collection. The Department's major purposes are to acquire these materials, make them available for use, and preserve their integrity for future generations of students and scholars. The Special Collections are located at the Peter J. Shields Library on campus. The archive website is: <https://www.library.ucdavis.edu/special-collections/>

Many of the Native American archival history collections found in Special Collections are closely tied to the Department of Native American Studies (NAS). As such, we seek to supplement and provide additional support for research and education. Showcased here are three popular collections:

Native American History and Pamphlet Collection (P-110). This collection was established in the mid-1990's to augment strong existing manuscript collections in the area of Native American Studies, and as a means to document, preserve, and make available scarce and ephemeral publications documenting the history and culture of Native Americans. This collection is accessible here: <https://www.library.ucdavis.edu/special-collections/book-pamphlet-collections/native-american-history-collection/>.

Jack D. Forbes Collection (D-046). Professor of Native American Studies and Anthropology Jack Forbes built a massive collection of materials on Native American topics in order to build a research collection that would assist his students and scholars. Jack Forbes acclaimed author, poet, activist and professor died in February of 2011. A much beloved faculty member and mentor to graduate students, his passing was a loss for UC Davis but also the Native American studies community across the country. Jack Forbes was instrumental in the establishment of the department. He was born Jan 7, 1934 in Long Beach of Powhatan-Renape and Delaware-Lenape heritage. His doctoral dissertation from USC on "The Apache, Navaho, and Spaniard" (1960) was published soon after he received his doctorate. Forbes joined the UC Davis faculty in 1969 emerging as a founding leader of the campus's Native American Studies program. From Forbes's vision with UCD faculty member David Risling for Native Americans taking ownership of their own education, D-Q University (Degoniwida-Quetzalcoatl University) was founded in 1971 several miles west of UC Davis. It was the first all-Native American college in California and the second tribal college in the U.S. D-Q offered a two-year degree until it closed in 2005.

Forbes was a prolific writer and his books included *Columbus and Other Cannibals* (1992), and *The American Discovery of Europe* (2007), *Red Blood A Novel* (1997), *Only Approved Indians* (1995), to name a few. The collection contains manuscripts and proofs of articles written by Forbes, microform copies of records from the Bureau of Indian Affairs, reports including materials from the California Indian Legal Services (CILS) and photographs relating to Native American history. Strengths include materials on civil rights and ethnic studies in general and Native American education. Particularly strong is the collection of Native American serials, newsletters, and newspapers from the

1970s and 1980s. The finding aid for this collection is accessible here:
<http://www.oac.cdlib.org/findaid/ark:/13030/c8k64kt5/?query=Forbes>.

David Risling Papers (D-334). Professor David Risling, (1921-2005) was born in 1921 he was one of eight children of David Risling Sr. (Chief Su-Wohrom) and Mary Geneva Orcutt. He passed away in 2005. Known as the father of Indian Education—he was a member of the Hupa/Yurok/Karok tribes of Northern California, but officially recognized as a member of the Hoopa tribe on the Hoopa Indian Reservation along the Klamath River. His early life was typical of a Northwestern California Indian in the early 20th century and included river fishing, hunting, ceremonies, agriculture and forestry. He was an athlete as a youth excelling in boxing. He enlisted in the US Navy during World War II along with 40,000 other men and women of Native American descent. After returning from the war he attended California Polytechnic University, and eventually became a teacher of agriculture at Modesto Junior College (1950-1970). His increasing involvement in activist causes prompted him to move to UC Davis in 1970, where he helped to develop the Native American Studies program. Risling attracted Native American students from across the country who were interested in pursuing their education at UC Davis. He remained at Davis until his retirement in 1993 when the program became a full-fledged department. He was a co-founder with Jack Forbes of D-Q University in 1971. For many years, Risling served as President of DQU's board of trustees.

While others confronted authority during the contentious early days of Indian political consciousness in the 1960s and 70s, David Risling worked behind the scenes using politics to build relationships in congress and lobbying for recognition of Indian rights and educational opportunities. He was appointed by three U.S. presidents to serve on the National Advisory Council on Indian Education and was later instrumental in the creation of the Smithsonian's National Museum of the American Indian. He helped to create such successful groups as the California Indian Legal Services, Native American Rights Fund, whose lawyers fought for long-ignored treaty rights to the U.S. Supreme Court, and the Native American Heritage Commission. He was involved in the federal Indian Education and Indian Tribal Community College Acts. That work led to the founding of 31 Indian Community colleges and dozens of K-12 reservation education programs across the nation helping to raise education and poverty levels in Indian Reservations.

The collection contains files on most of Professor Risling activities in Native American Education and legal activism. The collection includes office files, correspondence, newspaper clippings, newsletters, reports, memoranda, legal papers on Indian education and Indian law. The finding aid for this collection is accessible here:
<http://www.oac.cdlib.org/findaid/ark:/13030/c83j3g6k/>.

Additionally, UC Davis Special Collections have other manuscript collections which include Native American Studies research materials:

- Richard O. Clemmer Papers (D-293)
- Victor Herbert Fazio Papers (D-265)
- Sarah V. Hutchison Papers (D-240)
- Stephen C. Jett Papers (MC144)

- David Lockwood Olmsted Papers (MC017)
- Louis Owens Papers (D-409)
- Frank Quinn Collection (D-091)
- Marie Simmons Collection (MC096)
- Al Logan Slagle Collection (D-437)
- Stefano Varese Papers (D-555)
- Steve Talbot Papers (D-362)
- Nancy Webb Papers (D-020)

More information on UC Davis special collections holdings in Native American studies can be found here: <https://www.library.ucdavis.edu/news/50-features-of-special-collections-native-american-collections/>.

National Archives at San Francisco. The holdings of the National Archives at San Francisco include over 70,000 cubic feet of original records dating from the 1850s to the 1980s, with a limited number of records as recent as the early 2000s. These records were generated by the Federal courts and more than 100 Federal agency field offices in: Northern and Central California, Nevada (except Clark County), Hawaii, American Samoa, Guam, Marshall Islands, Caroline Islands, and Northern Mariana Islands.

These holdings also include records of U.S. Navy bases on foreign territory in the Pacific and Far East. These holdings are a primary resource for the study of Asian-Pacific immigration, environmental and natural history, naval and military activity in the Pacific, the American Indian experience, and many other aspects of United States history. The National Archives at San Francisco is located in the Leo J. Ryan Memorial Federal Building in San Bruno, California and is home to the Tom Lantos Research Center. The archive website is: <https://www.archives.gov/san-francisco>.

California State Archives. Since California became a state in 1850, the State Archives has served as the repository for many significant records relating to state laws and legislation. The State Archives is home to original bills signed into law by the Governor and chaptered by the Secretary of State, original bill proposals from the State Senate and State Assembly, opinions of the State Supreme Court and Courts of Appeal, and bill files from legislators and legislative committees. Taken together, these records represent the legal foundation of state government and are frequently used by the courts, the legal community, state and local governments, and the public.

The California State Archives collects, catalogs, preserves, and provides access to the historic records of state government and some local governments. The Archives collection is primarily composed of records from California state agencies, the governor's office, the state legislature, and the State Supreme Court and Courts of Appeal. The records are organized under the name of the agency or office that transferred the records to the Archives. The collections also include some private papers that have been donated to the Archives.

The State Archives has specialized programs to collect and preserve records of state government. The Legislative Archives Program, Court Records Program and Governor's Records Program work with the three branches of Government to identify records of enduring value that should be preserved in the Archives. The State Records Appraisal Program works to identify and collect records of state agencies.

The California State Archives are located at 1020 O Street in Sacramento. The archive website is: <http://www.sos.ca.gov/archives/>.

UC Berkeley, Bancroft Library. The Bancroft Library is the primary special collections library at the University of California, Berkeley. One of the largest and most heavily used libraries of manuscripts, rare books, and unique materials in the United States, Bancroft supports major research and instructional activities and plays a leading role in the development of the University's research collections. We are located on the east side of Doe Library, just northwest of the Campanile.

The Bancroft is also home to a number of research programs, each supported by an outstanding collection of primary source materials. The faculty and staff of each research program contribute to the teaching and research mission of the university, through undergraduate and graduate courses, group and individual research projects, affiliations with Berkeley academic departments, and relationships with external universities and scholarly organizations. The research programs also produce a variety of print, multimedia, and digital publications of scholarly and general interest. More information about the Bancroft Library is available here: <http://www.lib.berkeley.edu/libraries/bancroft-library/about>.

CSU Chico, Dorothy M. Hill Collection. Dorothy Morehead Hill and her associate Robert Rathbun began a series of professional collaborations interviewing a group of Native American Elders and documenting the culture, language and life of Northeastern California's Native American tribes and families in the early 1960s. They proceeded, both separately and together, for the next 35 years adding to their work using tape recorders, video and still cameras and documenting what they called "California Native oral traditions" throughout parts of Mendocino, Lake, Yolo, Sonoma, El Dorado, Placer, Amador, Mariposa, Nevada, Sierra, Yuba, Plumas, Butte, Sutter, Colusa, Glenn, Trinity, Tehama, Humboldt, Shasta, Lassen, Siskiyou, and Modoc counties. Ultimately, they collected and produced mountains of data.

These collections contain substantial information about the social life, religion, family relationships, cultural elements, stories, geographic place names and Northern Northeastern California regional Native American life experiences. One concern of Ms. Hill was that Native American culture, language and social history not be lost when the Elders passed away. She felt that language was especially important, and she found the few living native speakers for some languages. She also wanted to preserve Native American culture so that the traditions could be passed on to future generations. Lastly, she intended to create a unique collection to be used for education about and research into this dimension of the history of Northeastern California. The collection is organized by people, places,

tribes, titles, subject and research files and field notes. Her original donation included additional materials not related to Native Americans which are not part of this collection. For more information, you can visit the collection website here: <http://archives.csuchico.edu/cdm/landingpage/collection/coll42>.

Conferences

American Academy of Religion. The American Academy of Religion is dedicated to furthering knowledge of religion and religious institutions in all their forms and manifestations. Within a context of free inquiry and critical examination, the Academy welcomes all disciplined reflection on religion—both from within and outside of communities of belief and practice—and seeks to enhance its broad public understanding. The Indigenous Religious Traditions Unit focuses on theoretical, methodological, and conceptual issues in the study of Indigenous religious traditions the world over. The Unit is concerned with the interface of Indigenous religious traditions and modernity, colonial and postcolonial conditions, and local and global forces that shape the practice of Indigenous traditions and their categorizations. <https://www.aarweb.org>

American Studies Association. The American Studies Association promotes the development and dissemination of interdisciplinary research on U.S. culture and history in a global context. Its purpose is to support scholars and scholarship committed to original research, critical thinking, and public dialogue. We are researchers, teachers, students, writers, curators, community organizers, and activists from around the world committed to the study and teaching of U.S. history and culture from multiple perspectives. <https://www.theasa.net>

Annual Alaska Native Studies Conference. Alaska Native Languages & Studies at the University of Alaska celebrates the revival of Alaska Native languages and the study of Indigenous ways of knowing in and around the state of Alaska. There are 21 Alaska Native Languages, and an estimated 13% of the Alaska Native population can speak their language. Alaska Natives have incredibly high rates of suicide, accidental death, and violent crime victimization, but are a resilient and strong population. The heritage of Alaska Native people connects them to the land on which they live and has done so for well over ten thousand years. You are invited to share in the gathering of our knowledge, and the exploration of ways we can make this world a better place by surrounding ourselves with language, culture, and dialogue on the subjects that often challenge us. Web-site: <http://alaskanativestudies.org>.

Annual Native American Studies Graduate Student Symposium. The Native American Studies Graduate Student Association (NASGSA) is an organization of all NAS graduate students which provides resources, support and representation for graduate students in the department. Elected Graduate Student Representatives serve as the lead organizers and representatives or advocates for the NAS graduate student community. The NASGSA organizes an annual symposium. For more information about past and upcoming symposia, visit the NASGSA website here: <http://davisnasgrads.weebly.com/>.

Association of American Geographers (AAG). The AAG is a nonprofit scientific and educational society focused on the theory, methods, and practice of geography. The Indigenous Peoples Specialty Group (IPSG) of the AAG encourages approaches to research and teaching in geography that empower Indigenous peoples and build relationships of mutual trust between Indigenous peoples and academic geographers. <http://community.aag.org/home>

Native American and Indigenous Studies Association. NAISA began through exploratory meetings hosted by the University of Oklahoma in 2007 and by the University of Georgia in 2008, incorporated in 2009, and has since become the premiere international and interdisciplinary professional organization for scholars, graduate students, independent researchers, and community members interested in all aspects of Indigenous Studies. Our annual meetings have grown exponentially: from 350 people at the first gathering in 2007 to now averaging 800-900 attendees. For more information about NAISA and its past and upcoming annual meetings, please visit the organization website here: <http://www.naisa.org/>.

Native American Art Studies Association (NAASA). The NAASA encourages the ongoing study and exchange of ideas on Native American art north of the Rio Grande and including the First Nations of Canada. The Association hosts biennial conferences, publishes a periodic newsletter, facilitates communication among members through an email list-serve, and serves as a clearinghouse for information relating to Native American art studies. <https://nativearts.org>

American Indian Studies Association Conference. The AISA conference is an annual event hosted by the American Indian Studies department at Arizona State University in Tempe, Arizona since 2000. For more information about upcoming AISA conferences, please visit the organization website here: <https://americanindian.clas.asu.edu/news-and-events/aisa-conference>.

California Indian Conference. The California Indian Conference provides a forum for the sharing of knowledge, scholarship, and issues of importance related to Native California. The conference brings together California Indians, academics, tribal scholars, educators and students, public agencies and institutions, tribal communities and organizations, and the general public. The California Indian Conference (CIC) began in 1985 at UC Berkeley. Ever since, the conference has moved across the state in October, generally alternating between northerly and southerly venues. Each conference chair, coordinator and/or committee brings their own unique perspective and approach to the conference. CIC occurs in October, generally on the second or third Thursday through Sunday in October, although this can vary, depending on the needs and commitments of the local host or hosts and nearby California Indian communities. For more information, visit the CIC website here: <http://www.csuchico.edu/cic/index.shtml>.

Modern Language Association (MLA). The MLA convention is the largest scholarly meeting in the humanities. The convention brings together thousands of members to discuss new research, participate in workshops, and build professional networks.

<https://www.mla.org>

National Women's Studies Association (NWSA). The NWSA promotes and supports the production and dissemination of knowledge about women and gender through teaching, learning, research and service in academic and other settings. NWSA commitments include: illuminating the ways in which women's studies are vital to education; demonstrating the contributions of feminist scholarship that is comparative, global, intersectional and interdisciplinary to understandings of the arts, humanities, social sciences and sciences; and promoting synergistic relationships between scholarship, teaching and civic engagement in understandings of culture and society. The NWSA includes an Indigenous Peoples Caucus. <https://www.nwsa.org>

Western History Association. The Western History Association's annual conference is a four-day event in October, and it features over fifty sessions on all aspects of the North American West, numerous receptions, and tours to nearby historic sites. The location changes yearly, with recent conferences held in St. Paul, Portland, Newport Beach, and Tucson. Some of the highlights of the conference are the Presidential Luncheon and the WHA Awards Banquet, as well as many other sponsored events for a wide range of perspectives on the North American West. For more information, visit the organization website here: <https://www.westernhistory.org/conferences>.

Critical Ethnic Studies Association. The Critical Ethnic Studies Association is a transnational, interdisciplinary, un-disciplinary association of Scholars, Activists, Students, Artists, Media Makers, Educators, and other who are directly concerned with interrogating the limitations of Ethnic Studies in order to better engage the historical stakes of the field. Website: <https://www.criticaletnicstudies.org>.

Latin American Studies Association (LASA). LASA is the largest professional Association in the world for individuals and institutions engaged in the study of Latin America. LASA's mission is to foster intellectual discussion, research, and teaching on Latin America, the Caribbean, and its people throughout the Americas, promote the interests of its diverse membership, and encourage civic engagement through network building and public debate. <https://lasa.international.pitt.edu/eng/>

Journals

Alaska Native Studies Journal (University of Alaska Press). The Alaska Native Studies Council invites submissions on research and activism from all fields related to Alaska Native Studies of the past, present, and future. The Alaska Native Studies Council promotes a deeper and more sustained commitment to integrating Indigenous perspectives into a variety of educational settings. Our mission is to identify, develop, and implement Native-focused curricula, to promote and publish Alaska Native-related research and ped-

agogical strategies, to reshape the University of Alaska into an Alaska Native serving institution, and to develop a strategic plan to attain these goals. <https://scholar-works.alaska.edu/handle/11122/4433>

American Indian and Alaska Native Mental Health Research. *American Indian and Alaska Native Mental Health Research* is a professionally refereed scientific journal. It contains empirical research, program evaluations, case studies, unpublished dissertations, and other articles in the behavioral, social, and health sciences which clearly relate to the mental health status of American Indians and Alaska Natives. <http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/journal/Pages/journal.aspx>.

American Indian Quarterly. *American Indian Quarterly* has earned its reputation as one of the dominant journals in American Indian studies by presenting the best and most thought-provoking scholarship in the field. AIQ is a forum for diverse voices and perspectives spanning a variety of academic disciplines. The common thread is AIQ's commitment to publishing work that contributes to the development of American Indian studies as a field and to the sovereignty and continuance of American Indian nations and cultures. In addition to peer-reviewed articles, AIQ features reviews of books, films, and exhibits. <http://unp-bookworm.unl.edu/product/American-Indian-Quarterly,673174.aspx>.

American Indian Law Review. The *American Indian Law Review* serves as a nationwide scholarly forum for analysis of developments in legal issues pertaining to Native Americans and Indigenous peoples worldwide. Publishing two issues each year, AILR circulates in-depth articles by legal scholars, attorneys and other expert observers. In addition, the Review provides comments and notes written by student members and editors on a variety of Indian law-related topics. <https://digitalcommons.law.ou.edu/ailr/>.

American Indian Culture and Research Journal. The *American Indian Culture and Research Journal*, the premiere journal in Native American studies, publishes book reviews, literature, and original scholarly papers on a wide range of issues in the fields of history, anthropology, geography, sociology, political science, health, literature, law, education, and the arts. <http://uclajournals.org/loi/aicr?code=ucla-site>.

Critical Ethnic Studies Journal (University of Minnesota Press). *Critical Ethnic Studies* provides a space for unique and insurgent critique among academic and activist intellectuals within ethnic studies. It invites interdisciplinary works that reposition the guiding assumptions of other fields, and engage the new methodologies, philosophies, and propositions of this emerging intellectual formation. It recognizes that distinct fields have been collapsed in the institutionalization of Ethnic Studies in universities and presses back against equivocations which domesticate critique and action. The Journal encourages and enacts several related, multilayered lines of inquiry. First, this journal questions the nation state model, paying attention to the present manifestations of colonialism, extra-national effects of globalization and privatization, as well as structural redevelopment programs on Indigenous people and people of color. Second, this journal appraises the productive tensions between fields that have institutionalized together under the umbrella of

Ethnic Studies. Particularly, Indigenous Studies has attended to ongoing settler colonialism and ongoing Indigenous resistance to occupation and erasure, whereas Ethnic Studies has often been vexed by the ways in which discussions of race, civil rights, immigration, labor exploitation, and inclusion may ignore settler colonialism. Third, by explicitly foregrounding white supremacy as a logic and social formation intimately abetted by race and racism, the journal provides trenchant critiques of how and why race, racism, and antiblackness persist and not merely state or describe their persistence. Fourth, the journal reflects intersectional, feminist and queer analyses that treats categories such as race, class, gender, and sexuality not as additive modes of identity, oppression, or discrimination—but rather as constitutive, as robust analytics for critically apprehending and theorizing alternatives. www.criticalethnicstudiesjournal.org.

Wicazo Sa Review. During the past two decades, Native American Studies has emerged as a central arena in which Native American populations in the United States define the cultural, religious, legal, and historical parameters of scholarship and creativity essential for survival in the modern world. Founded in 1985, *Wicazo Sa Review* is a journal in support of this particular type of scholarship, providing inquiries into the Indian past and its relationship to the vital present. It aims to be an interdisciplinary instrument to assist Indigenous peoples of the Americas in taking possession of their own intellectual and creative pursuits. <https://www.upress.umn.edu/journal-division/journals/wicazo-sa-review>.

Native American and Indigenous Studies. As the journal of the Native American and Indigenous Studies Association, *Native American and Indigenous Studies* (NAIS) is based in North America but seeks to bridge the distances across the Indigenous world. The editors of NAIS are committed to creating a dynamic intellectual space for the communication and dissemination of excellent scholarship related to Indigenous Studies. <https://www.upress.umn.edu/journal-division/journals/nais>.

Studies in American Indian Literatures. Studies in American Indian Literatures (SAIL) is the only journal in the United States that focuses exclusively on American Indian literatures. With a wide scope of scholars and creative contributors, this journal is on the cutting edge of activity in the field. SAIL invites the submission of scholarly, critical pedagogical, and theoretical manuscripts focused on any aspect of American Indian literatures as well as the submission of bibliographical essays, review essays, and interviews. SAIL defines “literatures” broadly to include all written, spoken, and visual texts created by Native peoples. <http://unp-bookworm.unl.edu/product/Studies-in-American-Indian-Literatures.673235.aspx>.

UC Davis Institutional Review Board

The Institutional Review Board (IRB) Administration is committed to following the federal regulations to protect the rights and welfare of human subjects involved in research conducted under the auspices of the University of California, Davis. For more information, access the IRB Administration website here: <http://research.ucdavis.edu/policiescompliance/irb-admin/>.

Mission Statement. The Institutional Review Board (IRB) Administration is committed to following the federal regulations to protect the rights and welfare of human subjects involved in research conducted under the auspices of the University of California, Davis.

Responsibility. There are four campus wide committees (IRBs) that safeguard the rights and welfare of all human research subjects and have the authority to approve, require modifications in, or disapprove all research activities that fall within their jurisdiction. These Committees fall under our Federalwide Assurance (FWA) with the Department of Health and Human Services/Office of Human Research Protections (DHHS/OHRP). UC Davis assures the government and the public that it will comply with federal regulations for the protection of human research subjects. The function of the IRBs is to ensure adherence to all federal, state, local, and institutional regulations concerning the protection of human subjects in research. The UC Davis IRB review is required for both funded and non-funded human subjects research.

UC Davis has adopted a Human Research Protection Program Plan that outlines our responsibility to the UC Davis research community.

Ph.D. and M.A. Degree Requirements

2018 Degree Requirements: <https://programs.gs.ucdavis.edu/api/doc/3566>

2015 Degree Requirements: <https://programs.gs.ucdavis.edu/api/doc/3135>

2014 Degree Requirements: <https://programs.gs.ucdavis.edu/api/doc/3136>

1998 Degree Requirements: <https://programs.gs.ucdavis.edu/api/doc/3137>