APPLYING TO GRADUATE SCHOOL:

A GUIDE AND WORKBOOK

JD
MBA
PhD
MA
MS

Pre-Graduate/Professional Advising
Student Academic Success Center
University of California, Davis

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INTRODUCTION

THIS GUIDE

Congrats on your interest in pursuing a graduate school education! Applying to advanced degree and credential programs can be daunting, requiring time, resources, and organization. This guide aims to help demystify the process of exploring, preparing for, and applying to graduate and credential programs through sharing information, highlighting tips and strategies, and providing reflective, investigative, and organizational activities. By the end of this guide, you should be able to:

- Verbalize your professional and academic goals
- Identify graduate/credential programs of interest
- Summarize application materials and requirements
- Define your own personal timeline and deadlines
- Name UC Davis resources and support

WHAT IS AN ADVANCED DEGREE?

A graduate degree is an example of an advanced degree that goes beyond the baccalaureate—a master's or doctorate. Other advanced degrees can include a Juris Doctor (J.D.) for law or an M.D. for medicine. It is a requirement to hold a four-year degree from an accredited program to enter an advanced degree program, including graduate school.

For some professions, an advanced degree is required, such as law, social work, or physical therapy. In other cases, an advanced degree is pursued as a means to develop further expertise in an area, be more competitive on the job market, help advance one's career, or increase earning potential.

What passions drive what you do? What are your strengths? What mission shapes what you pursue? What can you offer society, the world? These are BIG questions, and they can be hard to verbalize initially as we explore a path to graduate school. Let's begin: fill out the following graphic to the best of your ability. Hopefully by the end of this guide you can better define your purpose, connecting it to a degree type and to graduate programs that are a great fit for you.

Key/Example:

▶ **My Purpose**

■ **- PURPOSE**
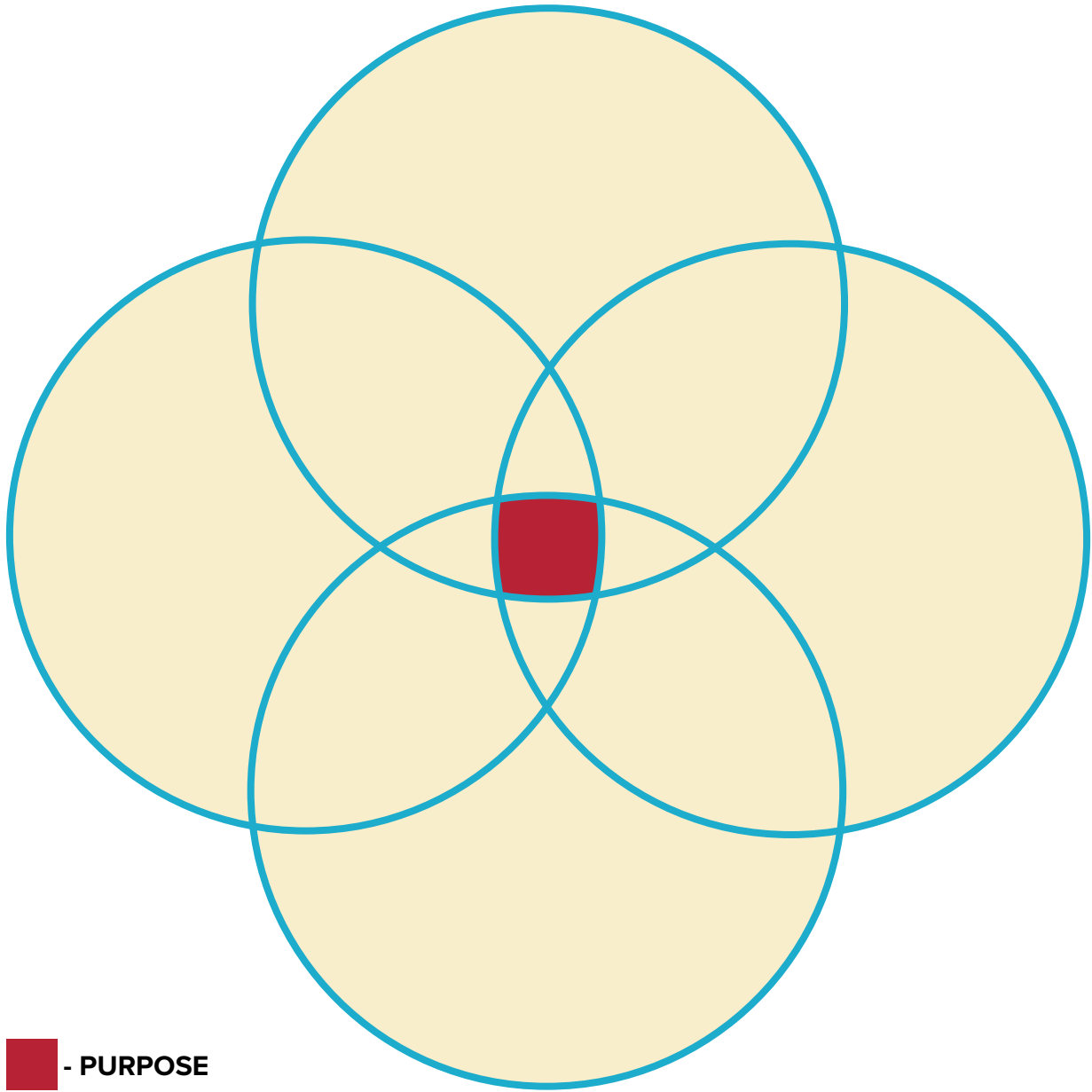
IDENTIFYING ACADEMIC AND PROFESSIONAL GOALS

If you can already verbalize the academic and professional goals that have led you to explore, prepare for, and/or apply to graduate school, great! If you are still trying to identify your goals, here is a list of strategies and campus resources that can help you:

- Meet with a pre-graduate or pre-law advisor at the Student Academic Success Center
- Attend the office hours for a TA or professor and ask about their academic and career paths
- Schedule a career counseling appointment with the Internship and Career Center
- Contact a working professional and set up an informational interview
- Attend a Study Skills appointment or the workshop *Achieving Your Goals*

▶ Identify your goals below, reflecting on how such goals inform your decision to pursue advanced education. Do some investigation into the professional doors that advanced degrees can open by analyzing the job descriptions of three "ideal" positions.

1. Identify. *My current professional interests/goals:*

_____

_____

_____

_____

2. Identify. *My current academic interests/goals:*

_____

_____

_____

_____

3. Reflect. *Can you identify reasons why you might pursue an advanced degree, relating them to your professional/academic goals?*

_____

_____

_____

_____

4. Investigate. *Use a search engine (Aggie Job Link, Indeed, EdJoin, HigherEdJobs, etc.) to find and analyze three different "ideal" job positions. What are the educational requirements? Preferences?*

    My ideal job #1: _____

    Educational requirements: _____

    Preferred educational level: _____

    My ideal job #2: _____

    Educational requirements: _____

    Preferred educational level: _____

    My ideal job #3: _____

    Educational requirements: _____

    Preferred educational level: _____

5. Reflect. *What are some takeaways from your investigation?*

_____

_____

_____
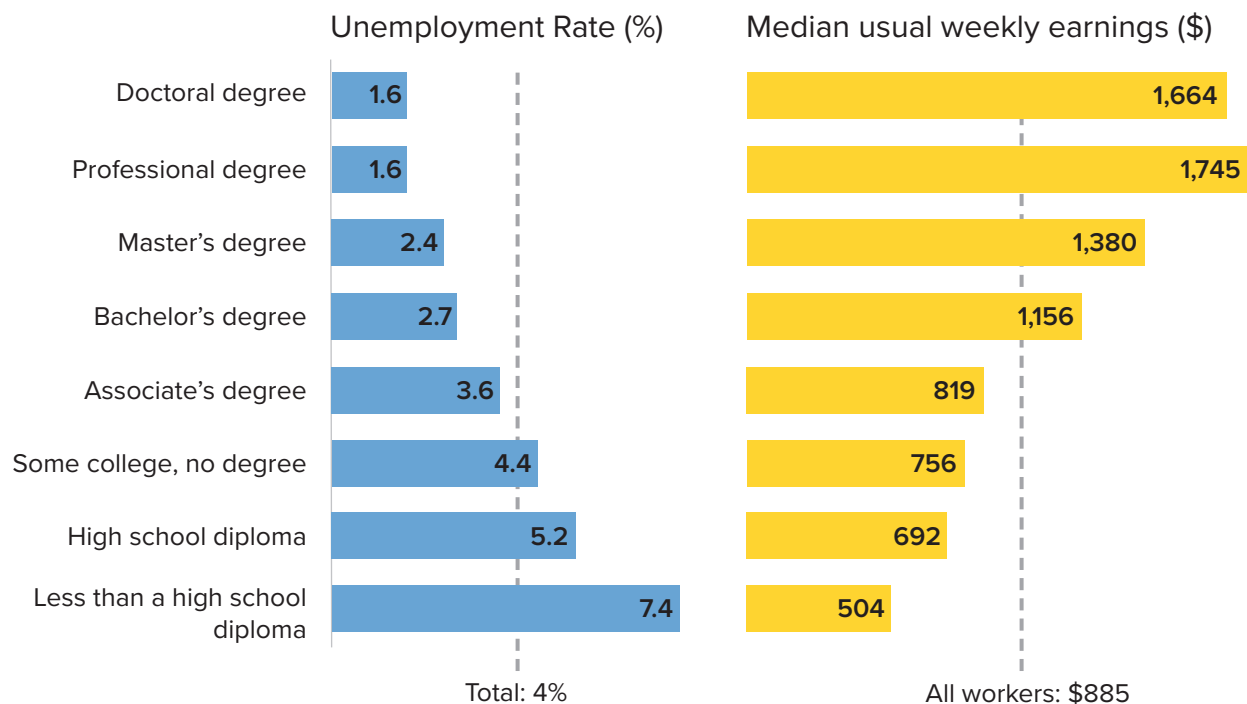
_____

GRADUATE SCHOOL

WHAT IS GRADUATE SCHOOL?

A graduate degree is an advanced degree that typically focuses on mastery-level theoretical knowledge of a certain subject such as mathematics or English, or applied and theoretical mastery-level knowledge of a particular profession. The former is usually referred to as a researched-based master's degree (based on a certain subject; may culminate with an original research project—a master's thesis), while the latter (the professional master's degree) may require a practicum component or clinic hours. Like a baccalaureate degree, there are different types of master's, such as Master's of Art (M.A.) or Master's of Science (M.S.). Professional master's degrees can have the profession in the degree title, such as M.Ed. - Master's of Education or M.Ac. - Master's of Accounting.

Beyond the mastery level is the doctorate degree, which can also have a research or professional focus. A Ph.D. focuses on building expertise-level knowledge of a certain subject and culminates in original research in the form of a dissertation, whereas a professional doctorate (e.g., Doctorate of Psychology, Psy.D.) has a more applied focus within the profession.

Interested in discovery, innovation, and producing new knowledge? Research-based graduate degrees, in particular doctoral programs, offer training in producing original research and open doors to teaching and research in academia or to research and development in industry. As mentioned earlier, a professional master's or doctorate may be requisite to practice a certain profession, or may improve your prospects of career advancement and earning potential.

Unemployment rates and earnings by educational attainment, 2016

	Unemployment Rate (%)	Median usual weekly earnings ($)
Doctoral degree	1.6	1,664
Professional degree	1.6	1,745
Master's degree	2.4	1,380
Bachelor's degree	2.7	1,156
Associate's degree	3.6	819
Some college, no degree	4.4	756
High school diploma	5.2	692
Less than a high school diploma	7.4	504

Total: 4%   All workers: $885

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

Myths of Graduate School

Myth #1: *"I'm a first year or sophomore; I have plenty of time before I need to prepare for graduate school."*

It's never too early to start thinking about graduate school! If you are in your first or second year, you can begin exploring by attending a pre-graduate advising appointment, or by asking a TA or professor more about what graduate school looks like in your field. Start identifying opportunities.

Myth #2: *"I can't do graduate-level work until I start graduate school."*

You can pursue graduate-level experiences through auditing or taking graduate seminars (with the permission of the professor… it's a no if you don't ask!) and through engaging in undergraduate research. Research experience leads to conference presentations and possible publishing, which sets you apart.

Myth #3: *"I have to stay in the same discipline for graduate school."*

It is very possible to change fields, studying something different at the graduate level than you did in undergrad. In fact, it could be a strength, as you would bring a interdisciplinary perspective to your work, which helps spur innovation. The challenge is in communicating your move as intentional and highlighting your transferable strengths and knowledge. It is recommended to take some upper division courses in the new field, if possible, to show your academic aptitude.

Myth #4: *"I have to have research experience in order to get into graduate school."*

It isn't a requirement, but it certainly makes you more competitive. Better yet, it helps you to be certain about your needs—Do you like research? Do you find it fulfilling? You want to "try before you buy" if you're considering entering a research-based graduate program, especially a Ph.D.

Myth #5: *"If I have a low GPA I won't get into graduate programs."*

Graduate programs should consider the whole student when reviewing applications. Try your best to meet GPA minimums, and round out your background to include research and internships. Having a perfect GPA wouldn't help you stand out anyway; focus on being a well-rounded student. You can address inconsistencies in your record in your essays, and a strong GRE score can sometimes help balance a lower GPA.

Making Yourself Competitive

To be a competitive applicant you must go beyond your grades. Many applicants will have strong GPAs, but what have they accomplished outside of the classroom? There are many ways to help yourself stand out as an applicant:

- Participate in undergraduate research—Undergraduate Research Center, urc.ucdavis.edu
- Join a undergraduate research cohort program—urc.ucdavis.edu/programs
- Apply for competitive fellowships and grants:
  - ► urc.ucdavis.edu/awards
  - ► financialaid.ucdavis.edu/scholarships/prestigious
- Participate in a summer research institute
- Secure an internship that gets you hands-on knowledge about your future profession—Internship and Career Center (icc.ucdavis.edu), Aggie Job Link
- Engage in leadership development at the Center for Leadership Learning (cll.ucdavis.edu)
- Support a cause you believe in as an advocate, volunteer, or activist—UCD Center for Regional Change

Identify. What are some experiences you have already gained that will help set you apart?

_____
_____
_____
_____

Identify and Investigate. What are some experiences you want to pursue in the future? Visit the provided links above to explore.

_____
_____
_____
_____

Reflect. What actions will you need to take to make it happen?

_____
_____
_____
_____
_____

Myths of Graduate School

Myth #6: "*I need to have a master's degree in order to apply to a Ph.D. program.*"

This depends on the structure of the department. Departments at research-level institutions may not offer a terminal master's degree, meaning the only option is to apply as a doctoral student. This is even more true for STEM fields. Master's programs are typically found at state universities, although they are becoming more and more common at UC-level universities. Your timeline to Ph.D. will be shorter if you go straight into a doctoral program, as few units from a master's program will carry over to a Ph.D. program. However, you might pursue a master's in order to make improvements on your GPA, grow your network, and gain access to competitive doctoral programs.

Myth #7: "I will have to pay for graduate school by myself or through loans.**"**

This is most often true for professional graduate degrees and master's degrees, but future graduate students can apply to fellowships (i.e. scholarships) to help finance the degree. Loans available to graduate students are not subsidized, and you will file your taxes as an independent. However, most Ph.D. programs and some research-based master's programs offer substantial funding packages that provide you with a tuition remission and living stipend, meaning you're getting paid to go to school! Learn more in Financing Your Degree and Navigating Offers, page 27.

Myth #8: "Taking a gap year or break before graduate school will set me back.**"**

Taking a gap year can be an advantageous decision, depending on your personal, financial, or professional development needs. The only way it could set you back is if you don't pursue constructive experiences relevant to your future degree program. In your gap year you can learn more about yourself and grow your professional skills, which might make a graduate program more meaningful for you. However, those looking to go into professional degree and teaching credential programs are advised to not take a gap year, since an entry level position in your field may not be available without the proper credentials. For these programs it's important that you pursue internships and classroom hours to "try before you buy."

CHOOSING A DEGREE

Before we start considering institutions, programs, or departments, it's important to first identify the degree you want to pursue. In this section we will compare and contrast the master's and doctorate degree for those exploring both.

For research-based programs, the master's may be an intermediate step toward the Ph.D., but in many cases, particularly in STEM, students enter the Ph.D. program directly after completing a bachelor's degree. It is possible to earn the master's at one institution and the Ph.D. at another, although completing both degrees at the same program means less time to degree. In California, CSUs offer terminal master's programs, but you will find Ph.D.s at research institutions like UCD.

For many professions requiring a graduate degree, a professional master's may be sufficient: Master's of Engineering, Master's in Social Work, etc. However, for other professions the terminal (or highest degree) may be a doctorate for other professions, e.g., Doctorate of Psychology, Psy.D. Other fields where the master's degree is the highest professional degree awarded can include the Master's of Fine Arts, Master's of Business Administration, and Master's of Architecture.

Consider pursuing a **master's degree** if...
- You want advanced coursework that deepens your knowledge of a certain subject
- You want specialized training for a certain profession
- Promotion and upward mobility in your profession/career require it
- You want to teach at the community college level (although a Ph.D. might be preferred)

Consider pursuing a **doctorate degree** if...
- You want to reach an expert level of knowledge for a certain subject
- You want a career in research (industry, government, non-profit, academia)
- You want to teach at the college or university level as a professor

Master's versus Ph.D.

Degree	Professional Master's	Research Master's	Professional Doctorate	Research Doctorate
Time to Degree	1-2 years	2 years	4-10 years	4-7+ years
Content	Provides a specific set of skills and theory (usually through advanced coursework) to practice certain professions. This is typically a final or "terminal" degree and often involves an internship, practicum or fieldwork.	Provides experience in research and scholarship, with a degree of specialization. This may be a terminal degree, or an option for those with limited research experience who want to be competitive for a Ph.D. program.	Practitioner-based program involving advanced coursework for a profession that requires a doctorate (common in the health professions). Will require practicum or fieldwork, including clinical hours.	The Ph.D. (Doctor of Philosophy) is a research-based model of education, with the intention of training students to engage in original research in their field that adds to the discipline's body of knowledge.
Assessment	Comprehensive exam or thesis or capstone project; may require additional licensing	Comprehensive exam or thesis project	Dissertation; may involve 1-2 year internship to earn a license	Qualifying exams, Dissertation
Funding	Typically funded by the individual	Typically funded by the individual; may be funded	Typically funded by the individual	Typically funded
Examples	Master's of Accounting; Master's in Counseling	Master's of Molecular and Cellular Biology, Master's in Hispanic Literature	Doctorate of Education, Ed.D.; Doctorate of Psychology, Psy.D.	Ph.D. in Engineering, Ph.D. in Immunology

Assessment projects differ in terms of scope and length. A capstone project is common for M.B.A. programs and is a final group project submitted at the end of the program. A master's thesis may or may not be original research (i.e. it could synthesize existing research in a novel way), but a dissertation must represent original, unique research. The depth of the project will differ as well, as the average master's thesis is 30-40 pages, whereas a dissertation could be 100-300 pages long (differing according to discipline). For this reason, determining your interest in research is an important first step in choosing a degree type that is a good fit for you. As seen in the table above, funding differs by degree. More information on funding can be found on page 27.

Lastly, one professional graduate program that offers a credential rather than a degree is a teaching credential program, either for a multi-subject (elementary/middle school) or single-subject (high school) credential. It is still considered a graduate program because a four-year degree is a requirement for enrollment. Some programs are dual in nature and offer a Master's in Education (M.Ed.) alongside the credential. Credential programs typically last 1-2 years and include a combination of coursework and student/classroom teaching (practicum). A credential is a requirement to teach in K-12 public schools, although a master's degree in a content area would qualify someone to teach at a private high school or charter school.

▶ **Compare and Contrast.** *What do you like and dislike about the different degree types for your field?*

	Master's	Doctorate
✓		
X		

RESEARCHING SCHOOLS/PROGRAMS

Once you identify academic and professional goals and determine the field and degree that interests you, it is time to begin investigating what programs are out there. To have the best experience in graduate school, you will need to do your homework and identify programs that best match your goals and interests. You want to make sure you're a great fit for the program, but also that the program is a good fit for you.

Careful research of programs is essential, because even though two programs may have the same name or offer the same degree, programs can be quite different. Web research is the best place to start, but can be more time consuming than you think. For this reason it is never too early to begin identifying programs. Another way of identifying programs is looking at research coming out of your field. What articles inspire you? What researchers are publishing in your area(s) of interest? Find out at which institution they are based.

Web Research

Google is a great place to start, but also consider these search engines:

- Petersons.com
- Phds.org

Start with a search engine to quickly get the names of programs, but then go directly to program websites. You will find more extensive, up-to-date, and accurate information on the institution's page.

Also, harness your network. Ask professors and graduate students in your major department what they know about certain programs, and ask them for recommendations based on your goals and interests. This is also a great conversation starter that allows you to share your goals and interests surrounding graduate school, if you feel intimidated to approach potential letter writers. Ask them to share their paths to their degrees. Where did your professor complete their master's and doctorate? You may find out TAs you have at UC Davis did their master's elsewhere, and may have information about another possible institution.

In your research, consider the following broad questions:

What is the culture of the program? What do they value?

What makes them unique among similar programs?

What reputation does the program have among academics?

How does this program fit or not fit my goals and interests?

To answer these broad questions, consider the following facets of the program:

- Program accreditation; state, private, or for-profit
- Degree(s) or specialization(s) offered
- Competitiveness of program
- Average time to degree/graduation rates
- Job placement of graduates
- Location, climate, and size of program
- Research facilities, labs
- Demographic makeup of campus population
- Costs: tuition, materials, relocation, housing
- Availability of financial aid and fellowships
- Funding, and what type (teaching assistant/student researcher)
- Faculty to student ratio
- Curriculum and courses
- Interdisciplinary freedom
- Faculty research interests and research activity level
- Sub-disciplines covered, theoretical or applied
- Available student services, graduate student union

If you are considering a research-based program, sharing research interests with the faculty is essential, especially for Ph.D. programs. There need to be multiple people who can mentor you in a thesis or dissertation project—multiple, because professors can go on sabbatical, retire, or leave the institution; you want options. Particularly for Ph.D. programs, in which the timeline to the degree largely rests on one's individual progress, a shorter time to degree is also a good sign. You could read into this statistic and assume students are well supported and mentored, and competitive for funding and fellowships. A longer time to degree could perhaps mean the opposite (and would mean more of a time and financial commitment on your part). However, time to degree will naturally differ for STEM versus non-STEM, with STEM degrees (and sometimes experimental social sciences) skewing shorter.

For professional degrees, look at the credentials of the faculty. Are they experienced and/or practicing professionals? Are they full time, tenured faculty, or are they part-time adjuncts or lecturers? Pay special attention to statistics regarding job placement, since your degree may map very directly to a profession and may not offer the same flexibility as a more general degree once you are on the job market. Also read very closely about opportunities for internships and the nature of required practicums. Where will you be applying your skills, and what partnerships does the program have with other organizations, industries, the government, etc.? How will you be supported in your practicums? This is also relevant as you consider credential programs and student teaching requirements. Do they integrate theoretical courses and applied student teaching side by side (preferred), or do you enter the classroom after the first year? Who will supervise you and provide you with feedback? Can they guarantee that your supervisor will hold a credential in your area (preferred)?

Once you have determined that a program is a good fit for your goals and interests, you can begin researching and collecting information on application deadlines and required materials, covered in the next section. How many programs you choose to apply to is a personal choice, but 6-8 may be recommended so that you have options. Make sure to also identify programs with differing acceptance rates, i.e. reach schools and safety schools to keep options open.

▶ **Investigate.** *Begin identifying programs with the following form (one form per program). You can download additional copies on our website,* http://success.ucdavis.edu/services/pre-grad-prof/resources.html. *You will learn more about application requirements and materials in the next section.*

Download additional copies of this planning form at pregradprof.ucdavis.edu > Resources

Rank: #_____

Graduate Program Ph.D. Master's Cred Deadline: _____ Application fee: $ _____

School: _____

Program: _____

Specialization: _____

Location: _____ rural   urban   suburban

Size: _____ Costs: _____

Minimum GPA: _____ Acceptance rate: _____

▶ **What about this program interests you?**

▶ **Faculty with whom you would like to work:**

1. _____

Research interests/background: _____

_____

2. _____

Research interests/background: _____
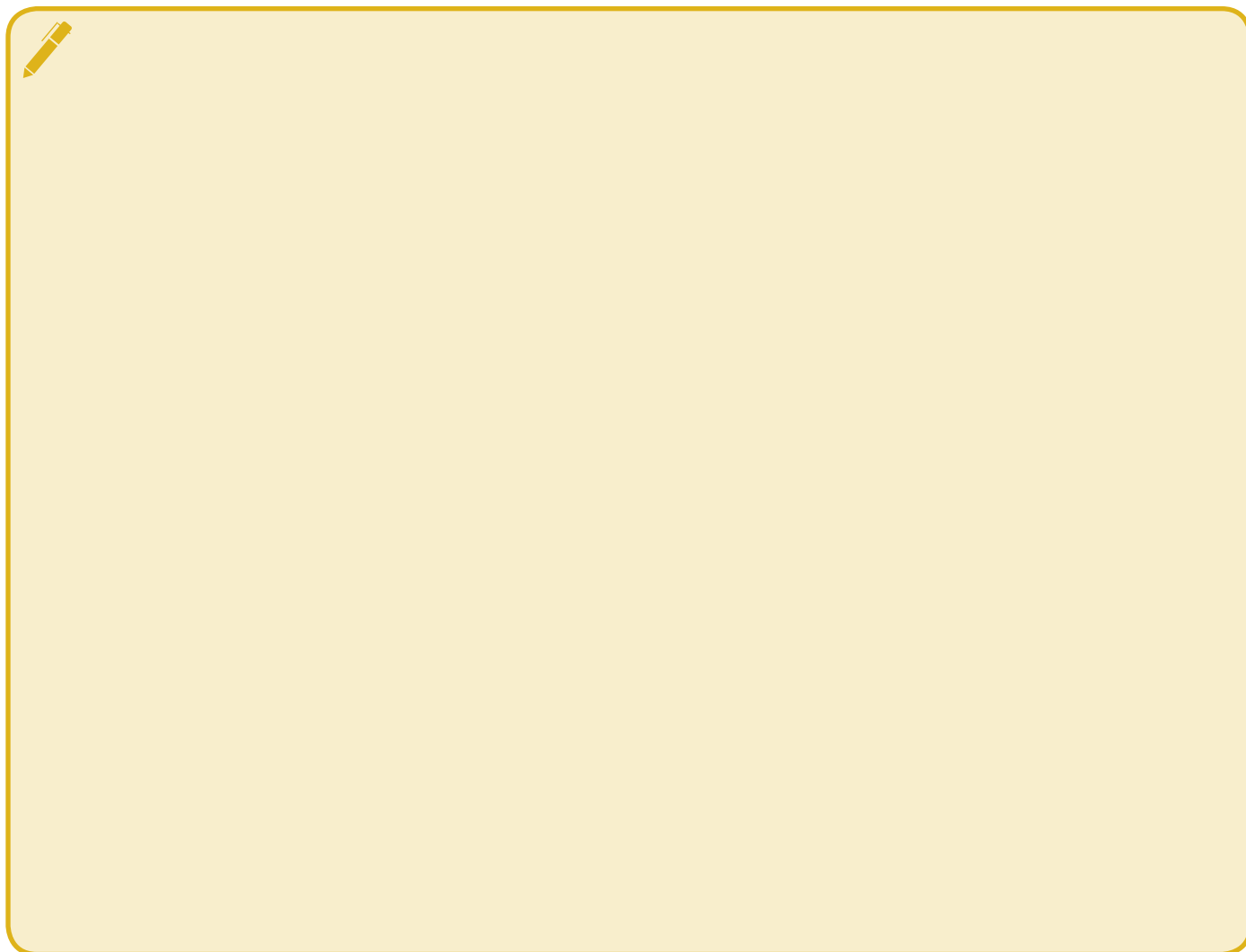
_____

3. _____

Research interests/background: _____

_____

▶ **Financial aid/Funding?**

Required?	Description (word count, #, etc.)	Submitted?
❏ Statement of purpose	_____	_____
❏ Personal history statement	_____	_____
❏ Diversity statement	_____	_____
❏ Writing sample	_____	_____
❏ Letters of recommendation	_____	_____
❏ Transcripts	_____	_____
❏ GRE	_____	_____
❏ TOEFL	_____	_____
❏ _____	_____	_____
❏ _____	_____	_____
❏ _____	_____	_____
❏ _____	_____	_____
❏ _____	_____	_____
❏ _____	_____	_____

Other notes:

After you have finished researching programs, you should challenge yourself to rank them according to fit. You will want to first tackle the application materials for programs that interest you the most, as you will have the greatest stamina for those first applications (especially the statement of purpose, which you will be customizing for each program). You want to give that energy to materials for programs that excite you the most.

Use the matrix below to prioritize your programs, building a ranking. You can also download this form from http://success.ucdavis.edu/services/pre-grad-prof/resources.html. You might consider filling this out a few times, once with reach schools, once with safety schools, and once with programs in the middle, so you can identify programs with the best fit from each category. This will ensure you are prioritizing programs that would serve you across a spectrum of competitiveness, maximizing your options while still considering fit.

For now, choose three programs that you are having a hard time comparing to one another.

▶ **Reflect.** *Compare and contrast 3 graduate programs below. If you return to the prior form on page 11, notice there is a place to capture ranking in the upper righthand corner.*

Program			
+			
−			
$			

GRADUATE ADMISSIONS REQUIREMENTS

The specific requirements for applying to graduate school differ from field to field and often even from program to program within a particular field. Furthermore, even when applications have similar requirements, programs may weigh them differently. For these reasons it is always important to spend time reading the program's application website and researching the practices of the field in which you are interested. Make sure to talk to graduate students in similar programs here at UC Davis. These students not only recently went through the same process you are going through now, but did it in the same area in which you are hoping to study.

Now that you have researched programs and identified ones that meet your needs, you will have to methodically gather information on their application requirements and materials. As a starting point, most programs do require the same core components:

- Online application
- Transcripts
- GRE
- Letters of recommendation
- Essays
- CV or resume
- Other materials

Online Application

Applications are submitted online, and there is a fee associated with each application. Within each application you will upload documents, submit short essays, and request letters of recommendation. Many programs have their own application site, but sometimes a system, such as CSU, will have one portal for all applications (although separate fees are still required). If application fees pose a financial challenge, consider reaching out to Financial Aid and Scholarships to request a "Graduate School Application Fee Waiver Support Letter." You can submit such a support letter to the institutions to which you applying, who may then be able to waive your application fee: http://financialaid.ucdavis.edu/undergraduate/forms/gre.html.

Transcripts

One of the documents you will upload in your online application is your transcript. You may self-report your GPA, in a field in the application, sometimes distinguishing between overall GPA and major GPA, but a transcript is needed to verify GPA, units, and courses taken. No matter what, you will be required to send a transcript.

During the submission process, you will probably be asked for an "unofficial" transcript. This simply means a copy of the transcript that you can see on SISWEB. Since you will most likely be working on these applications during the fall, this will not include the grades from the classes you are currently taking at that time, nor the ones that you will take in the following winter or spring quarters. Once you are accepted into a program, you are then commonly asked to send an "official" transcript. This means you must request a transcript from the registrar (registrar.ucdavis.edu/records/transcripts/order.cfm) and have it delivered to your graduate institution. This transcript will include your fall grades.

Regarding your GPA, most programs have a minimum, typically 2.5 for CSUs and 3.0 for UCs. If you don't meet the minimum, contact the program to inquire about next steps. You shouldn't let a lower GPA stop you from applying, but you want to ensure that the time and resources you invest in applying will result in your application being considered. Programs understand that there are other parts of a person's application that balance or explain lower GPA—higher GRE scores, or an explanation provided in an essay about extenuating circumstances. Consider emphasizing important distinctions in your transcript—for example, if your overall GPA is low, but the GPA of all your upper-division courses is very high, note this in your application or resume.

> **Identify.** *What resources on campus can you utilize to help boost your GPA? For instance, the Student Academic Success Center offers Study Skills and Writing Assistance.*
>
> _____
>
> _____
>
> _____

Test Scores

The most common standardized test necessary for admission to graduate school is the GRE (from the company ETS, ets.org/gre). This is much like the SAT or ACT you may have taken to get into college. There are three parts to the GRE: a quantitative section (math), a verbal section (language), and a writing section (two essays). Many people are nervous about the math section, but the material is at the level of what you potentially saw in high school—trigonometry, geometry, fractions, etc. It is important to prepare yourself on two fronts: 1) your test wisdom, or familiarity with the test format, its question types, and its traps, and 2) your understanding of the content, e.g., academic vocabulary, writing conventions, and mathematical concepts. You will also need to build up your stamina and time management, as the exam lasts about four hours. You should plan on doing multiple full length exams on a computer, as the exam is computer-based.

The GRE is administered year-round at testing centers, and you must register ahead of time. Fall is the busy season for the GRE and it is possible for testing centers to fill up, so register early. It is advised to study well and test once, as the test is expensive ($205 as of July 1, 2017).

Did you know?

Did you know that the Financial Aid and Scholarships Office offers GRE fee reductions for qualifying students, covering half the cost? Participation is limited to one time only, and these funds are first come, first served: "A limited number of Fee Reduction Certificates will be issued per testing year. Once the annual limit has been reached, all registrants will be required to pay the total fee test."
Visit their site for more info [financialaid.ucdavis.edu/undergraduate/forms/gre.html]

On exam day, you may ask that the scores from that exam be sent to a set of four schools of your choosing for no additional charge. After that there is a small fee to have your scores sent to each school. Make sure to register for the exam ahead of your deadlines, as it could take up to 15 days for the scores to be reported. Scores are valid for five years.

When should you start studying for the GRE? Many people begin preparing during the summer before they apply. Study books and courses usually advocate for doing as many practice problems and tests as possible. There are lots of resources available for studying, as well as preparation courses that can be taken, ranging from free to very expensive. Pre-Graduate/Professional Advising offers a no-cost GRE Bootcamp each year in September, although spots fill quite quickly. Visit our site, pregradprof.ucdavis.edu, to sign up or add your contact info to our interest form.

Study Tips

- Register for the exam, to give urgency and accountability to your timeline
- Review the basic structure of the exam and the question types that are included
- Take a timed, full length practice exam to determine where to prioritize your study time for the different sections
- Study vocabulary using Quizlet (stacks for GRE vocabulary are already available through the user-created library); start this early and don't plan to cram
- Watch Khan Academy videos as a resource for the quantitative reasoning section
- Study with a partner so you can exchange essays and give each other feedback according to the essay rubrics; you can also submit practice essays to ETS and prep companies to get feedback, but for a fee
- Review banks of essay prompts on the ETS website; compare and contrast the two essay types and practice taking apart the prompts and organizing outlines
- Remember to time yourself when doing practice problems and writing essays, so as to match the pace of the actual exam

Test-Taking Tips

- Get a good night's sleep and no caffeine and limited sugar the morning-of
- Arrive early to the testing center to help yourself stay calm
- Answer items you know first to build confidence, mark ones that stump you for review
- When marking for review, make an educated guess at the answer (do not leave blank; this would result in an automatic zero if you run out of time to return to the item)
- There is no penalty for wrong answers, so leave nothing blank
- Manage your time and set yourself goals, i.e. at 8 minutes I will have finished my prewrite, or by 15 minutes I will have done a full pass of the all items in the section
- Don't second guess answers you mark with confidence; do not mark these items for review, as you are more likely to change a correct answer to an incorrect one

▶ *When will I register?* _____ *When will I study?* _____

How will I study?

❏ *Prep course, online*
❏ *Prep course, in person*
❏ *Print materials, prep book*

❏ *Online study materials*
❏ *ETS materials/PowerPrep II*
❏ *Private tutoring*

▶ *My GRE test date:* _____ *Time:* _____ *Location:* _____

Day-of check list (set these aside the day before!):

❏ *Identification - at least two forms of acceptable ID*
❏ *Authorization voucher (if applicable)*
❏ *Confirmation e-mail*
❏ *Water and healthy snack for 10 minute break*
❏ *Comfortable clothes with layers*

Letters of Recommendation

Letters of recommendation offer an important evaluation of your experiences and qualifications. The purpose of these letters is to give graduate programs a fuller picture of who you are and what you've done, from the perspective of those who have a personal and professional relationship with you.

Who Should I Ask? Someone Who...

- Knows you well
- Can write you a **strong** letter
- Has the title of professor (or supervisor)
- Knows your work and can describe it positively
- Has evaluated you in upper-division courses
- Can favorably compare you to your peers
- Can comment on your research or professional potential
- Is familiar with your academic and career goals

How should I ask for a letter? Write an e-mail asking the professor if you can come by with questions about graduate school. Ask them in person about the letter, making sure to phrase your question in the following way: *Would you feel comfortable writing me a **strong** letter of recommendation for graduate school?* Gauge their reaction. Did they seem hesitant? Phrasing it this way gives them an out: *Well, I could write you a letter, but I have only known you for a quarter so I'm not sure how strong it would be.* Consider asking another person depending on their answer—you don't want luke-warm or impersonal letters, as they can be damaging.

Other tips:
- Open up the topic early rather than later. Even if it's far away, you can plant the seed. Try and give at least 4 weeks in advance of deadlines.
- Provide letter writers with a packet of supporting documents: your resume/CV, term paper, transcripts with courses you took with them highlighted, a draft of your statement, etc.
- Communicate your timeline. Present them with a table outlining the schools to which you're applying, and when their deadlines fall.
- Check in with them and give them friendly reminders as deadlines approach.
- Thank them for their support with a handwritten card, and keep them updated.

In general, the strongest letter for a research-based graduate program will be from a full professor who has taught you and supervised your research, whereas for a professional degree, your ideal writer would be from a supervisor from an internship that is as relevant as possible to your future profession. Are you having trouble identifying letter writers? As a rule of thumb, go for letter writers who can write you a personal and positive recommendation, rather than someone you don't know well. This means asking a professor from your community college, or a mentor from your community, might ultimately be more strategic than asking a UC Davis professor.

Get to Know Your Professors

Just knowing you will eventually need to get letters of recommendation can help guide the way you build relationships and seize opportunities. Try the following to build relationships with your professors:

- Go to office hours
- Take multiple courses with the same professor
- Take smaller classes or seminars, or request to join a grad seminar
- Come to class prepared and ready to participate; make insightful contributions to discussions
- Join a club with faculty mentors
- Join a professor's research project, or request to do independent research with them as your mentor
- Attend department events and colloquia
- Volunteer for opportunities in your department

It is typical for programs to require three letters of recommendation. In your online application you will provide the contact info for your letter writers, including their e-mails. You will request letters from them in the app itself, which will send automated messages to them asking them to upload their letters. This ensures that the letters are confidential. If you are applying for numerous programs, this could mean that they receive a high number of these types of e-mails. One way to mitigate this and have more control over your letters is to use a dossier service like Interfolio, where letter writers will upload one generic letter, which you then can have forwarded to programs yourself (for a fee). The dossier service acts as a middleperson so you don't ever handle the letters, for confidentiality purposes. A dossier service is also very beneficial for anyone considering taking a gap year so that you can collect your letters before you leave campus.

Lastly, although it can be daunting to ask for these letters, remember that professors are only where they are because others wrote them letters of recommendation. They were once in the very same spot as you! Furthermore, it is an expected demand of their vocation that they mentor and provide letters of recommendation for the students they teach.

Identify. Who are three individuals who you might approach for a letter of recommendation?
Reflect. For what reasons might they be an advantageous person to ask? What can they share about you?

Letter writer #1: _____

Relationship: _____ *Years known:* _____

Reason: _____

_____

Letter writer #2: _____

Relationship: _____ *Years known:* _____

Reason: _____

_____

Letter writer #3: _____

Relationship: _____ *Years known:* _____

Reason: _____

_____

Just in case!

Letter writer #4: _____

Relationship: _____ *Years known:* _____

Reason: _____

_____

Letter writer #5: _____

Relationship: _____ *Years known:* _____

Reason: _____

_____

Resume or CV

You may be required to submit some form of a CV or resume, or this document may be optional (submit anyway—it's another opportunity to share more about yourself). A resume and CV, although sharing some features, are not the same document.

Resume	CV
• An abbreviated list of experiences and skills (1 page) • Usually only relevant to the position to which you are applying • May include information that is not relevant to graduate school	• A comprehensive list of all your experiences and skills (2-3 pages) • Include categories not included on a resume, like campus/department service, research experience/interests, publications, and conference presentations • Only includes experiences relevant to academia

The Internship and Career Center (ICC) offers examples of resumes and can help with writing and editing your own: https://icc.ucdavis.edu/materials/resume/resumecv.htm. Also reach out to professors in your discipline and ask if they might share theirs with you. CVs can differ discipline to discipline, so seeing your professor's can give you an idea about the conventions for your field.

One of the best ways to gain relevant experience that will allow you to transition your resume to a CV is to engage in undergraduate research with a professor. Reach out to professors and ask who may be looking for a research assistant, and visit the Undergraduate Research Center for an advising appointment and workshop schedule. Do not write off a possible research opportunity if it does not align with your major or current interests. There are many transferable skills and methods used in related fields, and it's better to have some research experience than none at all. In fact, the majority of the categories unique to the CV will stem from this experience.
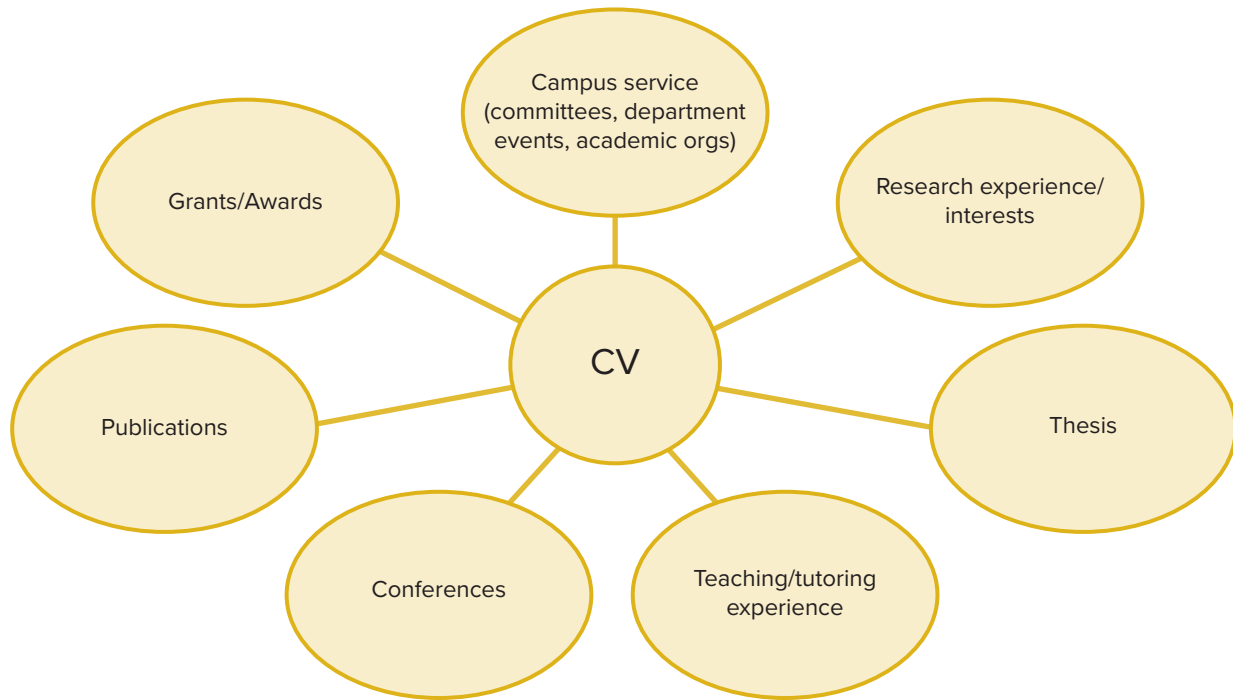
Through engaging in research you will be able to add a section titled *Research Experience*, and if you present at the Undergraduate Research Conference or with your professor at a national or international conference, you can add a section for these as well, titled *Conference Presentations*. Should you be added to publications coming out of the research experience, you will then include a *Publications* section. If you are doing independent research with a professor, perhaps for an honor's or senior thesis, you will add a section on *Research Interests*, or *Honors/Senior Thesis* that gives a brief summary of your project and your faculty mentor. Lastly, if you apply for and are awarded grants for travel or research, you will want to highlight those under *Awards and Distinctions*.

Adding the aforementioned sections to your resume and removing experiences that aren't relevant to academia and your field will transition you to a CV. However, make sure you do not leave out relevant professional experience and volunteer work, and continue to highlight leadership activities on a CV as you would on a resume. All in all, you want to strive for a CV rather than a resume because it demonstrates maturity and showcases graduate-level accomplishments. If you position yourself as a graduate student in this document, you are communicating a more defined trajectory to your future department, strengthening the competitiveness of your application.

Transition Your Resume to a CV

1. Don't have a resume, or have a very outdated one? Attend a workshop at the ICC to craft or strengthen this document so you have a good starting point.
2. Analyze what you have included in your current resume. Take out what would not be relevant to graduate school, or experiences prior to college. If this is difficult, consider making a pre-graduate appointment with us at the SASC.
3. Identify college experiences and accomplishments that would apply to any of the "CV categories" discussed above. Use the space below to brainstorm.
4. Add your graduate-level experiences/accomplishments across these new categories to the document.
5. Recorder categories so *Education* is at the start, as you can see in the ICC's materials (https://icc.ucdavis.edu/materials/resume/resumecv.htm) or perhaps in the CV of a professor.
6. Reach out to the ICC for an appointment for CV review. Since you are an undergraduate, they may sign you up with someone only familiar with resumes, so be specific that you have a CV you are preparing for grad school apps.

Identify. *Draw lines off of the different notes to capture what you have done in these areas. Still trying to identify graduate-level experiences/accomplishments? Consider drawing what you have already accomplished in black, and what you intend to pursue in another color. Post this somewhere in your space as a motivator to reach these goals.*

```
                    ┌──────────────────┐
                    │  Campus service  │
                    │(committees,      │
                    │ department       │
                    │ events,          │
                    │ academic orgs)   │
  ┌─────────────┐   └──────────────────┘   ┌──────────────────┐
  │Grants/Awards│                          │Research experience/│
  └─────────────┘                          │    interests       │
                         ┌──────┐          └──────────────────┘
  ┌─────────────┐        │  CV  │                ┌────────┐
  │ Publications│        └──────┘                │ Thesis │
  └─────────────┘                                └────────┘
         ┌─────────────┐      ┌──────────────────┐
         │ Conferences │      │ Teaching/tutoring │
         └─────────────┘      │   experience      │
                              └──────────────────┘
```

Essays

Every application will include some sort of essay, or even multiple essays. Usually referred to as the "statement of purpose" (or sometimes "personal statement"), this core essay is typically 2 pages double-spaced and is often considered the most important part of the application. Consult program requirements to determine appropriate length, however, as this can vary widely, ranging from a series of short essays for a Master's in Business Administration program (M.B.A.) to three or more pages for a teaching credential program.

Your essay can explain circumstances that are unclear or confusing in other parts of the application; it can describe experiences or skills that are not demonstrated elsewhere in your materials; it can address inconsistencies in your record; and it can illustrate your personal voice, philosophy, or outlook. Because the statement does so much, and is fully crafted by you, students often find it overwhelming. That is why it's important to focus on the ultimate function of the essay. It is further evidence of your ability to succeed in the graduate program to which you are applying. You want to show them that you have the maturity, experiences, skills, outlook, and passion to finish the program.

Your statement will typically include the following:

- Why you chose your field of interest
- Why you are prepared for graduate school
- Why you feel graduate school is necessary for you
- Why you chose this graduate school in particular
- What you hope to achieve in your program and with your degree

The structure of how you answer such questions is up to you, but most people organize it in a chronological sequence rather than a topical one; your reader should be able to chart your growth over time. Think of your essay as an argument piece: you are a great fit for the program, and the program is a good fit for you.

You cannot simply tell why you're interested and what you've done and will do; you must relate it back to your argument that you are the ideal candidate for their program, and you must illustrate your statement with an example. If you don't make these necessary connections, you may leave the reader saying *so what?* It may be clear to you why you are telling them what you're telling, but less so to an outsider who doesn't know you or your work like you do. If you feel like making explicit and direct reference back to your argument is elementary or unnatural, at least begin there and then work on making these connections more sophisticated as you draft and redraft with the input of others.

Example: Telling vs. Showing Your Experience

Telling	Showing
I have extensive research experience at the Center for Mind and Brain in the Corina Lab where I have carried great responsibility in successfully supporting a research project, including outreach to research participants. The success of the project was supported by my ability to recruit participants.	*As a research assistant at the Center for Mind and Brain in Dr. Corina's lab for 1.5 years, I have successfully engaged research participants in the deaf community by leveraging my fluency in American Sign Language and offering recruitment presentations. Through such efforts I was able to personally sign up 70% of our study participants. From this experience I learned that despite how carefully you design your experiment, if you don't have enough participants, you can't accomplish much. One must gain the trust of potential participants by knowing the community and investing in it. I will bring practical knowledge about participant recruitment to your program, and plan to continue volunteering with the deaf community to build local relationships.*

Also helpful in defining what one should include in the statement of purpose or personal statement is defining what it *is not.* You want to use this space to do what no other component of your application can do.

What the statement is not:

- A piece of creative writing
- A place to "take risks" to stand out
- Your resume in prose
- Your transcript in prose
- A list of accomplishments or awards
- A place to compare yourself to your peers
- An essay about others and how they have inspired you

What do I talk about?

Your statement of purpose is the *academic* or *professional you* and a place to craft your identity. You cannot include every accomplishment, so what is most relevant? First, make sure to limit what you share to university experiences, preferably ones you've had at UC Davis. Do not go back to high school unless you have an experience that is uniquely compelling. What will be most relevant to include will depend on the nature of the program to which you are applying. Leadership experiences will be relevant no matter what program, and research experiences, even for professional degrees, help to make you a more competitive applicant.

Research-based program? *Scholarly experiences like research, honors/major thesis, conferences, summer institutes, and participation in academic organizations.*

Professional degree? *Work-based experiences like internships, paid experience, applied courses, practicums and trainings, and participation in career-focused organizations.*

Identify. *Think about your accomplishments and brainstorm in the space below. Take out your transcript, resume, or planner/calendar to make sure you are not leaving anything out.*

Research experience

Interest in my field

Career goals

Statement of Purpose

Clubs and organizations, leadership

Advanced courses and projects

Relevant work experience

Volunteering

Reflect. *About which three experiences/accomplishments are you most proud? Why?*

1. _____
_____

2. _____
_____

3. _____
_____

How might these three experiences/accomplishments be relevant to a graduate program?

1. _____
_____

2. _____
_____

3. _____
_____

▶ **Plan.** *Use the space below to begin outlining your document. A brief suggested outline is provided.*

Example outline	My outline

I.   Interest in my field/grad school
 	
II.   Experience 1
    A.   What skills/experience/perspective I gained
    B.   How I will apply what I gained to grad school
 	
III.   Experience 2
    A.   What skills/experience/perspective I gained
    B.   How I will apply what I gained to grad school
 	
IV.   Experience 3
    A.   What skills/experience/perspective I gained
    B.   How I will apply what I gained to grad school
 	
V.   Fit for program
    A.   Faculty
    B.   Courses/curriculum/specializations
    C.   Practicum/internships, etc.
 	
VI.   Long term goals
    A.   What I want to accomplish in grad school
    B.   What I will contribute to my program
    C.   What I plan to do with my degree
    D. Whom I plan to serve	

Personal History and Diversity Statement

In addition to your statement of purpose, you may be asked to submit a personal history statement and/or diversity statement. In the UC system, this second essay is referred to as the Personal History and Diversity statement, combined. This essay goes beyond the academic to present an image of you *as a person.* This essay is more open-ended than a statement of purpose, with a greater range of possible content. The length is similar to the statement of purpose, usually no more than 2 pages, double-spaced. Possible questions/topics:

- *How has your personal background led you to pursue a graduate degree?*
- *What experiences, opportunities, or challenges have you had that are relevant to your academic path? (social, educational, familial, economic, cultural, etc.)*
- *Consider any experience in which you overcame a barrier.*
- *Show how you persevered academically despite facing challenges.*
- *Explain any inconsistencies in your record.*
- *How have you contributed to social, intellectual, or cultural diversity in your field?*
- *Demonstrate an understanding of and commitment to diversity.*
- *What experience and understanding do you bring having served underrepresented or marginalized people?*
- *How will you serve underrepresented populations of society with your degree? In your research?*

Tips and Strategies for the Statement of Purpose and Personal History (and Diversity) Statement

- Remember your audience (experts in your field) and establish your voice
- Answer the prompt(s) thoroughly, but aim for concision
- Make sure you do not repeat points across the two essays
- Lead with illustrations and examples (evidence) instead of statements
- Treat the essay(s) as a writing sample: polish your writing and strengthen your arguments
- Be confident and straightforward, but avoid being arrogant or excessively formal
- Do not make excuses, do not blame others, and avoid negativity
- Turn weaknesses into strengths

Other Materials

We have just summarized the most common application materials, but other additional materials may be required. This might depend on the program or field. Potential other materials are the following:

- An academic writing sample (great option: honor's or senior thesis!)
- Creative or design portfolio
- Audio recording (e.g. international languages, music performance)

APPLICATION PROCESS AND TIMELINE

By now you have identified programs and have determined what materials are required to apply, but how should you go about organizing yourself and your materials? First, consider the following questions:

- When do you want to start graduate school? Right after you graduate? Do you have the time to apply fall quarter of your senior year when you are still in school, and have you gained enough experience to be informed and competitive?
- Would a gap year be ideal for your needs? Do you want to focus on preparing application materials after you have already finished school, giving you some more time during your senior year to pursue additional opportunities and courses?
- Are you still forming your professional goals and interests? Would gap years be more appropriate so that you can grow, mature, work, and explore?

Determining your start time is the first step to designing your timeline. In addition to the above questions, read through the following to help you decide your start time.

No gap year
A gap year
Gap years _____ might be right for you if you...

No gap year	A gap year	Gap years
• Are considering a research graduate degree and you have already built up momentum in your research • Have a current network you can leverage • Have very clear academic and professional goals and don't need more time to explore	• Are still exploring your goals and interests • Have opportunities and coursework set up for your senior year that you want to fully include in your application • Need some more time to repair your GPA	• Are still exploring your goals and interests • Have a competitive job offer or opportunity • Want to work to gain professional experience and network to deepen your experience in your grad program

• Have the time and resources to apply while still in school • Are planning on entering a teaching credential program • Are interested in a career where a grad degree is required for an entry level position	• Want to work to gain professional experience and network before grad school, or to pursue an opportunity abroad • Want more time to identify and apply to fellowships • Want time to work before entering grad school to set money aside	• May be entering an industry where your employer might fund an advanced degree • Want to strategically pursue an advanced degree when it would most benefit you in your career trajectory (e.g. M.B.A.) • Want time to work before entering grad school to set money aside

Note that many programs may allow you to defer entrance for a year, meaning you could apply assuming no gap, and then decide to still take a gap year, deferring but still maintaining your offer. Additionally, if you apply your senior year and don't get in to your preferred program, you can take a gap year and re-apply. Programs encourage students to re-apply, as whether or not you are accepted may have had to do with factors beyond your application. One example may be that you applied for a Ph.D. program to work with a specific professor who currently has numerous advisees or is going on sabbatical, or maybe there were numerous other applicants also interested in your specialization, so the competition in that area for that cohort was abnormally elevated, but may not be the following year. In this vein, do make sure to reach out to professors, especially for programs where you will choose an advisor, to verify that they are taking on new students or have room in their lab.

Below is a long-term timeline for those planning on entering graduate school immediately after graduating from UC Davis. The sample timeline is a suggested sequence to follow, but everyone's path will be unique to them. Some programs may include an in-person interview as part of the application process, although this is much more common for pre-health programs. By the end of sophomore year, you should be able to line up an internship or research position for the fall of your junior year. For junior transfers, plan to do this as soon as you feel acclimated to campus.

Sample Timeline

	Fall	Winter	Spring	Summer
Junior	• Gain experience (research, internships, etc.) • Develop relationships with letter writers and discuss grad school plans • Research and identify programs			• Prepare for and take the GRE • Develop a draft of your statement of purpose • Finalize your list of programs • Request transcript through registrars
Senior	• Begin online application • Get feedback on your statement • Request letters of recommendation • Apply to programs and submit all materials on time	• Identify and apply to fellowships ($) • Try to build a rapport with professors and students at graduate institutions	• Hear back from programs • Schedule campus visits • Accept an offer	• Find housing • Relocate • Possible training, course prerequisites
Grad School	• Begin program			

Identify. *Fill in this blank timeline according to your own goals, opportunities, and schedule.*

Your Timeline

	Fall	Winter	Spring	Summer
Junior				
Senior				
Grad School				

If you are considering a gap year, you will adjust the timeline accordingly (see below). Notice the gap is between your graduation date and start time for grad school, and not just between your graduation date and your application deadlines, which is only really the summer. If you feel too strained to apply to graduate programs while still in school (fall quarter of your senior year), a gap year can be a nice option.

Gap Year Timeline

	Fall	Winter	Spring	Summer
Senior			Graduate	Prepare
Gap	Apply	Work	Work	Relocate
Grad	Begin program			

What about task management? Remember that you can use the planning form included in the Choosing a Program section, page 12, to check off materials as you finish them. This form is also found online at http://success.ucdavis.edu/services/pre-grad-prof/resources.html. An additional tool found at our website is an Excel sheet you can use to collect and compare deadlines and requirements for all the programs to which you are applying.

Campus Visits

As shown in the timeline above, programs should reach out in spring after you have applied to communicate whether or not you have been accepted into the program. If they have extended an offer to you, programs will then arrange campus visits. This is a chance to tour the campus, meet faculty and graduate students, and learn more about the culture of the program and where it is located. Do you like the town or city? Do you feel welcome in the community? These considerations are important, too, as you decide if a program is a good fit, and it is hard to know this unless you physically visit. In anticipation of your visit, begin e-mailing the faculty and graduate students to arrange some meetings and ask about current research projects. The department should help facilitate this as well. Ask the department about financial support to fund your visit, assuming they do not already communicate that they are covering the costs.

FINANCING YOUR DEGREE AND NAVIGATING OFFERS

On your planning form on pages 11-13, you should have collected general information regarding costs and financial support for each program. After reading this section you may want to add additional details to this form as you address other considerations. Not all the answers surrounding funding may be available on program websites, so do not hesitate to make phone calls to graduate coordinators.

Non-Funded Programs

For programs funded by the individual, compare and contrast tuition and living costs and make note of any financial support the program is providing you, including scholarships and grants. What would your budget look like if you accepted one offer over another? What loans are available to you? If you qualify, unsubsidized loans (unsubsidized: interest accrues immediately), available through FAFSA, will cover the entire cost of an advanced degree, but how can you offset your loan amounts? Make sure to dialogue with programs to make sure you investigate any and all financial support they can offer or identify for you. For instance, maybe they cannot guarantee funding through an ongoing teaching assistantship (TA), but will have a number of TA positions to fill through a competitive application process. Perhaps they can share that their unfunded students (perhaps master's students) have been successful in the past securing a 50% TA position in a neighboring department (50% might be required for a tuition fee remission). Additionally, there may be hourly positions on campus to which you can apply, to offset loans you may need to take out. Note that if you have federal or state loans from your undergrad you may be able to defer payments if you enter graduate school (interest would still accrue, however).

Funded Programs

It is suggested that you do not accept offers until you have visited campuses (see Campus Visits), no matter how prestigious the institution or how excited you might be, as you may be able to negotiate your funding offer if you withhold your immediate acceptance. Remember the program is now courting you, and they understand they may be one of various offers you are considering. They may offer you additional financial support if you visit in person, so don't accept right away to let this remain a possibility. As you make your visits, however, make sure to keep track of the offer deadlines that the programs have communicated.

An example of a funding package/contract for a Ph.D. program may be guaranteed funding for 5 years, with possibility of extension to a 6th year. Guaranteed funding means you are entering a contract where the program promises to provide you with a position as a teaching assistant (TA) or graduate student researcher (GSR) each quarter for a set time frame. By serving as a TA or GSR you should receive a full tuition remission and a living stipend. However, packages may not include summer support, so clarify this when examining your offers. It may be up to you to secure summer fellowships or employment.

Fellowships and Grants

No matter if you are funded or not, you should plan to apply for graduate scholarships for incoming students, referred to as "prospective student fellowships." Fellowships can be internal, offered through your institution or department, or external, awarded by non-profits, professional organizations, governmental agencies or departments, companies, etc. Applying to internal fellowships (e.g. UC Davis' Provost's Fellowship for first year graduate students) may be integrated into the initial online application.

Benefits of External Fellowships:

- You cast a wider net as you apply for financial support, beyond any funding your institution or department can offer.
- These monies are flexible and follow you, unlike internal fellowships. You can bring them to whatever program you enter.
- Bringing in your own funding shows accomplishment, but also for funded programs, you are a "free" student (perhaps for your whole first year).
- The award amount can cover both tuition and living expenses, and potentially travel costs should you attend a research conference.
- Fellowships beget fellowships. You can be more competitive for other fellowships by highlighting this award on your CV (pre-dissertation, dissertation, post doc).

You may find out that you won a fellowship after you have finished applying, as many deadlines for fellowships fall after the deadlines for applying. If so, make sure to reach out to programs to share the news and details of the award and to have your application updated. However, deadlines for fellowships occur year-round, so research what is out there early and plan ahead so you do not miss any opportunities. You will submit similar materials when applying for a fellowship that you would when applying for graduate school. Also identify grants that you might qualify for. These monies you do not have to pay back, and many are external, so you can bring them to whatever program you enter. Grants tend to finance research endeavors, but may be general monies that you can also apply to rent or other living expenses.

The links below outline resources in identifying fellowships and grants applicable to graduate school. The UCLA GRAPES link (not just for UCLA—the database is just managed by this institution) is a great tool for identifying external fellowships.

- UC Davis Financial Aid, Prestigious Scholarships http://financialaid.ucdavis.edu/scholarships/prestigious/index.html
- UC Davis – Internal Fellowships (each institution should provide comparable information) https://grad.ucdavis.edu/financial-support/internal-fellowships
- University of California, Grad Admissions: Paying for UC http://graduate.universityofcalifornia.edu/admissions/paying-for-uc/index.html
- UCLA GRAPES Database – External Fellowships https://grad.ucla.edu/funding/
- Community of Scholars – Research Funding http://www.cos.com/#/

▶ **_Investigate._** _Visit the UCLA GRAPES site (link on page 28) and try to identify at least 3 different fellowships to which you would like to apply. Make sure you select "Prospective Graduate Student" under "Academic Level." Collect this information in the table below._

Fellowship	Description/Eligibility	Amount	Required materials	Deadline

CAMPUS AND ONLINE RESOURCES

Campus

Center for Leadership Learning https://cll.ucdavis.edu/
Graduate Preparation Programs https://grad.ucdavis.edu/admissions/why-uc-davis/graduate-school-preparation-programs
Graduate Studies https://grad.ucdavis.edu/
GRE Fee Reduction http://financialaid.ucdavis.edu/undergraduate/forms/gre.html
Health Professions Advising http://hpa.ucdavis.edu/
Internship and Career Center (career counseling, resume/CV) https://icc.ucdavis.edu/services/advising.htm, https://icc.ucdavis.edu/materials/resume/index.htm
Office of the Registrar (official transcripts) https://registrar.ucdavis.edu/records/transcripts/order.cfm
Pre-Graduate/Professional Advising http://success.ucdavis.edu/services/pre-grad-prof/index.html
SASC Study Skills http://success.ucdavis.edu/services/study-skills.html
SASC Writing Assistance http://success.ucdavis.edu/services/writing.html
Undergraduate Research Center http://urc.ucdavis.edu/

Online

Educational Testing Service (GRE) https://www.ets.org/
Interfolio (dossier service, letters of rec) https://www.interfolio.com/dossier/
Institute for the Recruitment of Teachers https://irt.andover.edu/
Peterson's Graduate and Professional Schools www.petersons.com
PhDs.org www.phds.org/rankings
UC Graduate Admissions http://graduate.universityofcalifornia.edu/admissions/

REFERENCES AND CREDITS

SOURCES

http://graduate.universityofcalifornia.edu/admissions/
http://www.ucop.edu/graduate-studies/_files/whats-next.pdf

IMAGES AND GRAPHICS

Cover Images
Gregory Urquiaga (https://photos.ucdavis.edu/bp/#/folder/1626160/6377878)
Gregory Urquiaga (https://photos.ucdavis.edu/bp/#/folder/1626161/38685370)
Gregory Urquiaga (https://photos.ucdavis.edu/bp/#/folder/1626161/48025470)
Gregory Urquiaga (https://photos.ucdavis.edu/bp/#/folder/1626161/6814458)
Karin Higgins/UC Davis (https://photos.ucdavis.edu/bp/#/folder/1626161/39284633)
Gregory Urquiaga (https://photos.ucdavis.edu/bp/#/folder/1626161/48852002)

Image page 1
Gregory Urquiaga (https://photos.ucdavis.edu/bp/#/folder/1626165/7771731)

Graphic page 2, 3
https://hustleandgrind.co/

Graphic page 5
https://www.bls.gov/emp/ep_chart_001.htm

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