

Department of Education Handbook

OVERVIEW AND PURPOSE OF THE HANDBOOK

Planning and developing an academic program is a continuous process for most students. Opportunities to move in new career directions arise, unforeseen events cause students to change programs or take leaves of absence, doctoral committees occasionally need to be restructured, and so forth. This handbook is designed to acquaint students with the policies and administrative structure of the Department of Education. Both are meant to help students plan their graduate careers while insuring that standards, prescribed by the faculty, are met.

The administrative structure has four levels: closest to the student is the faculty advisor, who must advise and concur with the student on all programmatic decisions. Next, the Division Head insures that students' programs follow divisional guidelines. Then, the [Office of Student Services](#) approves all programmatic decisions. Last, the Committee of Degrees, Admissions and Standards (CDAS) is the final authority.

Empowered by the Chair and the Department of Education faculty to develop and oversee the implementation of educational policy, CDAS also serves as an appeals board for students or faculty members who believe that decisions made at lower levels were unfair or ill-informed.

This handbook is a summary of all Department of Education policies and procedures for Master's and Doctoral students. It includes only those policies which diverge from, or are supplemental to, the University's policies. The handbook generally does not include university-wide policies and procedures, nor specific Department of Education Divisional requirements. Students are strongly advised to consult both the *Standards and Procedures Handbook for Graduate Study at UCLA* and any Divisional publications for other procedures and requirements. **Students are also advised to consult with the [Office of Student Services](#) on any specific policy for changes or updates.**

I. MISSION STATEMENTS

A. OFFICE OF STUDENT SERVICES

The Office of Student Services (OSS) is located in 1009 Moore Hall. The mission of OSS is to assist students with any questions they may have about the Department of Education and the Graduate School of Education & Information Studies (GSE&IS). OSS provides personalized support to students, enabling each to gain the best possible education. The staff will assist students in understanding and interpreting division, department, school and University policies and procedures. OSS maintains student files and admission records, monitors academic progress, administers comprehensive and qualifying examinations, and coordinates the fellowship and assistantship process. OSS is also responsible for providing students with a variety of Department and University forms. Students are strongly encouraged to confer periodically with both their faculty advisor and the Office of Student Services for updated information regarding graduate degree and certification requirements.

B. COMMITTEE ON DEGREES, ADMISSIONS AND STANDARDS

The Committee on Degrees, Admissions and Standards (CDAS) is a policy committee elected annually by the Faculty of the Department of Education. Its role is to develop and oversee implementation of School, Department and University policies regarding admissions, standards and degrees. CDAS also has the responsibility for the academic oversight and approval of Divisional curricula, course requirements and course content. The other major function of CDAS is to serve as an appeal board for students. **Appeals will not be considered until the student's Division has reviewed the appeal and made a recommendation.** Ordinarily, CDAS will not consider appeals that challenge Divisional judgments about the quality of student performance on examinations. It does review appeals based upon potential procedural irregularities.

The Committee is composed of one faculty member from each Division (elected by the Division faculty), two at-large members elected by the Education Department faculty, the Chair of the Department of Education (ex officio), the Director of the Office of Student Services (ex officio), and two student members. The members serve for two years. The Committee elects its own Chair.

The major functions of the Committee include developing policies and overseeing decisions regarding:

- admissions;

- student petitions (e.g., leaves of absence, cognate, and supplemental coursework);
- student progress toward the degree;
- the administration of the comprehensive, screening, and qualifying examinations;
- results of the written comprehensive, screening, and qualifying examinations for graduate degrees;
- approval of Divisional curricula, course requirements and course content.

As noted earlier, CDAS also retains the final authority to hear student and faculty member appeals which have been denied at lower levels.

Finally, CDAS regularly monitors decisions made at lower levels to insure that such decisions are made in accordance with existing School, Department, and University policy.

C. FACULTY ADVISOR

Each entering Master's and Doctoral student is assigned a faculty advisor within his or her Division. The primary responsibilities of the faculty advisor are to approve the student's academic program, to advise on particular courses of study and, along with the student, to initiate any petitions for change in status or program.

All students must enroll each quarter through URSA (University Records System Access) by no later than Friday of the second week of classes. It is imperative that students meet with their faculty advisor at least once per quarter to discuss and receive approval for their courses of study.

II. DEGREE PROGRAMS

A. THE MASTER OF ARTS (M.A.) DEGREE

The Master of Arts academic degree program in Education is designed to meet the needs of individuals preparing for careers in basic research or for advanced graduate study.

1. COURSE REQUIREMENTS

A minimum of nine upper division and graduate courses (36 units) must be completed in graduate standing. Students must check with their respective Division to determine specific course requirements. However, six courses (24 units) must be taken in the Education 200/500 series. No more than 8 units of 500 series may be applied toward the divisional course minimum and toward the graduate course minimum.

Two research methods courses approved by the faculty advisor must be selected. Additional courses to complete the 36-unit requirement may be selected from offerings in Education and/or other departments upon consent of the assigned faculty advisor.

Courses must be completed with a grade of "C" or better and with cumulative GPA of at least 3.0.

2. TRANSFER OF GRADUATE COURSE CREDIT

Students are not allowed to transfer coursework taken at other institutions toward the M.A. degree.

3. THESIS PLAN

Under this plan the student prepares a thesis which is a report of the results of original investigation. Before beginning work on the thesis, the student must obtain approval of the subject and general plan from the department and the thesis committee chair.

A Thesis Committee of at least three faculty members must be formed and a Petition for Advancement to Candidacy for the M.A. must be filed with the Office of Student Services no later than one quarter prior to completion of course requirements for the degree.

The Thesis and Dissertation Advisor and the Graduate Division publication, Regulations for Thesis and Dissertation Preparation, provide guidance in the final preparation of the manuscript. The Department does not require a formal examination in connection with the thesis plan.

4. COMPREHENSIVE EXAMINATION PLAN

The comprehensive examination is concerned with central topics in the selected Division and field of emphasis. Questions are comprehensive in nature and are designed to measure the breadth and depth of knowledge, as well as ability to focus that knowledge on specific problems.

The comprehensive examination is offered twice yearly, once in Fall Quarter and once in Spring Quarter.

Students may be "passed," "passed with honors," or "failed" on this examination. Students who fail this examination will be given a second opportunity to take the examination at the discretion of the student's advisor and a third opportunity upon a two-thirds majority of all divisional faculty voting on this issue. No fourth sitting for the examination is permitted.

Students who fail the Comprehensive Examination but who have been allowed to re-take it, should do so at the next scheduled sitting.

B. THE DOCTOR OF PHILOSOPHY (PH.D.) DEGREE

The Doctor of Philosophy degree in Education is a strongly research-oriented degree. It is designed for individuals preparing for a career in basic research or college-level instruction. Major foci include theory, research methodology, basic studies, and in-depth knowledge in education and an approved cognate field.

1. ADMISSION

To be admitted to the Ph.D. program, a student must have a Bachelor's degree or equivalent. Applicants must also have demonstrated academic excellence and the potential for scholarly research. A student is admitted by a Division and must formally apply for a change of Division.

2. FOREIGN LANGUAGE REQUIREMENT

The Department of Education does not have a foreign language requirement for the Ph.D.; however, the Social Sciences and Comparative Education Division requires that, prior to advancing to candidacy, students must demonstrate reading competence in a language other than English.

3. COURSE REQUIREMENTS

A program of study for a Ph.D. student is determined by the student and advisor, and must meet divisional requirements. A minimum of 18 courses is required as indicated below. At least 10 of the total courses must be in the 200 series. Some Divisions may require 3 quarters of Ed 288 (RAC) as part of or in addition to the 18 course minimum.

- a) A sequential three-quarter research practicum (299A,B,C). This practicum is designed to provide an overview of research in the field of study. Students complete a research paper by the end of the sequence.
- b) Five courses from offerings in the student's selected Division.
- c) Three upper division or graduate courses from other academic departments of the University related to the student's proposed area of research (the cognate). Students must formally petition for approval of these courses (see Section III B for more information).
- d) Appropriate research methods courses to enable demonstration of intermediate/advanced level competence in at least one area of research methodology. This requirement is satisfied by completing four methodology courses as specified in the list approved by the department; the approved list is available in the Office of Student Services.
- e) The remainder of the courses to complete the required total may be chosen by the student; such courses must be in compliance with the selected Division's guidelines and must be approved by the student's faculty advisor. Divisional course requirements may be waived, under exceptional circumstances, by the Division upon petition by the student and his/her advisor to the Division Head. Whenever additional academic background is needed, a faculty advisor may

require other coursework.

f) Courses must be completed with a grade of "B-" or better and with a cumulative GPA of at least 3.0.

4. TRANSFER OF GRADUATE COURSE CREDIT

a) With a GSE&IS Master's Degree:

Each Division will assess the petition of a student who wishes to be granted doctoral course credit from another GSE&IS Divisional program. The assessment is based upon the student's prior work and may include the successful completion of the GSE&IS Doctoral Screening Examination in the student's new Division. If the divisional faculty agree, a Division may award a maximum of eight courses, including up to three doctoral level research methods courses, but excluding cognate courses, toward the 18 course doctoral minimum requirement. Any decision to award a student doctoral credit for work done in a Master's program in another Division must be on the basis of a two-thirds majority of all divisional faculty voting on this issue.

A student who wishes to be granted doctoral course credit within the same Division may receive up to full credit at the discretion of divisional faculty. This may also include successful completion of the Doctoral Screening Examination.

b) With Non-GSE&IS Master's Degree, or Graduate Courses with No Advanced Degree:

Each Division will assess the petition of a student who wishes to be granted doctoral course credit from another institution. The assessment is based upon the student's prior work and may include the successful completion of the GSE&IS Doctoral Screening Examination. There is a distinction between transferring students who have completed a Master's degree from another institution, and those who have merely taken graduate level coursework elsewhere. For the former type of student, GSE&IS divisional faculty have the option of requiring a Doctoral Screening Examination for those who wish to transfer course credit to the GSE&IS doctorate. However, students of the latter type who wish to transfer course credit to the doctorate program are required to take the Doctoral Screening Examination. A Division may award a maximum of five courses, but excluding research methods and cognate courses, toward the 18 course doctoral minimum requirement. Any decision to award a student doctoral credit for work done in graduate studies elsewhere must be on the basis of a recommendation of a two-thirds majority of all divisional faculty voting on this issue.

5. WRITTEN AND ORAL EXAMINATIONS

a) Doctoral Screening Examination:

A written examination taken after the completion of appropriate coursework determined by the Division. This examination is concerned with central topics in the selected Division and field of emphasis. Questions are comprehensive in nature and are designed to measure the breadth and depth of knowledge, as well as an ability to focus that knowledge on specific problems.

The examination is offered twice yearly; once in the Fall Quarter and once in the Spring Quarter.

Students taking the Doctoral Screening Examination will ordinarily 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.

All students admitted to a doctoral program without a Master's degree are required to take the Doctoral Screening Examination. NOTE: A Division may establish policy that would require all doctoral students to sit for the Doctoral Screening Examination. Students should check with their respective Division and the Office of Student Services to determine if this or any other examination is required.

In a first sitting for this examination, students may be "passed," "passed with honors," "passed at the Master's level" (the "terminal" Master's), or failed. Students "passed at the Master's level" will be given one further opportunity to pass at the doctoral level; students who have failed will be given a second opportunity to take the examination at the Master's level only.

Students who pass at the Master's level or fail the Doctoral Screening Examination but who have been allowed to re-take the examination must do so at the next sitting. They can take up to 12 units per quarter until they have successfully completed the examination. Of these 12 units only 4 may be a doctoral 200- or 400-level course; the remainder must be the Ed. 597 course.

b) Doctoral Written Qualifying Examination:

The Written Qualifying Examination tests the core knowledge of the Division and emphasis the student has selected. The questions on the examination reflect a research and theoretical orientation. The examination is offered twice yearly, once in the Fall Quarter and once in Spring Quarter.

Students may be "passed," "passed with honors," or "failed" on this examination. Students who fail this examination will be given a second opportunity to take the examination and a third opportunity upon a two-thirds majority of all faculty voting on this issue. No fourth sitting for the examination is permitted.

Students who fail the Doctoral Written Qualifying Examination but who have been allowed to re-take it should do so at the next scheduled sitting.

c) The University Oral Qualifying Examination:

This examination is conducted by the student's doctoral committee, which selects topics from both education and the cognate discipline(s) that are related to the student's written research proposal. This examination is open only to the committee and the student. Upon majority vote of the Doctoral Committee, the Oral University Qualifying Examination may be repeated once.

d) Final Oral Examination:

The decision as to whether a final oral examination is required is at the discretion of the doctoral committee. A final oral examination is open to faculty, students, and other interested researchers at the discretion of the dissertation Chair and the student.

6. DOCTORAL COMMITTEE

The Doctoral Committee is formed subsequent to successful completion of the 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. This committee, nominated by the Department of Education and appointed by the Dean of the Graduate Division, conducts the Oral Qualifying Examination. (The doctoral committee for CSULA/UCLA joint doctoral students in special education consists of five members: two from the Education Department at UCLA, two from the Special Education Department at CSULA, and one member from the student's cognate department at UCLA.)

7. DISSERTATION

The dissertation, required by every candidate 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 discipline(s).

C. THE MASTER OF EDUCATION (M.Ed.) DEGREE

The Master of Education degree is a professional Master's degree designed for individuals preparing for a mid-level professional position in schooling or for advanced professional graduate study.

1. COURSE REQUIREMENTS

A minimum of nine upper division and graduate courses (36 units) must be completed in graduate standing. At least five courses (20 units) must be in the professional education (400) series. For the student affairs specialization, a total of 14 courses are required, including seven graduate courses. No 500-series courses may be applied toward the degree. Education 597 may be taken on an optional basis. A field experience minimally approximating one course is required

for all M.Ed. emphases. Information regarding specific course requirements in a selected M.Ed. emphasis may be obtained from the Office of Student Services.

Courses must be completed with a grade of "C" or better and with a cumulative GPA of at least 3.0.

2. TRANSFER OF GRADUATE COURSE CREDIT

Students are not allowed to transfer coursework taken at other universities toward the M.Ed. degree.

3. TEACHING EXPERIENCE

For some M.Ed. programs, teaching experience is required. Specific information may be obtained from the Office of Student Services.

4. COMPREHENSIVE EXAMINATION PLAN

The master's comprehensive examination for the M.Ed. degree in student affairs is offered during Spring Quarter. The examination consists of a written examination designed to assess comprehension of professional knowledge basic to the selected field of emphasis, including key concepts and principles, major theoretical positions, and fundamental issues and understanding of the broad educational context in which the selected professional field resides.

Information regarding examination foci for the M.Ed. degree in student affairs is available from the faculty adviser.

The master's comprehensive examination for the M.Ed. degree in administration is in the form of an inquiry project on a topic investigated in depth. Students address major theories studied in the program and link those theories to the practices in areas of leadership, teaching and learning, equity and access, and professional growth.

Students may be passed, passed with honors, or failed on this examination. Students who fail this examination are given a second opportunity to take the examination at the discretion of the student's adviser and a third opportunity on a two-thirds majority of all divisional faculty voting on this issue. No fourth sitting for the examination is allowed. Students who fail the comprehensive examination, but who have been allowed to retake it, may do so at any scheduled sitting with consent of the divisional faculty.

The master's comprehensive examination for the M.Ed. degree in teacher education is in the form of an inquiry project. The inquiry project process represents the developmental and collaborative philosophical approach of the teacher education program. Students submit essays on various topics ranging from cultural, linguistic, and pedagogical practices in education. The portfolio is submitted in May of the student's second year.

The inquiry project examination is graded pass, pass with honors, or fail. Students who fail the examination are given a second opportunity to take it at the discretion of the student's adviser and a third opportunity on a two-thirds majority vote of all program faculty. No fourth sitting for the examination is allowed.

D. THE DOCTOR OF EDUCATION (ED.D.) DEGREE

The Doctor of Education degree is a professional degree designed to meet the needs of individuals preparing for careers of leadership and applied research in the schools and community educational programs. Major foci include leadership, practice, applied studies, and knowledge related to professional skills.

1. ADMISSION

To be admitted into the Ed.D. program, applicants must have at least three years of successful professional experience in education or the equivalent and demonstrated evidence of potential for professional leadership. Students are admitted by a division or by program and must formally apply for a change of division or program.

The only program currently accepting applications for the Ed.D. degree is the [Educational Leadership Program](#).

2. COURSE REQUIREMENTS

A program of study for an Ed.D. student is determined by the student and advisor, and must meet divisional/program requirements.

A minimum of 18 courses is required as indicated below:

- a) Three research methods courses, with no more than two introductory (first tier) courses and at least one intermediate/advanced (second tier) course selected from the departmental list approved for the Ed.D. (See Appendix I).
- b) Nine Education courses, of which at least six must be from the Education 400 series; all courses must be approved by the faculty advisor.
- c) Three supplemental courses selected from offerings in the School (outside the student's field of emphasis) or in another UCLA professional school or academic department.
- d) A sequential three-quarter field practicum (499A,B,C). Divisional/Program course requirements may be waived, under exceptional circumstances, by the Division/Program upon petition by the student and his or her advisor to the Division/Program Head and OSS. Whenever additional academic background is needed, a faculty advisor may require other coursework.
- e) Courses must be completed with a grade of "B-" or better and with a cumulative GPA of at least 3.0.

3. TRANSFER OF GRADUATE COURSE CREDIT

a) With a GSE&IS Master's Degree:

Each Division/Program will assess the petition of a student who wishes to be granted doctoral course credit from another GSE&IS divisional program. The assessment is based upon the student's prior work and may include the successful completion of the GSE&IS Doctoral Screening Examination in the student's new Division/Program. If the divisional/Program faculty agree, a Division/Program may award a maximum of eight courses, including up to three doctoral level research methods courses, toward the eighteen course doctoral requirement. Any decision to award a student doctoral credit for work done in a Master's program in another Division must be on the basis of a two-thirds majority of all divisional/Program faculty voting on this issue.

A student who wishes to be granted doctoral course credit within the same Division/Program may receive up to full credit at the discretion of divisional/Program faculty. This may also include successful completion of the Doctoral Screening Examination.

b) With Non-GSE&IS Master's Degree or Graduate Courses with No Advanced Degree:

Each Division/Program will assess the petition of a student who wishes to be granted doctoral course credit from another institution. The assessment is based upon the student's prior work and may include the successful completion of the GSE&IS Doctoral Screening Examination. There is a distinction between transferring students who have completed a Master's degree from another institution, and those who have merely taken graduate level coursework elsewhere. For the former type of student, GSE&IS divisional/Program faculty have the option of requiring a Doctoral Screening Examination for those who wish to transfer course credit to the GSE&IS doctorate. However, students of the latter type who wish to transfer course credit to the doctoral program are required to take the Doctoral Screening Examination. A Division/Program may award a maximum of five courses, excluding research methods courses, toward the eighteen course doctoral requirement. Any decision to award a student doctoral credit for work done in graduate studies elsewhere must be on the basis of a recommendation of a two-thirds majority of all divisional/Program faculty voting on this issue.

4. WRITTEN AND ORAL EXAMINATIONS

a) Doctoral Screening Examination:

The examination is offered twice yearly; once in the Fall Quarter and once in the Spring Quarter.

A written examination taken after the completion of appropriate coursework determined by the Division. This examination is concerned with central topics in the selected Division and field of emphasis. Questions are comprehensive in nature and are designed to measure the breadth and depth of knowledge, as well as focus that knowledge on specific problems.

Students taking the Doctoral Screening Examination will ordinarily 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.

All students admitted to a doctoral program without a master's degree are required to take the Doctoral Screening Examination. NOTE: A Division/Program may establish policy that would require all doctoral students to sit for the Doctoral Screening Examination. Students should check with their respective Division/Program and the Office of Student Services to determine if this or any other examination is required.

In a first sitting for this examination, students may be "passed," "passed with honors," "passed at the Master's level" (the "terminal" Master's), or failed. Students "passed at the Master's level" will be given one further opportunity to pass at the doctoral level; students who have failed will be given a second opportunity to take the examination at the Master's level only.

Students who pass at the Master's level or fail the Doctoral Screening Examination but who have been allowed to re-take the examination must do so at the next sitting. They can take up to 12 units per quarter until they have successfully completed the examination. Of these 12 units only 4 may be a doctoral 200- or 400-level course; the remainder must be the Ed. 597 course.

b) Doctoral Written Qualifying Examination:

The Written Qualifying Examination tests the core knowledge of the Division/Program and emphasis the student has selected. The questions on the examination reflect a professional orientation. Students may be "passed," "passed with honors," or "failed" on this examination. Students who fail this examination will be given a second opportunity to take the examination at the discretion of the student's advisor and a third opportunity upon a two-thirds majority of all divisional/Program faculty voting on this issue. No fourth sitting for the examination is permitted.

The examination is offered twice yearly; once in the Fall Quarter and once in the Spring Quarter.

Students who fail the Doctoral Written Qualifying Examination but who have been allowed to retake it should do so at the next scheduled sitting.

c) The University Oral Qualifying Examination:

This examination is conducted by the student's doctoral committee, which selects topics from education that are related to the student's written dissertation proposal. This examination is open only to the committee and the student. Upon majority vote of the Doctoral Committee, the University Oral Qualifying Examination may be repeated once.

d) Final Oral Examination:

The decision as to whether a final oral examination is required is at the discretion of the doctoral committee. A final oral examination is open to faculty, students, and other interested professionals at the discretion of the dissertation Chair and the student.

5. DOCTORAL COMMITTEE

The doctoral committee is formed subsequent to successful completion of the written qualifying examination. For the Ed.D. degree, the committee consists of three members from the Department of Education and one member from a department other than Education. This committee, nominated by the Department of Education and appointed by the Dean of the Graduate Division, conducts the Oral Qualifying Examination.

6. DISSERTATION

The dissertation, required of every candidate for the Ed.D. degree, must embody the results of the student's independent investigation and must contribute to professional knowledge in education and the improvement of school practice.

III. POLICIES AND PROCEDURES

A. LEAVE OF ABSENCE (Revised JUNE 1997)

University and school policy encourages students to make steady progress toward completing their program. Thus, leaves of absence will be granted only under unusual circumstances and will not be granted to students simply because they are temporarily less directly engaged with faculty.

The amount of time and support students receive from faculty will naturally fluctuate throughout their degree programs. Such fluctuations in student contact with Department faculty and staff or University resources, however, do not warrant a leave of absence during quarters when there is less contact or engagement. A graduate degree is an on-going, comprehensive experience paid for through student fees and state support for the University. Payment for graduate degree programs should not be considered simply as fees for service on a quarter-by-quarter basis.

Circumstances Warranting a Leave of Absence: A leave of absence may only be granted under the following circumstances:

- * A student's research requires that he or she reside outside of the seven Southern California counties for no less than 12 weeks (this type of leave will generally only be granted to doctoral students who are advanced to candidacy and are working on dissertation research);
- * Maternity or paternity leave for the birth or adoption of a baby;
- * Family care and medical leave to attend to the serious health condition of the student or a family member;
- * Other unanticipated emergencies including, but not limited to, a sudden change in the student's or family member's employment status, which leads to a drastic change in financial status. A leave of absence based on such "hardship" cases may be granted only after the student has made a serious effort to secure financial aid and/or loans. (Students are encouraged to seek assistance from the Office of Student Services and their faculty advisors in finding aid or loans.)

Students will not be granted a leave of absence when studying for a master's or doctoral examination. (Students should enroll in Ed. 597: "Preparation for Master's Comprehensive or Doctoral Qualifying Examination," or another appropriate divisional course.)

If a student anticipates using as much as 12 or more hours of University facilities and/or faculty time (excluding the library) per quarter, the student is not eligible for a leave of absence or an extension of a leave of absence and must register. A student who has accumulated as much as 12 or more hours of use of University facilities and/or faculty time (excluding the library) since last being registered is not eligible for a leave of absence and must register in the next quarter. Any use of faculty time is to be considered, including reading and suggesting revisions to drafts of theses and dissertations.

Procedures for Obtaining a Leave: A student applying for a leave or an extension of a leave must complete a UCLA leave of absence form and a Department of Education leave of absence petition. Both are available at the Office of Student Services. In order for a leave to be granted, the Department petition must be signed by the student's advisor and Division Head.

Signatures for the UCLA petition include: the Director of the Office of Student Services and the doctoral committee chair (when applicable). The signature of the Department Chair is also required on the UCLA petition if the leave of absence is retroactive. International students must also obtain a signature from the Office of International Student Services.

Parameters of Student Leaves: If approved, a leave is normally granted for periods of one to three quarters. Leaves may be extended for a total of two years (six quarters). If a student has transferred from another UCLA Department and has taken a leave of absence, that leave follows the student through his or her academic career.

A student who fails to return to the University the quarter after being on an official leave of absence, or who leaves the University without an official leave of absence, must apply for re-admission to graduate study. To be eligible for a leave of absence, a student must have been in residence at the University for at least one quarter, must have a current grade point average of at least 3.0 in the UCLA graduate program in which he or she is enrolled, and must apply for the leave of absence before the end of the first week of classes of the quarter in which the leave is intended to commence.

Also, students on leave may not keep a salaried appointment to any apprentice teaching or research title. Students who are on leave risk losing their fellowship funding from the Department, the University or outside granting agencies. Students are responsible for monitoring the status of any fellowship that could be taken away due to a leave of absence.

B. COGNATE COURSEWORK (Ph.D. students)

1. REQUIREMENTS

a) The cognate requirement may not be waived on the basis of a Master's degree already received nor may coursework be transferred to meet this requirement.

b) Three cognate courses are required but the student's academic advisor may require up to five courses for completion of the cognate requirement.

c) Cognate courses may be selected from any degree-granting department on campus (as long as they are bona fide upper division or graduate level courses with academic content and represent a coherent program of study). Some Divisions may require the courses to be graduate level.

d) Cognate courses may be selected from multiple departments.

e) In general, students will not be allowed to count as a cognate course any Education course which is cross-listed in another department on campus even if the student signs up with the non-Education course number. An exception is a course which, though cross-listed in Education, originates in another department and is taught by a non-Education faculty member. Students who take a cross-listed course which is team-taught by both Education faculty and faculty from other departments may petition to have this course count towards the cognate.

2. PROCEDURES

Student should submit a petition (available in the Office of Student Services, see Appendix II) outlining a coherent set of courses to be approved, in order, by his/her academic advisor, Division Head, and the Office of Student Services (students should list two alternate courses for approval). CDAS strongly advises (some Divisions require) that students submit their cognate coursework petition prior to enrolling in any cognate courses.

C. RESEARCH APPRENTICESHIP COURSES (RACS)

In an effort to move the Department toward a research mentorship-apprenticeship model for training Ph.D. students, the Chair encourages faculty to establish regular Research Apprenticeship Courses (RACs) focused on assisting doctoral students in developing and conducting research. RACs are Departmental courses (Ed 288) that students may enroll in more than once, and may be required to do so by their Division. Divisions have flexibility in determining how RACs will fit into their Divisional requirements.

The following set of policies were established by the Committee on Degrees, Admissions and Standards (CDAS) to

create consistency across Divisions and programs in terms of the scope and requirements of these courses, while still allowing faculty and students some flexibility to make these new training models work for them. These policies go into effect beginning Fall 1997 and apply to all students admitted to Ph.D. programs as of Fall 1996.

The goal of the RAC Ed 288 seminars is to provide a structure that allows students to engage in research under the continuous supervision of a faculty member. The central focus of each RAC is on the research interests of the graduate students and their development as independent researchers.

1. REQUIREMENTS AND STUDENT COURSE CREDIT

Each Division should decide how RACs will fit into their Divisional curriculum and requirements. Divisions, not individual faculty members, authorize RACs as part of their course schedule for the coming year. The teaching needs of the Divisions and the students take precedence over the request of any one faculty member to offer a RAC. Division course schedules for each academic year should list each faculty member's 288 RAC as being offered all three quarters.

Students enroll in a RAC for two credits each quarter and can earn a maximum of six credits for their participation in a RAC over the three quarters, (the RAC must meet regularly for a minimum of 60 hours over the course of the three academic quarters of the school year, or an average of 20 hours per quarter.) Divisions may choose whether the RACs count for Divisional requirements. They may also require students to take a specified number of RACs in order to graduate, although no more than three RACs (or nine quarters of 288 at two units each) can count toward the required 18 courses for a doctoral degree. Grading is "Satisfactory/Unsatisfactory" only.

2. STUDENT ACCESS TO RACS

Faculty can limit the enrollment of their RACs to no more than 10 students, but they may not limit enrollment to only those students who work on paid research projects with them. Faculty may, however, limit the enrollment to their advisees only, if that number meets the course cap. A faculty member's student advisees should have first access to his or her RAC. Faculty may require their advisees to enroll in their RACs. Divisions should ensure that all Ph.D. students have an opportunity to participate in a RAC. Students should consult Division Heads or Advisors regarding the availability of RACs and student access to them.

3. CONTENT OF RACS

The central focus of RACs will be on the research interests of the doctoral student. While all students enrolled in a RAC must have 60 hours of faculty contact time over the course of the three quarters, faculty may occasionally meet with subsets of students to discuss specialized readings or work on student projects.

The goal of RACs is to assure that all Ph.D. students receive the necessary mentoring and guidance as they apprentice to become independent researchers. This mentoring will come not only from the faculty members but also from other students enrolled in RACs. Ideally, students enrolled in RACs will be at different stages of their doctoral programs, thus allowing for a layering of mentoring opportunities -- faculty to student and student to student. This layering distinguishes RACs from 299 courses.

D. SUPPLEMENTAL COURSEWORK (Ed.D. STUDENTS)

1. REQUIREMENTS

Supplemental coursework may be selected from departments outside of Education or from within the Department of Education as long as the courses are offered outside of the student's field of emphasis. The student's academic advisor and/or Division/Program may require that Supplemental coursework be completed outside of the student's Division/Program.

2. PROCEDURES

Student should submit a petition (available in the Office of Student Services, see Appendix III) outlining a coherent set of courses to be approved, in order, by his/her academic advisor, Division/Program Head, and the Office of Student Services. CDAS strongly advises (some Divisions/Programs require) that students submit their supplemental coursework petition prior to enrolling in any supplemental courses.

E. RESEARCH METHODS REQUIREMENT (Ph.D. STUDENTS)

Four research methods courses from the approved departmental list are required (see Appendix I). At least one of these courses must be an upper-tier course. If any of these courses are taken while in a GSE&IS Master's program, they can be applied toward the research methods requirement for the Ph.D. or Ed.D. degrees with divisional/Program approval.

Additional research methods courses may be required at the discretion of the student's academic advisor and/or Division/Program head.

F. TRANSFER OF COURSE CREDIT

1. COURSE CREDIT FROM INTER-UC CAMPUS EXCHANGE PROGRAM

Students who wish to take courses in the Inter-UC-Campus Exchange Program must obtain prior approval from their advisor, Division/Program Head, Office of Student Services, and the Department Chair.

2. CONCURRENT ENROLLMENT

Up to two courses (eight units) completed by enrolling concurrently through the University Extension may count toward degree requirements. Master's degree students must petition to Graduate Division for this privilege; doctoral students must petition to their Division/Program Head. Contact OSS for appropriate procedure.

G. TRANSFER OF DOCTORAL DEGREE OBJECTIVE

Students may change their doctoral degree objective (Ph.D. to Ed.D., or vice versa) only by petition. The student must formally apply through the Office of Student Services by completing the Department of Education Application for Admission (internal). This application will be processed by OSS and forwarded to the Division/Program for review.

Once accepted to the Division/Program for the new degree objective, the student is responsible for completing all course work and examination requirements relevant to that degree.

H. GRADING

The minimum acceptable course grade for a Master's student is a "C." For doctoral students the minimum acceptable course grade is a "B-."

I. WRITTEN EXAMINATIONS

1. SITTING FOR THE EXAMINATION

Students wishing to take the Comprehensive Examination, the Doctoral Screening Examination, or the Doctoral Qualifying Examination, must be registered and either have completed all required coursework (and any required preliminary examinations) or be enrolled in such courses during the quarter the examination is taken. Note: Incompletes in required coursework must be completed before the student is allowed to sit for the examination.

Students must apply to take written examinations; information and deadline dates are available in the Office of Student Services.

2. APPEALS OF NEGATIVE RESULTS

Contesting the results of a Master's or doctoral examination must be done by the student by the end of the quarter following the quarter in which the examination was taken (excluding summer quarter). This appeal must be in writing and submitted, through the Office of Student Services, to the student's Division/Program, and, if appropriate, to the Department Chair and to CDAS.

J. ORAL QUALIFYING EXAMINATION

Students wishing to take the Oral Qualifying Examination must have completed all courses required for the degree with a minimum passing grade of "B-" and cumulative GPA of 3.0, passed their doctoral written qualifying examination, and had their doctoral committee appointed by the Graduate Division.

The Office of Student Services will institute a "sign-off" procedure prior to the Oral Examination. In addition, OSS will

provide a transcript of the student's record at the time of the oral examination for the dissertation Chair to review.

K. COMMENCEMENT

Commencement for the Graduate School of Education & Information Studies occurs at the end of each Spring Quarter.

Master's students may participate only if they have successfully completed all of their coursework and a) passed their Written Comprehensive Examination, or b) had their thesis approved by the complete Master's Thesis Committee. The thesis must be approved no later than the Friday before commencement, and evidence for this must be provided to the Office of Student Services by this date.

Doctoral students in the Educational Leadership Program may participate in commencement only if they have successfully completed the Final Oral Examination by the Friday before commencement. If a Reading Committee has been established, in lieu of a final Oral Examination, doctoral students must have received all necessary signatures on the dissertation signature page by the Friday before commencement. A copy of the Report on the Final Oral Examination or the dissertation signature page must be submitted to the Office of Student Services as verification of completion.

Ph.D. doctoral students may participate in commencement if their dissertation advisor states they will file the dissertation by the end of Summer quarter.

L. PROBATION

Each Division will review all students on an annual basis. Students who do not meet divisional criteria for acceptable performance will be put on probation by the Department Chair. Students who are put on probation and do not meet divisional requirements after a two-quarter period may be recommended for termination from their graduate program by the Department Chair.

M. ENROLLMENT STANDARDS AND TIME TO DOCTORAL DEGREE

The Department has established enrollment standards (Units) and normative and maximum times for completing coursework and passing the Doctoral Written Qualifying Examination, for preparing the dissertation proposal, passing the University Oral Qualifying Examination and Advancing to Candidacy (ATC), and for submitting the completed dissertation, including passing the Final Oral Examination, if required (Completion):

Normative Maximum

Units of Enrollment: 12 or more per Quarter Consult Advisor

Passing Written Qualifying Examination: 7 quarters to 9 quarters

Passing Oral Qualifying Examination and ATC: + 3 quarters to + 6 quarters

Completing Doctoral Degree: + 4 quarters to + 6 quarters

Total Time to Doctoral Degree: 14 quarters 21 quarters

A student has seven years (21 quarters) from the time of admission to the doctoral program (excluding official leaves of absence) to obtain their doctoral degree. The Division and the Office of Student Services is authorized to alert students when they are not making timely progress toward their degree as evidenced by exceeding the normative time as indicated above. If warranted, a student may be placed on probation or recommended for termination.

Students who may be re-admitted in the future but have exceeded the 21-quarter limit will have up to three additional quarters to complete their degree at the discretion of the student's Division and the Department Chair.

APPENDIX I
APPROVED RESEARCH METHOD COURSES IN EDUCATION FOR THE Ph.D.

FIRST TIER		SECOND TIER	
200A	Historical Research and Writing	200C	Analysis of Survey Data in Education
200B	Survey Research Methods in Education	211B	Measurement in Education: Underlying Theory
206C	Intro. To Conceptual Analysis	211C	Item Response Theory
209C	Research and Evaluation in Higher Education	231A	Multivariate Analysis
211A	Measurement in Education: Underlying Theory	231B	Factor Analysis
221A	Computer Analysis of Empirical Data in Education	222B	Participant Observation Field Methods
222A	Intro to Qualitative Methods and Design Issues In Educational Research	222C	Qualitative Data Reduction and Analysis
228	Observation Methods and Longitudinal Studies	230B	Linear Statistical Models in Social Science Research: Multiple Regression Analysis.
230A	Intro To Research Design and Statistics	230C	Linear Statistical Models in Social Science Research: Analysis of Designed Experiments
230X	Applied Research Design and Statistics for Social Sciences	231C	Analysis of Categorical and Other Nonnormal Data
233A	Professional Writing in Education (1 st and 2 nd Year students)	231D	Multilevel Analysis
233B	Professional Writing in Education (Dissertation Stage)	M231E	Statistical Analysis with Latent Variables
242	Quantitative Foundations for Educational Policy and Planning	246A	Decision Analysis and Advanced Computer Methods for Educational Policy and Planning
255A	**Seminar: Special Topics--Measurement	251C	Seminar: Philosophy of Education; Social Science Problems--Methodological Perspectives
255B	**Seminar: Special Topics--Design	255A**	Seminar: Special Topic--Measurement
255C	**Seminar: Special Topic--Data Analysis	255B**	Seminar: Special Topic--Design
266	Feminist Theory and Social Sciences Research	255C**	Seminar: Special Topic--Data Analysis
272	Case Study Research in Education Policy and Practice		
274	Science, Technology, and Social Research after Eurocentrism		
283	Social Research in a Multi-Cultural and Post-Colonial World		

** Please Check with OSS before enrolling in this course to determine if it meets a Research Methods Requirement. This determination is made each year by the SRM Division, based on the content of the course.

APPROVED RESEARCH METHOD COURSES IN EDUCATION FOR THE Ed.D

FIRST TIER		SECOND TIER	
200A	Historical Research and Writing	200C	Analysis of Survey Data in Education
200B	Survey Research Methods in Education	206C	Intro to Conceptual Analysis
211A	The Measurement of Educational Achievement & Aptitude	211B	Measurement in Education: Underlying Theory
230A	Into to Research Design & Statistics	211C	Item Response Theory
230X	Applied Research Design & Statistics for the Social Sciences	221	Computer Analysis of Empirical Data in Education
233A	Professional Writing in Education (1 st and 2 nd Year students)	M22A	A Laboratory for Naturalistic Observations: Developing Skills and Techniques (Same as Anthropology M236Q and Psychiatry M235)
233B	Professional Writing in Education (Dissertation Stage)	222B	Design Issues in Naturalistic Research
272	Case Study Research in Education Policy & Practice	222C	Qualitative Data Reduction and Analysis
255A**	Seminar: Special Topics – Measurements	228	Observation Methods and Longitudinal Studies
255B**	Seminar: Special Topics – Design	230B/C	Linear Statistical Models in Social Science Research
255C**	Seminar: Special Topics – Data Analysis	231A	Multivariate Analysis
266	Feminist Theory and Social Sciences Research	231B	Factor Analysis
274	Science, Technology, and Social Research after Eurocentrism	231C	Analysis of Categorical and Other Nonnormal Data
283	Social Research in a Multi-Cultural and Post-Colonial World	231D	Multilevel Analysis
		231E	Structural Equation Modeling
		411B	Procedural Problems in Evaluation
		412A	Criterion-Referenced and Norm-Referenced Test Construction
		242	Economic Analysis of Educational Policy and Planning
		246A	Seminar: Mathematical Modeling in Educational Policy Analysis
		246B	Seminar: Operation Research—System Analysis in Education
		251C	Seminar: Philosophy of Education, Behavioral Science Problems – Methodological Perspectives
		255A**	Seminar: Special Topics – Measurements
		255B**	Seminar: Special Topics – Design
		255C**	Seminar: Special Topics – Data Analysis

** Please check with OSS before enrolling in this course to determine if it meets a Research Methods requirement. This determination is made each year by the SRM Division based on the content of the course.

APPROVED NON-DEPARTMENT OF EDUCATION SECOND TIER RESEARCH METHODS COURSES

ANTHROPOLOGY

- Anthro. 239P Selected Topics in Field Training in Ethnography
- Anthro. 246 Research Design and Field Training in Linguistic Anthropology
- Anthro. 247 Analysis of Linguistic Field Data
- Anthro. 282 Research Design in Cultural Anthropology
- Anthro. 283 Mathematical Models in Anthropology

COMPUTING

- Computing 10C Introductory to Programming/Pascal
- Computing 10F Introductory to Programming/FORTRAN

MANAGEMENT

- MGMT 210A Mathematical Programming
- MGMT 210B Applied Stochastic Processes
- MGMT 210C Network Flows and Integer Programming
- MGMT 211A Nonlinear Mathematical Programming
- MGMT 211B Large-Scale Mathematical Programming
- MGMT 213B Statistical Methods in Management
- MGMT 213C Introduction to Multivariate Analysis
- MGMT 214B Behavioral Science Models
- MGMT 215D Time-Series Analysis
- MGMT 217A Decision Analysis

MATHEMATICS

- Math. 275A-B Probability Theory
- Math. 275C Stochastic Processes
- Math. 276A-B Statistical Theory
- Math. 276C Statistical Decision Theory
- Math. 277 Data Analysis
- Math. 278A Multivariate Analysis
- Math. 278B Nonparametric and Robust Statistics
- Math. M279A-B-C Linear Statistical Models
- Math. M280 Statistical Computing

PSYCHOLOGY

- Psych. 250B Advance Psychological Statistics
- Psych. 252A-B Multivariate Analysis
- Psych. 253 Factor Analysis
- Psych. 254A-B Seminar in Psychological Scaling
- Psych. 255 Quantitative Aspects of Assessment
- Psych. M256 Advance Regression Analysis
- Psych. M257 Multivariate Analysis with Latent Variables
- Psych. 258 Special Problems in Psychological Statistics
- Psych. 259 Quantitative Methods in Cognitive Psychology

Continued other side

PUBLIC HEALTH: BIOSTATISTICS

Biostat 200C	Biostatistics
Biostat M210	Statistical Methods for Categorical Data
Biostat 212	Distribution Free Methods
Biostat 213	Statistical Simulation Techniques
Biostat 214	Finite Population Sampling
Biostat M215	Survival Analysis
Biostat M232	Statistical Analysis of Incomplete Data
Biostat M250A-B-C	Linear Statistical Methods
Biostat 251	Multivariate Biostatistics
Biostat M280	Statistical Computing

SOCIOLOGY

Soc. 210A-B*	Intermediate Quantitative Methods I, II
Soc. 211A-B*	Comparative and Historical Methods
Soc. 213A-B*	Techniques of Demographics and Ecological Analysis
Soc. 214A-B*	Naturalistic Methods for Recorded Data
Soc. 215A-B*	Experimental Sociology
Soc. 216A-B*	Survey Research Methods
Soc. 218A-B*	Ethnomethodological Methods
Soc. 232	Survey Data Acquisition
Soc. 250	Methodological Problems

* In Progress Grading, both courses must be taken to get credit. Two-Quarter sequence will count as one second tier course.