

Milestone Requirements **Last Updated August 2016**

In addition to courses, doctoral students must complete 5 milestones.

All students are expected to complete the five milestones listed below at a high quality. However, because Education is an interdisciplinary field, milestone specifics will vary by subdiscipline – to appropriately reflect the field or focus pursued.

Research Apprenticeship

One of the most important goals of the program is to prepare students to conduct original research in the field of Education. This training commences with a research apprenticeship upon a student's admission to the program. During the first year, each student is required to participate in a research apprenticeship under the guidance of his or her faculty advisor or another qualified faculty member. The purpose of the apprenticeship is to acquaint students with the hands-on conduct of research by having them participate in research activities. The apprenticeship experience provides students with the opportunity to learn how educational research questions may be formulated and investigated and how the pursuit of research is tied to the needs of the educational community. As part of the apprenticeship experience, students will also learn how faculty researchers evaluate the substance and quality of their research through means such as peer review of research proposals, publications, and other forms of dissemination, and through feedback from educational practitioners and policy makers.

Students are expected to negotiate placement in a research apprenticeship with a faculty member during their first year of enrollment in their Research Focus Area. This requirement can be fulfilled through work as a research assistant, through a joint project with a faculty member, or through a variety of other arrangements. Upon completion of this apprenticeship, students should ensure that the Completion of the Research Apprenticeship form is obtained from the Department of Education Program Office in ED 3102, signed by the supervising faculty member, and filed.

Independent Research Project

The independent research project is sometimes referred to as the second-year paper because that is when it is generally conducted. Although it is carried out under the close supervision of the faculty advisor or another faculty member, it differs from the research apprenticeship typically completed during the first year. The independent research project should involve a topic of interest to the student and she or he should assume major responsibility for all aspects of the project, from research review, through data collection, to analysis. Whenever possible, this project should be related to the area of expertise to be covered in the qualifying examination and/or serve as a pilot study for the dissertation.

Completion of this milestone is accomplished with the following steps:

1. **IRP Prospectus:** A prospectus for the independent research project should be written and approved by the student's advisor before she or he begins. The prospectus should then be used to invite other faculty members to serve on the independent research project committee. Two faculty members must serve on the non-M.A. option for the IRP committee; three faculty, for the M.A. option. Two of these committee members must be from the Education Department. Once students have formed their committee, they should email the staff student advisor with a list of names of the committee members.

2. **IRP Paper:** Completion of the independent research project should result in a paper that is considered of publishable quality in the research focus area. In the writing of the paper, unless otherwise agreed to by the faculty committee, the student should adhere in all matters of style to the *Publication Manual of the American Psychological Association* (latest edition). There are three options for the IRP.
 - a. Non-Master's Plan: Students can complete their independent research project without completing a master's degree.
 - b. Master's Plan: If a student elects to earn a master's, she or he can choose to do a Master's Thesis or Project. This entails different paperwork depending upon whether the student wants to obtain the master's degree through Master's **Plan 1** (thesis option) or Master's **Plan 2** (project option) as described in the Graduate Division's Graduate Handbook. Students should discuss with their advisor and should consult with the Student Affairs Office before deciding which Plan they wish to pursue and to learn the procedures that they will need to follow. Most students who earn a master's within the Gevirtz School choose Master's Plan 2.
 - i. Master's Plan 1: Requires students to prepare a thesis that is signed by the three M.A. committee members and is filed with the Graduate Division. Prior to defending the thesis, the student should notify the Student Affairs Office about the composition of the master's committee for paperwork processing and approval by the Graduate Division's Academic Services.
 - ii. Master's Plan 2: Requires students to complete either an examination or to carry out a research project (as described above). The examination option should be discussed with the advisor. In either case, students must defend their examination or project and obtain signatures from the three members of the M.A. committee on the Completion of the Independent Research Project form obtained from the Department of Education Program Office and filed there.
3. Students must submit their IRP to their committee a minimum of 1 week (7 days) before the defense.
4. There is an oral defense of the Independent Research Project, whether a Master's degree is being obtained or not. Upon completion of the IRP, the student should ensure that the Completion of the Independent Research Project form is obtained from the Department of Education Program Office, signed by the three supervising faculty members, and filed in the Program Office. For a Master's degree, other paperwork is needed as well.

Qualifying Exam

The Qualifying Examination serves to advance a student to doctoral candidacy. Students should demonstrate a number of competencies through their exam: They should be well-versed in relevant knowledge bases, aware of both trends and gaps in the literature, prepared to build the conceptual and methodological bases needed for their dissertation, and use appropriate academic discourse to convey their ideas both orally and in writing. This is an important milestone since, among other things, it signals the completion of coursework, declaration of a field of scholarship, and eligibility for certain fellowships.

A Qualifying Examination can take the form of Plan A or Plan B below. A Master's exam, project, or thesis cannot serve as the qualifying exam.

Completion of this milestone is accomplished with the following steps:

1. In consultation with the student's faculty advisor, the student should write a brief description of the three areas of knowledge that she or he will prepare for the examination. Each description should speak to the following questions: What are the major issues in this area? Why is it important for the field? For each of the three areas, the student will also prepare a categorized reading list of 10 to 30 publications. The exact number of publications required per list will vary depending on the student's research focus, faculty advisor, and committee members.
2. In conjunction with the student's faculty advisor, he or she will form a committee of at least two additional members who are senate faculty (Assistant, Associate, or Professor, or Lecturer PSOE, or SOE), one of whom must be from the Department of Education. The student may have additional members from the Education Department or other campus departments as well. The student should give invited faculty a copy of their descriptions and reading lists. Once faculty have agreed to serve on the student's committee, he or she should inform the Student Affairs Office for the appropriate paperwork to be processed.
3. The other members of the student's committee will review the descriptions and reading lists, suggesting revisions and additions.
4. Students, in consultation with his or her committee, must decide whether to pursue Plan A or Plan B for the written portion of the Candidacy Examination. Whether Plan A or B is selected, all students must adhere to the following: (a) The papers/exams must be of sufficiently high quality. (b) Unless otherwise agreed to by the committee, the papers/exams will adhere in all matters of style to the *Publication Manual of the American Psychological Association* (latest edition). (c) The papers/exams must be written without consultation or feedback from the faculty advisor or other members of the committee. (d) Each paper/exam should range from 10 to 30 pages.

| Plan A | Plan B |
|--|--|
| For each area of knowledge, a paper that critically reviews the literature. The student submits these papers to the committee when he or she believes it is complete. There is no timeline for Plan A. | An examination of three questions formed by the committee. A time limit is determined in advance by the committee for the completion of the exam. Typically, the time limit is 1 to 4 weeks. |

5. Students must submit their papers/exams to their committee a minimum of 10 days before their defense.
6. An oral examination is required across the UC system. Typically, 2 hours are scheduled. For each paper/exam, a student can receive either (a) a pass or (b) a no pass. A student can revise papers/exams that are deemed no pass once, without ongoing feedback from the committee. If a student is unable to pass after a second defense, it constitutes a failure. A student who passes both the written and oral portions for the Qualifying Examination then advances to candidacy. Again, appropriate forms (Doctoral Degree Form I and Doctoral Degree Form II for establishing the Qualifying Examination committee and for registering that the student has passed the examination) are obtained from the Student Affairs Office.

Dissertation Proposal

A doctoral dissertation is a document reporting a piece of original research conducted independently by the student. Students, in consultation with their advisor, should decide to organize their dissertation in one of two formats: traditional dissertation (in social science research) or the three-paper dissertation. This decision should be made prior to the Dissertation Proposal.

Traditional Dissertation in the Social Sciences

A traditional dissertation is a coherent text. The number of chapters varies by field and focus. One possible structure is outlined below.

Chapter 1: Introduction

Chapter 2: Literature Review and Conceptual Framework

Chapter 3: Methods

Chapter 4: Results

Chapter 5: Discussion

Three-Paper Dissertation

The three-paper dissertation consists of three separate, publishable, research papers. The papers should be the length of a normal journal article for the field of study. The papers are free standing: They each have all the elements of a manuscript, including introduction, methods, results, discussion, and references. However, the three papers are interrelated in that they share some common theme. The three papers are the middle chapters of the dissertation and the first and last chapters help to tie the papers together.

Chapter 1: Introduction

Chapter 2: Paper 1

Chapter 3: Paper 2

Chapter 4: Paper 3

Chapter 5: Discussion

During the proposal, the student is responsible for providing a rationale for the topic and the three different areas covered in the three papers. For each paper, the student should provide research questions addressed by the paper, the dataset, and proposed method used to answer the research question. The papers do not need to be published before the thesis is approved and submitted.

Completion of this milestone is accomplished with the following steps:

1. In conjunction with the student's advisor, the student should conceptualize the dissertation study and develop a detailed proposal for the work, including a description of the problem or issue to be addressed, a review of the pertinent literature, and a description of the procedures by which the study will be conducted. The structure of the proposal will vary, depending on the structure of dissertation selected.
2. The committee is normally nominated prior to advancing to candidacy, although changes may be made. Students should submit any committee changes to the Student Affairs Office for paperwork processing.
3. The committee should be given a minimum of 1 week (7 days) to read the proposal.
4. The student meets with the committee to review the proposal. This meeting is typically 2 hours in length. The student may be expected to give an oral presentation, outlining the rationale,

purpose, and method of the project. As a result of this meeting, the committee will decide if the proposal may be approved in its current form or if changes must be made. When the proposal is accepted, the committee must sign the Dissertation Proposal Approval Form that can be obtained in the Department of Education Program Office and filed there.

Dissertation

As stated above, a doctoral dissertation is a document reporting a piece of original research conducted independently by the student. In the writing of the dissertation, unless otherwise agreed to by the faculty committee, the student will adhere in all matters of style to the *Publication Manual of the American Psychological Association* (latest edition). The student should read Filing Your Dissertation Project on the Graduate Division's website at <http://www.graddiv.ucsb.edu/academic/Filing-Your-Thesis-Dissertation-DMA-Document> before beginning work. Completion of the dissertation is accomplished with the following steps.

1. Conduct the work necessary to complete the dissertation in the accepted proposal. Continued interaction with the student's faculty advisor is advisable, both as he or she conducts data collection and analysis and as he or she composes drafts of components of the dissertation. It may also be appropriate to consult with other members of the student's committee on specific areas related to their expertise.
2. As stated above, students have two options for the format of their dissertation: (a) a cohesive text, or (b) three journal articles bounded by an introduction and a conclusion. Although the format of the dissertation, including chapters and/or sections where appropriate, is normally governed by the content and worked out with the advice of the dissertation committee, specific elements as described in the Graduate Division's Dissertation Template Guide must be included. When submitting the dissertation to the committee, all elements of the document should be included (e.g., figures, references, footnotes, appendices, etc.).
3. Committee members must be given 10 days to review a student's dissertation before the defense. A student should check with each faculty if a hard or electronic copy is preferred.
4. Students have the option to hold a public defense of their dissertation. Dissertation defenses that include a public component are typically 2.5 to 3 hours in length; defenses without a public component are typically 2 hours. The dissertation defense typically involves a formal oral presentation of the project by the student and a series of questions by the faculty. However, because defenses vary, a student should talk with her or his committee about their expectations prior to the defense. In particular, a student should discuss with his or her committee whether a formal presentation is needed if there is or is not a public defense component. It is the student's responsibility for coordinating the establishment of the date, time, and location of the oral defense.

A dissertation defense consists of both an oral and written component. At the end of this defense, the committee will determine if the oral and written components of the dissertation are (a) passed or (b) not passed. A student can revise both components of the dissertation until they are passed. If a student does not revise the written and/or oral portions of the dissertation defense to expected and appropriate levels, the student can fail. Adopting an optimistic stance, the student should take to the defense meeting (a) at least three printed copies of the original Signature Page from the dissertation, to be signed by the committee members, and (b) a Doctoral Degree Form III, obtained from the Student Affairs Office, and signed by the committee members signifying passage of the dissertation.

- Students file their dissertation with the appropriate offices on campus, following instructions in Filing Your Dissertation Project from the Graduate Division. Deadlines to submit doctoral dissertations to the Graduate Division for graduation dates are listed in the University's schedule and can also be obtained from the Student Affairs Office. If students are trying to meet specific deadlines, they should plan to conduct their dissertation defense on a date that offers sufficient time before the deadlines occur to allow for revisions that the committee might require.

Additional Information

Degree Check List

A Degree Check List that summarizes all of these requirements is given at the end of this handbook.

Committee Membership

The Ph.D. committee is approved by and responsible to the Graduate Dean under policies established by the Graduate Council. The committee consists of at least three UC Academic Senate members, with a tenure-track faculty member from the student's major (home) department serving as chair or co-chair. At least two members of every doctoral committee must be tenure-track faculty. The majority of the three members shall be from the student's UCSB major (home) department. Recommendation of the appointment of additional members to the doctoral committee is at the discretion of the department.

Ph.D. Time To Degree

Students' life situations make the times necessary to complete their degrees vary greatly. However, the Graduate Division has established guidelines for key milestones in the Ph.D. program. All students are expected to take their Qualifying Examination and Advance to Candidacy by the end of their fourth year in the program. Students who do not make this deadline may be placed on academic probation. In addition, it is expected that most students in the Ph.D. Program in Education will complete their degrees within 6 years. Students should consult with their advisors and the SAO about these deadlines; adjustments may be possible depending upon individual circumstances such as certain leaves of absence.

| Milestone | When Typically Completed | Campus Deadlines |
|---|---------------------------|------------------|
| 1. Research Apprenticeship | 3rd Quarter | |
| 2. Independent Research Project | 6th Quarter-9th Quarter | MA: 12th Quarter |
| 3. Residency | 6th Quarter | |
| 4. Qualifying Examination (Advancement to Candidacy) | 9th Quarter-12th Quarter | 12th Quarter |
| 5. Dissertation Proposal | 10th Quarter-15th Quarter | |
| 6. Dissertation Defense | 15th Quarter-18th Quarter | 18th Quarter |