

Student Handbook

Division of Urban Schooling

**The UCLA Graduate School
of
Education & Information Studies**

2009-2010

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**Every effort has been made to ensure the accuracy of the information contained in this Handbook. However, all policies, procedures, course requirements etc. are subject to change or deletion without notice. This Handbook is not to be considered a contractual or legal document. Please check with the Office of Student Services if you have any questions.*

Student Handbook

Division of Urban Schooling

Division Head:
Dr. Ernest Morrell

2009-2010

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I. Introduction and Goals

Our Division is committed to advancing the scholarship, research and practice of urban schooling. In partnership with other divisions, departments, institutions, and communities, we strive to challenge oversimplified “deficit” frameworks that fail to explore the complexity of issues facing urban schools and their communities. Our program also seeks to examine the consequences of current practices and policies as well as to develop alternatives to the present system that result in systemic change.

Through a multi-perspective and interdisciplinary approach to investigating the issues and policies of urban settings, our students engage in a course of study that allows them to explore the full range of phenomena that impact education in urban settings. Thus, the work of the faculty draws from and integrates many disciplines including, but not limited to, political science, sociology, economics, linguistics, psychology and history. The context for our empirical work is the urban school and surrounding community. In their coursework, then, students, using various methodologies and theoretical frameworks will develop both macro and micro, or situated, views of urban schooling and its policy implications.

Areas of research in urban schooling that involve our faculty and students include equal educational opportunity, diversity, language education, issues of poverty, social stratification in schools/classrooms, decentralization, alternative models of schooling and educational structures, urban teacher preparation and retention, community involvement, and school leadership.

Additional areas of faculty and student research are:

Assessment formats that drive instruction
Bilingual Education
Changes in what knowledge children need
Charter schools
Class segregation in public schools
Curriculum and instructional decision-making
Defection from public schools
Desegregation
Early reading/literacy
Economics and schooling
Educational entrepreneurship
Health and social welfare
Increasing multi-lingualism
Information centralization
Legal/policy issues
Links between school and other city functions
Multicultural/culturally responsive education
Pipeline into higher ed. – alternatives to affirmative action
Politics and schooling
Pressures for student achievement
School accountability
School choice
School reform models
School violence
Teacher under-preparation
Technology
Time compression
Urban mobility

The Urban Schooling Division seeks to attract students and faculty from a wide range of social, economic and cultural backgrounds. This diversity serves to enrich our course offerings, seminars, and research initiatives.

Students are an integral part of all aspects of Urban Schooling's academic planning. Student representatives attend all Division Faculty Meetings as well as other departmental activities.

II. Student Admissions

The minimum requirements for admission to the Urban Schooling Ph.D. Degree Program are:

1. The current specified requirements of the Graduate Division of the University.
2. A minimum cumulative grade point average of 3.0 for all undergraduate academic work, and a minimum grade-point average of 3.0 for all graduate academic work.
3. Graduate Record Examination (GRE) minimal Verbal and Quantitative scores of 500 each, although on rare occasions compensating factors may be considered.
4. A primary career interest in the study and practice of urban school reform.
5. A Masters Degree is preferred.

All applications for admission to the division are reviewed and discussed by the entire division. Final decisions typically reflect student work experience, academic performance, and the fit between the student and faculty interests. Sometimes a student who meets admission requirements is referred to another division whose training program is more aligned with the interests of the student. Because of the large and competitive applicant pool, it is sometimes the case that otherwise qualified applicants will be denied admission.

III. Ph.D. Course Requirements & Worksheet

The Division of Urban Schooling offers a Ph.D. Degree; a Master's Degree is not offered at this time. All Urban Schooling students need to complete the course requirements listed below.

1. **Three Division-designated Foundational Core Courses** selected from among those listed below. These courses must be taken during your residency as a PhD student in GSEIS. *While several of these courses are en route to receiving permanent course numbers, until such time they will be taught under the umbrella course designation, Education 229.*

Education 279:	History of Urban Schooling
Education 229:	Politics of Urban Schooling
Education 262H:	Economics and Urban Schooling
Education 208:	Sociology of Urban Schooling
Education 284:	Critical Theory/Critical Ethnography
Education 229:	Dewey, Democracy, and Education
Education 287:	Language and Education (formerly 229)
Education 275:	Race and Education
Education 212A:	Learning and Education

2. **Four Research Methods Courses** as per department depth/breadth sequence requirements. The Urban Schooling Division recommends that its students take one quantitative and one qualitative course during their first year. However the Division requires that at least one of the four methods courses be deferred until the second year. Upon advisor recommendation, when appropriate the student may satisfy the depth/breadth sequence through taking selected methodology courses outside the department. These courses outside the department cannot count both as a cognate and a research methods course in satisfaction of the Ph.D. course requirements.

3. **Research Apprenticeship Courses (RAC)** - Education 288 is a year-long course sequence (six units over three quarters) led by an Urban Schooling faculty member. Multiple RACs may be offered each year. Each RAC group will conceptualize and conduct research that may result in presentations at key educational conferences and meetings (e.g., AERA) and published papers.
4. **Division Research Courses** – Education 299, Research Practicum: Equity and Access, is a three quarter sequence. For the 2009-2010 academic year, second year students are to take Ed 299A fall quarter, Ed 299B in winter quarter, and Ed 299C in the spring quarter.
5. **Four Electives** on key areas of urban school research and theory (e.g., policy studies, teaching, curriculum, multicultural curriculum, second language acquisition, school leadership, educational reform/changes, educational entrepreneurship, etc.). Note that additional Foundational courses may be counted as electives, and an additional year of RAC (three quarters) may also be counted as an elective. By petition only, at most, one course from the student's prior masters degree completed coursework may be requested to satisfy one of the four Ph.D. required elective courses.
6. **Three Cognate Courses outside the Department of Education** (as per department requirement). Students will identify a disciplinary perspective that will help expand their theoretical and methodological frameworks. Students will extend their study in departments such as anthropology, applied linguistics, economics, sociology, political science, psychology, philosophy, law, management, urban planning/public policy, public health, and critical studies across departments. *Cognate choices need to be pre-approved by the student's advisor, the Division Head, and OSS. A cognate course petition form is available in Office of Student Services (OSS), 1009 Moore Hall, (310) 825-8326. (See also Appendix A)*

Urban Schooling Requirements Worksheet for Ph.D.s, Effective Fall 2005

Name _____ Advisor _____ Year of Entry _____

I. 3 Foundational Courses (12 Units)

Course #	Quarter Taken	Grade	Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

II. 4 Research methods Courses (16 units total)

Course #	Quarter Taken	Grade	Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. Division Research and Research Apprenticeship Courses (18 Units)

Course #	Quarter Taken	Grade	Notes
299A	_____	_____	_____
299B	_____	_____	_____
299C	_____	_____	_____
288	_____	_____	_____

IV. 4 Electives (16 Units)

Course #	Quarter Taken	Grade	Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

V. 3 Cognate Courses (12 Units)

Course #	Quarter Taken	Grade	Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

IV. Advising

Upon admission to the Urban Schooling program, the division will assign you a faculty advisor based as much as possible on your areas of research interests and those of various faculty members. Your advisor may serve as your academic counselor, information resource, and mentor. Some primary responsibilities of an advisor are to approve your academic program, advise you on particular courses of study, and assist in any petitions for change in status or program.

If you wish to change advisors, you should consult with your current advisor and proposed new advisor before undertaking the change. If you decide to change, you will be required to submit a "Change of Advisor" form (available in OSS). The signature of both faculty members is required. Once OSS receives the form, it will notify the Division Head.

As you prepare a preliminary program plan that meets your particular interests as well as departmental and divisional requirements, be sure to consult with your faculty advisor. In general, the faculty strongly recommends that each student meet with his or her advisor at least once a quarter. Of course, you may meet much more frequently as needed, especially during your dissertation phase. You need to establish a protocol with your advisor for setting up meetings.

The dissertation advisor works closely with you through all phases of the dissertation process and typically (although not necessarily) chairs your doctoral committee. You should choose a dissertation advisor or chair whose research interests are most closely aligned with your proposed topic.

Graduate School of Education & Information Studies (GSEIS) faculty members typically are on a nine-month contract. Meeting with you during the summer is up to your advisor's discretion. Professors may also take a leave or go on sabbatical for one quarter to a year. If your advisor plans to do so and will be completely unavailable, you may want to select another professor as a stand-in advisor during that time period.

V. Year of Engagement

The purpose of the Year of Engagement is to provide you with the highest quality research experience and scholarly training, as well as to immerse you fully in the Department of Education. This commitment formally balances course or seminar training with an apprenticeship/mentoring model.

In the course of your Ph.D. experience, you will spend at least one year in full-time engagement. During this year, typically your second year, you will be required to work an average of 20 hours a week on a departmental research project and participate in colloquia, seminars, and other academically enriching experiences within the Department, School, or University. You enroll in at least 12 units, which include participation in a Research Group but which may or may not include your advisor. In order to encourage you to be fully vested in and present at the Department of Education, you may not be employed full time at another job during your Year of Engagement. The department has a policy of targeting fellowship funds to support Ph.D. students so that you can engage fully in research apprenticeship experiences under the supervision of faculty.

Frequently Asked Questions (FAQs)

Can I work part-time?

Yes. The major requirement regarding a Year of Engagement is that the student not be employed full-time at another job. The guiding principle behind this Year of Engagement is that students be full-time. The Department of Education policy on the Year of Engagement, as described in your admission letter, states: *“You must be enrolled in a minimum of 12 units each quarter; and must be present during each day (four to five days per week) to attend classes, doctoral seminars, colloquia, research mentoring meetings, meetings of the Graduate Student Association in Education, and other academic activities.”*

If I have a Spencer, or Cota-Robles fellowship does this policy affect me?

Under the terms of either of these special fellowships, students must be engaged in research with faculty for years 1-3. This means that the obligations associated with these fellowships fulfill your Year of Engagement requirement.

I want to TA next year, but it is my Year of Engagement, what should I do?

Providing students with teaching experiences is completely consistent with the Year of Engagement goal of providing the highest quality research and scholarly training.

When and how do I take my Year of Engagement?

Currently Urban Schooling students typically take their Year of Engagement during their second year in the program.

What is the funding source for my Year of Engagement?

The most common sources of funding for a student's Year of Engagement are Graduate Student Researcher (GSR), Teaching Assistantship (TA), Special Readers, and Research Apprenticeship Stipend (RAS). A GSR is a compensated employment position, e.g. working with Center X or CSE, and it can be for quarter-time (10 hours per week) or half-time (20 hours per week), pays a stipend, and offsets some of your fees. A TA position is tied to a specific course, and fee remissions will vary with the terms of employment.

The Department of Education has an arrangement with the UCLA Graduate Division to allow some of its fellowship monies to go to Research Apprenticeships Stipends. If a student receives a RAS, the student and the faculty member with whom he or she has been assigned must negotiate a work plan for the next year and write up a one-page agreement specifying the project, learning objectives, and mutual obligations.

Currently the Urban Schooling Division attempts to find funding sources for all students during their Year of Engagement.

If I receive a Research Apprenticeship Stipend, do I get benefits equivalent to a GSR?

No. Students receiving a Research Apprenticeship Stipend receive only the stipend.

Can I plan my Year of Engagement opportunity?

Yes. You can find your own funding for a research apprenticeship opportunity if you wish. You would need to discuss your research project with your advisor and to let the Office of Student Services know about your special arrangement.

VI. Evaluations

A. Doctoral Screening Exam

Students who enter the program without an approved Masters Degree must take the Doctoral Screening Exam. This exam must be taken in the spring of the student's first year or the fall of the second year. Questions are comprehensive in nature and are designed to measure your breadth and depth of knowledge, as well as your ability to focus that knowledge on specific problems. Students who are required to take the Doctoral Screening Exam ordinarily will not be allowed to take more than nine courses before taking the exam. This limit is intended to insure that students demonstrate basic competencies as early as possible in their doctoral training.

The test is a three-hour, in-house written exam covering a topic agreed upon by the student and his/her faculty advisor. Two faculty members evaluate the exam. Students in Urban Schooling can receive one of the following exam results: (1) Fail; (2) Passed at the Master's level only; (3) Passed at the Doctoral level. The Division may, at its discretion, require students to take additional action (e.g. enroll in a writing course) in response to exam results.

Students passed at the Master's level only will be given one further opportunity to pass at the Doctoral level. Should they pass at the Master's level only after a second time, they will be awarded a terminal Master's and may not continue in graduate study. Students who have failed the Doctoral Screening Exam will be given a second opportunity to take the examination at the Master's level only. Should they pass at the Master's level, they will be awarded a terminal Master's degree and may not continue in graduate study. Should they fail the exam a second time, they will be dismissed from graduate study. In both cases students must retake the exam at the next sitting. The Doctoral Screening exam is offered twice yearly, once in the Fall Quarter and once in the Spring Quarter.

B. Mid-Program Review

NOTE: This requirement has been temporarily suspended.

Students enrolled in the Urban Schooling doctoral program must complete a Mid-Program Review before they can be allowed to finish coursework or to take the Qualifying Examination. Students typically complete this review during the Fall Quarter of their second year. The review is a portfolio assessment that provides insight into the quality of your academic work and the direction of your emerging research interests.

A complete portfolio contains the following items: two academic papers that were submitted as coursework during your doctoral studies; a copy of your most recent student transcript (to be obtained from the Office of Student Services); an updated copy of your resume; and a self-reflection paper that explains your scholarly research interests, the rationale for those interests, and how these interests may develop into a dissertation study.

If you are a second year student, you must submit the Mid-Program Review portfolio to your advisor on the last day of the fall quarter. Your advisor and one additional member of the Urban Schooling faculty will review your portfolio. Within six weeks, your advisor will schedule an appointment to meet with you to discuss the evaluation of your portfolio. Upon approval of the Mid-Program Review, you will receive clearance to complete your coursework and to prepare for the Doctoral Qualifying Examination.

C. Doctoral Qualifying Exam* (Written and Oral)

During the final quarter in which you complete your coursework, or at the next exam sitting following completion of coursework, you must take the Division's written qualifying exam. This exam is offered twice a year, once during the Fall Quarter and once during the Spring Quarter. To qualify for the exam, you need to complete a formal version of your Urban Schooling Requirements Worksheet and an exam application provided by the Office of Student Services (See Appendix D for sample copies). These documents must be signed by your advisor and the Division Head and then submitted by you to the Office of Student Services for final clearance. Most students opt to take the exam after the final quarter in which they complete their coursework. In order to maintain full-time graduate status while you prepare to take your qualifying exams and while you prepare your dissertation proposal, you may enroll in Education 597, for up to 12 units.

Approximately six weeks before the exam, the division will sponsor a meeting for all students intending to take the exam. You must attend this meeting, at which time you will receive critical information about the exam, including information about at least one question.

The doctoral qualifying exam in the Urban Schooling Division consists of two parts: a take-home written exam that includes three questions, and an oral component. You will have one week to complete the three-question written portion. Responses to each question should not exceed ten double-spaced pages (excluding the bibliography). Once you pick up the exam, you are considered to have begun the exam. Note: If you were to change your mind at that point (or any time thereafter), it would still be considered a failed exam. Strict adherence to exam policies and requirements is monitored by the Office of Student Services. Should you require special accommodations, written permission of the Division Head must be sought prior to the exam. Exam

submitted after the deadline will be considered failed exams, unless OSS has authorized prior permission in writing.

Following submission of your three exam papers, you will be scheduled to participate in the oral component in which at least two professors will explore with you in more detail your written responses. This oral component counts as a fourth exam question and cannot reverse a grade given on one of the written questions. Exam responses are given a grade of "Honors", "Pass", or "Fail". Students must pass all three written questions and the oral exam to pass the doctoral qualifying exam.

Each exam paper will be read by at least two faculty members. If there is a discrepancy between readers, a third reader will be assigned. No student's three papers are read by one professor. Exams will be given one of three grades: Fail, Pass, or Honors. The oral exam will also be assigned one of those grades.

To receive Honors at Quals, the student's set of papers must receive at least four evaluations of Honors and unanimous Honors on the Oral exam.

As soon as all the exam evaluations for the group taking the exam that quarter are completed, the results will be mailed to you from the Office of Student Services (OSS). For each question, the letter from the OSS will include the grades received, along with the respective faculty comments.

If you do not pass the exam, you may be given a second opportunity to take the examination at the discretion of your advisor. When retaking the exam, you will be required only to retake the question(s) failed. If only one question is failed, you will have the option of retaking that question within two weeks of receiving notification of failure. The question, though different, will be on the same topic. If you elect to wait until the next sitting or if more than one question is failed (resulting in mandatory retaking at the next sitting), the topics may change. If you fail the exam a second time, you may be given a third opportunity to take the

examination, contingent upon a two-thirds favorable vote by all divisional faculty voting on this issue. No fourth sitting is allowed.

*The Qualifying Exam Process may be changed during your enrollment in the program. If that is the case, you will have the option of taking the Qualifying exam under the format in place when you entered the program (grandfathered), or taking the Qualifying exam in the newer format.

VII. The Dissertation Process

According to the GSEIS Handbook of Graduate Student Policies and Procedures: *The dissertation, required by every student for the Ph.D. degree, must embody the results of the student's independent investigation, must contribute to the body of theoretical knowledge in education, and must draw on interrelations of education and the cognate(s) disciplines* (p. 9). An Urban Schooling dissertation may be qualitative, quantitative, or a mixture of both in terms of the methodology. Each student, to a large extent, sets his/her own schedule, which may depend on the topic, its methodology, and the faculty members aiding the student. However, according to Departmental regulations, a student has a maximum of 7 years (21 quarters) from the time of admission to the doctoral program (*including* official leaves of absence) to obtain his/her degree. Note that it is typical for most students to complete their degrees in less time, (approximately 14 quarters)

While students may select dissertation topics and determine appropriate dissertation committee members at different points during their first few years, they cannot begin the formal process until completing their coursework and passing their division's doctoral qualifying exams. The formal process includes: selecting and obtaining approval for your dissertation committee; developing a dissertation proposal; passing the university oral qualifying exams (i.e. advancing to candidacy); obtaining human subjects approval; conducting the dissertation study; and passing the final oral dissertation examination.

A. Selecting and Obtaining Approval for your Dissertation Committee

The dissertation committee is formed subsequent to the successful completion of the division's written qualifying examination. For the Ph.D. degree, the committee consists of three members from the Department of Education and one member from a department other than Education (making a total of four members). The chair of the committee must be a faculty member from the Division of Urban Schooling. The committee, nominated by the Department of Education and appointed by the Dean of the Graduate Division, conducts both the preliminary and final Oral Examinations for the dissertation study.

Upon completion of coursework and passage of the division's doctoral qualifying examination, each doctoral student begins to prepare a dissertation proposal and to name a committee to oversee the preparation and completion of the dissertation. During your coursework, especially your cognates, you should think about potential committee members. To help choose the chair and other committee members, you may want to consult with your faculty advisor and other students. As noted earlier, although it is common for your advisor to be your dissertation chair, it is not mandatory. Once you determine your chair, you should work with this professor to help identify other committee members.

At least two of your four-committee members must be tenured professors, but not necessarily full professors. The exact dissertation committee requirements are listed in Appendix B: Regulations Governing the Nomination of Doctoral Committees. Note that outside professors may not be affiliated with the department.

Remember that your committee chair helps to set the tone and direction for the rest of your committee. Students typically, but not necessarily, meet most often with their chairs for shaping and structuring the study. These meetings also help your chair serve as a resource person for the preliminary and final orals.

Once you finalize your committee members, you must submit a form to OSS to nominate the members. OSS can give you a copy of this form. It is also contained in this handbook as Appendix C: Nomination of Doctoral Committee. The Department of Education must approve your petition for forming a committee. The Dean of the Graduate Division formally appoints the committee. Your committee needs to be approved before you take your preliminary orals. Check with OSS for additional details about nominating your committee.

B. Developing the Dissertation Proposal

Concomitant with the formation of your committee, you should begin to develop a dissertation proposal. The dissertation proposal typically includes three chapters. Ask your chair and other committee members for samples of dissertation proposals.

In a typical three-chapter proposal, the first chapter introduces your proposed study and usually includes the statement of the problem, the background of the study, the purpose of the study, and its significance. The second chapter contains the literature review where you summarize and analyze relevant scholarly work and the theoretical framework for your study; and in the third chapter, you describe your proposed methodology for your dissertation and include information about your research questions, data source(s), and methods of analysis. Note that you can follow a different format if your chair and other committee members approve.

C. Taking the University Oral Qualifying Examination

Once you complete your proposal, have your committee formally approved, and secure your chair's concurrence to proceed, you may sit for the University Oral Qualifying Examination, also known as the Preliminary Oral Examination (or "oral proposal defense"). Your next step is to schedule your defense.

You need to reserve a date with your committee and to book a room through OSS. If you require an overhead projector or other technical equipment, contact the Educational Technology Unit (ETU) on the third floor of Moore Hall. You should plan to book your proposed date with OSS at least three to four weeks in advance of the oral proposal defense.

It is department policy that your Preliminary Oral Examination is open only to the committee and to you. The purpose of the examination is to provide a face-to-face forum for your entire committee to probe your perspective on your proposed dissertation study and to consider it for approval. It is also an opportunity for your committee to provide you with key guidance and feedback. If you fail to secure your committee's approval to pass the qualifying oral, then you may — again upon approval of you committee — retake the exam once.

On the day of your exam you must pick up the necessary paperwork in OSS. It will consist of an approval to take the exam, the official list of your committee, a copy of your transcripts, and a "Report on the Oral Qualifying Exam" form. Each member of your committee must sign the form indicating the result, and the form must be returned to OSS that same day. If you receive a grade of "Pass" or "Honors," OSS will process the paperwork across campus, which will officially advance you to doctoral candidacy. At that point, the most typical way of maintaining your full-time graduate status while you are working on your dissertation is to enroll in Education 599 for a maximum of 12 units of credit. The

University requires continuous registration and enrollment until the degree is complete, except in cases where a Leave of Absence is appropriate. Check with OSS for policies surrounding the Leave of Absence.

D. Obtaining Human Subjects Approval

Before beginning your dissertation study, you must determine whether your study needs to be approved by the Office for Protection of Research Subjects (www.oprs.ucla.edu). If your study includes the study of living human subjects, you should apply for approval. Depending on your study, you may qualify for an exemption, an expedited review, or a complete review. Exemptions usually take at least a week to receive approval. Expedited and complete reviews may take more than a month. You may not begin your study without this approval.

E. Conducting the Dissertation Study

Once you are advanced to candidacy, you enter the highly unstructured world of your dissertation. You should meet with your dissertation chair and committee members to help establish a structure for progressing through your study in a timely fashion. Working closely with your committee members also will ensure that your efforts, and especially your analysis, stay on track.

During the dissertation phase, you collect data, analyze the data, write the results and discussion of the data, and make recommendations based on your study findings. As you write different chapters of your dissertation (this goes for the proposal as well), remember to give your chair and committee members time to read, review, and make suggestions. Often, a revised version of your dissertation proposal will become the first three chapters of your final dissertation. Your next section typically will present your data and discuss the results. You also may want to separate the discussion of your results into different thematically oriented chapters. Your conclusion will form the final

component of the dissertation and will include the significance of your study and recommendations for future research. You should establish the actual format of your dissertation with your chair. Read as many other relevant dissertations as possible. Many current professors turned their dissertations into their first books.

F. Passing the Final Oral Dissertation Examination

Most dissertation chairs will not let you enter into your Final Oral Dissertation Examination (“final orals”) without believing your dissertation is ready for final committee approval. The purpose of the final orals is to provide the opportunity for you to “defend” your dissertation as your committee examines its merits and considers it for final approval. Your committee also may provide feedback, make suggestions for refinements, and possibly recommend ways to publish it. Formally open just to you and to your committee members, a portion of the orals may be opened to other interested researchers. Everyone on the committee, including you, must approve of allowing guests.

As with your preliminary orals, you should set a date with your committee and book a room with OSS. If you take your final orals during the Spring Quarter and plan to graduate that spring, consult with OSS to ensure that your orals’ date will allow you to qualify for spring graduation. On the day of your exam, pick up a “Report of the Final Oral Exam” form in OSS.

When you pass your final orals, your committee may require some changes. Once the manuscript satisfies all committee members, you must file the dissertation with the University. For filing guidelines see the Graduate Division reference: *Regulations for Thesis and Dissertation Preparation*. The Office of Student Services will provide you with any necessary forms. The overall dissertation filing process includes making sure the manuscript complies precisely with University regulations, filing paperwork with the Graduate Division (consult with OSS) and, finally, filing paperwork and a completed manuscript with the University Library (at 21560 Young Research Library). To determine the

exact requirements, you should contact the Graduate Division and visit the librarian in charge of filing with a draft of your manuscript. Remember also that you must meet quarterly filing deadlines.

When you complete all these steps, you will receive your Ph.D. and have the rights and responsibilities awarded to you at the time of filing and, more formally, at commencement. To graduate in the spring, you must have completed successfully your final orals by the filing deadline. If you will not be filing or graduating until summer you may also participate in the GSE&IS commencement at the recommendation of your committee chair. This recommendation will be based on insurance that you will be filing your dissertation during the coming summer months. Additionally, either a copy of your Report on the Final Oral Examination or the completed dissertation signature page must be submitted to OSS as verification of final approval by your dissertation committee.

VIII. Faculty and Other Personnel

A. Professors

James S. Catterall
Professor

3341 Moore Hall
(310) 825-5572 – jamesc@gseis.ucla.edu

Ph.D. Education, Stanford University, 1982

Areas of Interest

Learning in the arts in human development.
Artistic expression, creativity, and brain function.
Evaluation and research in school and community-based arts programs.
School practices and cultures related to children at risk.

Robert Cooper
Associate Professor

3331 Moore Hall
(310) 267-2494 – cooper@gseis.ucla.edu

Ph.D. UCLA, 1995
Master's – Brandeis University, 1987
BA – Pomona College, 1984

Areas of Interest

Dr. Cooper conducts research on the implementation and scale up of school reform models. His research focuses on the politics and policies of school reform, particularly as they relate to issues of race and equity for at risk students. Specializing in the use of a mixed methods approach, he has published and presented numerous papers on the varying aspects of school reform and school change, including recent articles in *Urban Education*, *Journal of Negro Education*, *education and Urban Society* and *Journal of education for Students Placed at Risk*.

Megan Loef Franke

Associate Professor

Chair, Department of Education

2320C Moore Hall

(310) 206-3511 – mfranke@ucla.edu

Ph.D. Educational Psychology, University of Wisconsin, Madison, 1990

Areas of Interest

Dr. Franke’s research focuses on understanding and supporting teacher learning through professional development. She currently studies how teachers engaged in Cognitively Guided Instruction (CGI) professional development support students to learn mathematics. She is particularly interested in how CGI can create opportunities for low-income students of color to learn mathematics with understanding.

Patricia Gándara

Professor

3321 Moore Hall

(310) 267-4875 — gandara@gseis.ucla.edu

Areas of Interest

Patricia Gándara is Professor of Education in the Graduate School of Education and Information Sciences at UCLA. She received her Ph.D. in Educational Psychology from UCLA. She has been a bilingual school psychologist, a Social Scientist with the RAND Corporation, director of education research in the California Legislature (State Assembly) and Commissioner for Post-secondary Education for the state of California, and Associate Director of the UC Linguistic Minority Research Institute. She is currently Co-Director of the Civil Rights Project/Proyecto Derechos Civiles at UCLA. Professor Gándara’s research focuses on educational equity and access for low income and ethnic minority students, language policy, and the education of Mexican origin youth.

Recent publications include:

Gándara, P. & M. Hopkins (Eds.) (2010). Forbidden Language. English Learners and Restrictive Language Policies. New York: Teachers College Press.

Gándara, P. & F. Contreras (2009). The Latino Education Crisis. The Consequences of Failed Social Policies. Cambridge: Harvard University Press.

Gándara, P. & R. Rumberger, Immigration, Language, and Education: How Does Language Policy Structure Opportunity? *Teachers College Record*, 111, 6 - 27 (February 2009)

Gándara, P., & M. C. Gómez (2009). Language policy in education, in B. Schneider, G. Sykes, & D. Plank (Eds.) AERA Handbook on Educational Policy Research. Washington DC: AERA. Pp. 581-595

Gándara, P. (2008). Multiple pathways for immigrant and English Learner Students, in M. Saunders & J. Oakes (Eds,) Multiple Pathways: High School Reform that Promises to Prepare All Students for College, Career, and Civic Participation. Cambridge: Harvard Education Press.

Gándara, P. & G. Baca. (2008) NCLB and California's English Language Learners. The Perfect Storm, *Language Policy*,7, 201-216

Gándara, P. (2006). Fragile Futures: Risk and Vulnerability among Latino high achievers. Policy Brief. Princeton: ETS

Tyrone Howard
Associate Professor
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Ph.D. Education, University of Washington, 1998

Areas of Interest

Professor Tyrone C. Howard is an Associate Professor of Education. His background includes K-12 teaching experience in Compton, California and Seattle, Washington. His current research focus includes, equity and diversity in schools, social studies, and urban education. His work also examines the schooling experiences of African American students. He has published in numerous educational journals, and books in which he addresses programs, practices, and reform efforts that are effectively increasing access and equity for marginalized populations. He has worked with teachers, administrators, and policy makers on the importance of creative inclusive school environments that grants all students an equitable opportunity for school success. Professor Howard's work has been concerned with helping current and future teachers develop the necessary skills, knowledge, and beliefs necessary to become effective teachers at the elementary and secondary levels within urban contexts.

Marilyn Kourilsky**Professor**

3045 Moore Hall

(310) 825-2728 – kourilsky@gseis.ucla.edu**Areas of Interest**

Dr. Kourilsky currently is Director of UCLA's Institute for the Study of Educational Entrepreneurship and Innovation (ISEE). Through ISEE scholars and practitioners collaborate to investigate and analyze the current and potential impact of educational entrepreneurship — for profit, not for profit, and intra-organizational — as driving forces for promoting educational reform and equitable access in the public school sector.

Kourilsky's scholarly interests include research on charter schools, constructivist-based curriculum theory and development, learning and instruction, economics and urban school reform, and organizational development and policy. She is the creator of extensively implemented educational reforms such as the Mini-Society and KinderEconomy - whose dissemination spans all 50 states and has impacted over 2 million participating students to date. Awards and honors include UCLA's Campus-Wide Distinguished Teaching Award (Eby), the EUCLAN Award for Innovation in Teacher Education, the John C. Schramm National Leadership Award, and the Henry H. Villard National Research Award.

Peter McLaren

Professor

3022 Moore Hall

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Ph.D., Curriculum and Educational Theory, Ontario Institute for Studies in Education.

University of Toronto, Canada, 1983

Areas of Interest

Current research interests include the globalization of capitalism and educational policy; critical perspectives in the sociology of education, Marxist theories applied to curriculum development, educational policy and instruction; revolutionary social movements; and the development of pedagogical theory and practice from an historical materialist perspective. Professor McLaren has authored and edited over forty books and hundreds of articles and book chapters. His most recent books include (with Nathalia Jaramillo), Pedagogy and Praxis in the Age of Empire (Rotterdam and Taipei: Sense Publications), (with Ramin Farahmandpur) Teaching Against Global Capitalism and the New Imperialism (Rowman and Littlefield, 2005), Capitalists and Conquerors: Critical Pedagogy Against Empire (Rowman and Littlefield, 2005), Red Seminars: Radical Excursions into Educational Theory, Cultural Politics, and Pedagogy (New York: Hampton Press, 2005), Marxism Against Postmodernism in Educational Theory (edited with Dave Hill, Glenn Rikowski, and Mike Cole, Lexington Press, 2001), and Che Guevara, Paulo Freire, and the Pedagogy of Revolution (Rowman and Littlefield, 2000). Four of Professor McLaren's books have been winners of the American Educational Studies Association Critic's Choice Award for outstanding books in educational studies. Life in Schools (fifth edition) was named by an international panel of educators as one of the top twelve education books in the world. Professor McLaren has been awarded an honorary doctorate by the University of Lapland, and the Amigo Honorifico de la Comunidad Universitaria de Esta Institucion, La Universidad Pedagogica Nacional Unidad 141 Guadalajara, Mexico. He is an inaugural recipient of the Paulo Freire Social Justice Award from Chapman University, and in 2007 was presented with the Liberty Award by the Buddhist organization, Soka Gakkai, USA. International. La Fundación McLaren de Pedagogía Crítica has been set up by scholars and activists in Northern Mexico and is officially hosted by the University of Tijuana. Venezuela's Ministry of Higher Education recently inaugurated the Peter McLaren Chair for the Study of Critical Pedagogy (La Cátedra Peter McLaren de Pedagogía Crítica) at the Universidad Bolivariana de Venezuela. Professor McLaren is an Associate of Massey College and a Fellow of the Royal Society of Arts and Commerce, England. His writings have been translated into twenty languages.

Ernest Morrell
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Ernest Morrell is an associate professor in Urban Schooling and Associate Director for Youth Research at the Institute for Democracy, Education, and Access (IDEA) at the University of California at Los Angeles. For more than a decade he has worked with adolescents, drawing on their involvement with popular culture to promote academic literacy development. Morrell is also interested in the applications of critical pedagogy in urban education and working with teens as critical researchers.

Morrell is the author of three books, *Linking Literacy and Popular Culture: Finding Connections for Lifelong Learning* (Christopher-Gordon), *Becoming Critical Researchers: Literacy and Empowerment for Urban Youth* (Peter Lang), and *Critical Literacy and Urban Youth: Pedagogies of Access, Dissent, and Liberation* (Routledge). In addition to these books, Morrell has published numerous peer-reviewed journal articles, book chapters, encyclopedia entries, and national and international conference presentations. Morrell's research has been sponsored and awarded on several occasions including receiving the outstanding dissertation award from UC Berkeley's Graduate School of Education and being awarded a postdoctoral research grant from the American Educational Research Association (AERA). He has also received several teaching awards at the high school and university levels.

Marjorie Faulstich Orellana
Professor

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PhD, Education (Language, Literacy and Learning), University of Southern California, 1994

BA, Psychology, Brown University, 1982

Areas of Interest

Professor Orellana's research utilizes sociocultural perspectives to examine language, literacy and learning practices in immigrant schools, homes and communities. She has focused especially on the work that the children of immigrants do as language brokers for their families - considering the cognitive, linguistic, social and cultural demands of such situations, and identifying how the skills that children develop from these experiences can be leveraged for school learning. This includes designing and implementing curriculum that applies language brokering skills to the development of academic writing, and curriculum that builds on bilingual youths' transcultural sensibilities.

Dr. Orellana is the author of Translating Childhoods: Immigrant Youth, Language and Culture (Rutgers University Press). She has also published in journals of education, sociology, human development, and sociolinguistics, including *The Harvard Educational Review*, *the Reading Research Quarterly*, *Social Problems*, *American Anthropologist*, *Anthropology and Education*, and *Educational Researcher*.

Dr. Orellana serves as the Director of Faculty for the Teacher Education program. She teaches courses on language acquisition, sociocultural perspectives on language and literacy, and immigration and education.

Gary Orfield
Professor

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Areas of Interest

Gary Orfield is Professor of Education, Law, Political Science and Urban Planning at the University of California-Los Angeles. Professor Orfield is interested in the study of civil rights, education policy, urban policy, and minority opportunity. He was co-founder and director of the Harvard Civil Rights Project and is now co-director of Civil Rights Project / *El Proyecto de CRP* at UCLA. Orfield's central interest has been the development and implementation of social policy, with a central focus on the impact of policy on equal opportunity for success in American society. Recent works include six co-edited books since 2004 and numerous articles and reports. Recent books include, *Dropouts in America: Confronting the Graduation Rate Crisis*, *School Resegregation: Must the South Turn Back?* (with John Boger), and *Higher Education and the Color Line* (with Patricia Marin and Catherine Horn). In addition to his scholarly work, Orfield has been involved in the development of governmental policy and has served as an expert witness in several dozen court cases related to his research, including the University of Michigan Supreme Court case which upheld the policy of affirmative action in 2003 and has been called to give testimony in civil rights suits by the United States Department of Justice and many civil rights, legal services, and educational organizations. He was awarded the American Political Science Association's Charles Merriam Award for his "contribution to the art of government through the application of social science research." He has been awarded the 2007 Social Justice in Education Award by the American Educational Research Association for "work, which has had a profound impact on demonstrating the critical role of education research in supporting social justice." He is a member of the National Academy of Education. A native Minnesotan, Orfield received his Ph.D. from the University of Chicago and travels extensively in Latin America.

Professor Orfield's principal publications include a series of reports on the national progress of desegregation during the last three decades and the following books:

- *Lessons In Integration: Realizing the Promise of Racial Diversity in America's Public Schools* (with E. Frankenberg) (In Press)
- *Expanding Opportunity in Higher Education* (with P. Gandara and C. Horn) (2006)
- *Latino Educational Opportunity: New Directions for Community Colleges, 133 (2)* (with C. Horn and S. Flores) (2006)
- *School Resegregation: Must the South Turn Back?* (with J. Boger) (2005)
- *Higher Education and the Color Line: College Access, Racial Equity and Social Change* (with C. Horn and P. Marin) (2005)

- *NCLB Meets School Realities: Lessons from the Field* (with G. Sunderman and J. Kim) (2005)
 - *Dropouts in America: Confronting the Graduation Rate Crisis* (Editor) (2004)
 - *Racial Inequity in Special Education* (with D. Losen) (2002)
 - *Diversity Challenged: Evidence on the Impact of Affirmative Action* (with M. Kurlaender) (2001)
 - *Raising Standards or Raising Barriers* (with M. Kornhaber) (1999)
 - *Religion, Race and Justice in a Changing America* (with H. Lebowitz) (1999)
 - *Chilling Admissions: The Affirmative Action Crisis and the Search for Alternatives* (with E. Miller).
 - *Dismantling Desegregation: The Quiet Repeal of Brown vs. Board of Education* (with S. Eaton) (1996)
 - *Who Chooses? Who Loses?* (with B. Fuller and R. Elmore) (1996)
 - *The Closing Door: Conservative Policies and Black Opportunity* (with C. Ashkinaze) (1991)
 - *Must We Bus? Segregated Schools and National Policy* (1978)
- Congressional Power: Congress and Social Change* (1975)

Thomas M. Philip
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Ph.D. UC Berkeley, 2007

Areas of Interest

- Bridging Cognitive & Social Theory Perspectives on Race and Ideology
- Ideological Change in Teachers
- Equity & Justice in Science Education

John Rogers
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John Rogers is an Associate Professor in UCLA's Graduate School of Education and Information Studies and the Director of UCLA's Institute for Democracy, Education and Access (IDEA). He studies strategies for engaging urban youth, community members, and educators in equity-focused school reform. Rogers draws extensively on the work of John Dewey to explore the meaning of and possibilities for democratic education today. He is the faculty Co-Director of the Principal Leadership Institute where his focus is on democratic leadership and the relationship between school leaders and community members. Professor Rogers received his Ph.D. in Education from Stanford University and his B.A. in Public Policy and African American Studies from Princeton University.

Concepción M. Valadez, Ph.D.
Associate Professor
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cmvaladez@gmail.com

B.A degree in Mathematics and Spanish Literature from the University of California, Berkeley. Masters and Ph.D. from Stanford University in Linguistics and Curriculum and Instruction. Her dissertation traced the acquisition of English syntax of English language learners. Teaching specializations include language and literacy issues, curriculum theory, and introduction to research in education.

Dr. Valadez works on teacher education and language education issues nationally in this country as well with universities and Ministries of Education of Brazil, Paraguay, Chile and Spain. Her recent and on-going research is on language acquisition (L1 and L2), the relationship of mathematics and language development, language policies, and teacher preparation. At UCLA, she is responsible for the Spanish language assessment of candidates for the BCLAD credential (Bilingual Cross-cultural Language and Academic Development) of the Teacher Education Program (TEP). Her Los Angeles inner city work on basic literacy education for non-literate Latino immigrants was awarded a UCLA Rosenfield Prize in 2005.

Sample of recent publications:

Valadez, C. M. with M.A. Cajina (2000). Redefinitions and Identity: Lessons from Critical Basic Literacy Programs. In C. Tejeda, C. Martínez, & Z. Leonardo (Eds.). *Demarcating the Borders of Chicana(o) Latina(o) Education*. Hampton Brown Publishers.

Valadez, C. M., J. McSwan, & C. Martínez (2001). Towards a new view of low achieving bilinguals: A study of linguistic competence in designated “semilinguals.” *Bilingual Review Press*.

Valadez, C. M. (2003) Towards a model for assisting all mathematics teachers to also become language teachers. *48th World Assembly, International Council of Education for Teaching (ICET). Melbourne, Australia. .*

Valadez, C.M. (2006). *Lengua e Identidad en un Mundo Globalizado, Desafíos y Oportunidades para el Latino en E.E.U.U. y ¿Para el Paraguay de Hoy?* (Language and Identity in a Globalized World, Challenges and Opportunities for Latinos in the U.S.A. and What about for Paraguay of Today? Instituto Superior de Lenguas, Asunción, Paraguay, July, 2006.

Valadez, C.M. & Marco A. Díaz (2008). El profesor principiante en las aulas escolares en Estados Unidos: Retos y posibilidades, (The beginning teacher in classrooms in the United States: Challenges and possibilities) in Marcelo, C. (Ed). *Profesores Principiantes e Inserción a la Docencia (Beginning Teachers and Induction into the Teaching Profession)*. Barcelona, Spain: OCTAEDRO, S.L. pp 241-273.

B. Other Personnel

Amy Gershon

Director - Office of Student Services

1009 Moore Hall

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The Director of Student Services for the Graduate School of Education & Information Studies oversees all aspects of academic student services for the two departments. This office is responsible for recruitment and admissions, Convocation, degree tracking and policy/procedure oversight, fellowships, exams, file maintenance, and Commencement.

Harmeet Singh

Student Affairs Officer

1009 Moore Hall

(310) 825-8327

As a staff member in the Office of Student Services, the student affairs officer provides administrative and academic services to the graduate divisions of Urban Schooling. They serve as the main point of contact for approximately 300 students, recruitment, admissions, degree tracking, and oversight of policies and procedures for graduate study at UCLA's the Graduate School of Education and Information Studies. Their daily responsibilities include: meeting with current and prospective students; communicating with prospective applicants to provide program information; preparing materials for dissemination to faculty, students and interested parties; and tracking students' academic progress.

Tiffany Current

Administrative Assistant

2005 Moore Hall

(310) 825-9260 -- current@gseis.ucla.edu

The Administrative Assistant for the Urban Schooling Division provides administrative services to the faculty and is available for a variety of support services for students including the handling and referring of information requests and the expediting of faculty signatures.

APPENDICES

APPENDIX A
DEPARTMENT OF EDUCATION
COGNATE COURSE PETITION
(Ph.D. STUDENTS)

Name: _____ Date: _____

Address:

Division/Program:

Courses selected to satisfy the cognate requirement must be approved, in order, by your academic advisor, Division Head, and the Office of Student Services. Students are strongly encouraged to obtain these approvals prior to enrollment in cognate coursework.

1. List a minimum of three courses you propose as meeting the cognate requirement. Include course department, number, title, instructor of record (if available), and a brief course description. Cognate courses may be selected from any degree-granting department(s) on campus (outside of Education).
NOTE: your advisor/division may require up to five courses to satisfy the cognate requirement.

a.

b.

c.

2. List and describe two alternate course you will use in the event of scheduling problems.

a.

b.

3. Please describe how the three courses selected in (1) represent a coherent program of study.

Student's signature

Advisor's signature

Director, Office of Student Services' signature

Division Head's signature

Appendix B

Regulations Governing the Nomination of Doctoral Committees

REGULATIONS GOVERNING THE NOMINATION OF DOCTORAL COMMITTEES

1. Doctoral committees are appointed by the Dean of the Graduate Division acting for the Graduate Council, upon nomination by the Chair of the Department or Interdepartmental Program*, after consultation with the student.
2. Doctoral committees consist of a minimum of four faculty members from UCLA of the following academic ranks:
 - A. Professor (any rank)
 - B. Professor or Associate Professor Emeritus
 - C. Professor-in-Residence (any rank)
 - D. Acting Professor or Acting Associate Professor
3. On *professional* (non-Ph.D.) doctoral committees, Adjunct Professors (any rank) and Professors of Clinical X (any rank) may serve as one of the four regular members and/or Co-chair.
4. Three of the four doctoral committee members must hold an appointment at UCLA in the student's major department.**
5. One of the four doctoral committee members must hold an appointment at UCLA in a department "outside" the student's major department. (Note: Faculty who hold multiple appointments count as "inside" if one of those appointments is in the student's department.)
6. Two of the four doctoral committee members must hold the rank of Professor or Associate Professor (regular or in-Residence series).
7. The Chair of the doctoral committee must hold a UCLA appointment in the student's major department or interdepartmental degree program as Professor (any rank, regular or in-Residence series), or Professor or Associate Professor Emeritus.
8. Additional members (above the minimum number of four) may be nominated and, if appointed, have the same voting rights and responsibilities as the other committee members.
9. Those holding the titles indicated in 2. above, as well as Adjunct Professor and Adjunct Associate Professor, Professor of Clinical X, and Visiting Professor or Visiting Associate Professor may serve as additional members (above the minimum of four) and may also serve as Co-chair of the Committee.
10. By petition, one of the minimum four members may be a faculty member from another UC campus who holds an appropriate appointment as listed above.

***Interdepartmental Degree Programs**

1. The three committee members from the student's "department" must be selected from a list of faculty members who actively participate in the program. This list will be prepared by the Chair of the Interdepartmental Degree Committee and submitted to the Graduate Division at the beginning of each fall term.
2. The one "outside" member will be selected from eligible UCLA faculty whose names do not appear on the list of faculty members who actively participate in the interdepartmental program.
3. Two different departmental affiliations must be represented among the four members of the doctoral committee.

**Unless other restrictions are mandated for specific programs.

Appendix D
Additional Copies of Ph.D. Course Requirements Worksheets

Urban Schooling Requirements Worksheet for Ph.D.s, Effective Fall 2005

Name _____ Advisor _____ Year of Entry _____

I. 3 Foundational Courses (12 Units)

Course #	Quarter Taken	Grade	Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

II. 4 Research methods Courses (16 units total)

Course #	Quarter Taken	Grade	Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. Division Research and Research Apprenticeship Courses (18 Units)

Course #	Quarter Taken	Grade	Notes
299A	_____	_____	_____
299B	_____	_____	_____
299C	_____	_____	_____
288	_____	_____	_____

IV. 4 Electives (16 Units)

Course #	Quarter Taken	Grade	Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

V. 3 Cognate Courses (12 Units)

Course #	Quarter Taken	Grade	Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Urban Schooling Requirements Worksheet for Ph.D.s, Effective Fall 2005

Name _____ Advisor _____ Year of Entry _____

I. 3 Foundational Courses (12 Units)

Course #	Quarter Taken	Grade	Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

II. 4 Research methods Courses (16 units total)

Course #	Quarter Taken	Grade	Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. Division Research and Research Apprenticeship Courses (18 Units)

Course #	Quarter Taken	Grade	Notes
299A	_____	_____	_____
299B	_____	_____	_____
299C	_____	_____	_____
288	_____	_____	_____

IV. 4 Electives (16 Units)

Course #	Quarter Taken	Grade	Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

V. 3 Cognate Courses (12 Units)

Course #	Quarter Taken	Grade	Notes
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____