



HUMAN DEVELOPMENT & PSYCHOLOGY

PLANNING YOUR GRADUATE PROGRAM

Academic Year: 2018-19

A HANDBOOK FOR STUDENTS ENROLLED
IN THE PH.D., JOINT DOCTORATE, AND M.A. DEGREE PROGRAMS
OF THE DIVISION OF HUMAN DEVELOPMENT & PSYCHOLOGY

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Preface

This manual describes the opportunities and requirements students will encounter in the Division of Human Development & Psychology in the Department of Education at the UCLA Graduate School of Education & Information Studies. It covers the Ph.D., Joint Doctorate, and M.A. degree programs, beginning with entry into the degree program and continuing through to the last examination, thesis, or dissertation. The manual is designed to answer three general questions:

1. What is the Human Development & Psychology (HDP) Division?
2. What happens after admission to the division? And,
3. How does one plan a course of study and carry out its various steps successfully?

This document describes the academic requirements for all HDP students entering the division in the academic year 2018-19. These requirements may have changed from previous years, and they may change in the future. As a student entering the division during the 2018-19 academic year, you are obliged to complete the requirements described in this manual, and any Department and University requirements in effect at the time of your admission.

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SECTION 1. OVERVIEW, HISTORY AND CURRENT DIRECTIONS

Educational psychology has existed as a major program throughout the history of UCLA's Department of Education. The present Division of Human Development & Psychology (HDP) was created in June 1995 and was formally known as Psychological Studies in Education (PSE) before switching to its current title, Human Development & Psychology, in 2012. Each faculty member participating in the HDP division has his or her own research interests, background, and "way of looking at things," but they also share many interests and perspectives. HDP faculty study how individuals and groups from diverse backgrounds and across diverse contexts learn and develop. This includes children and adolescents with typical development and those developing atypically, and youth from diverse socioeconomic status, linguistic, racial and ethnic, and immigrant backgrounds. The faculty and students in HDP explore the situations and processes that promote learning and development across the developmental trajectory in a variety of contexts from early child care settings, families, schools, community colleges and universities, and the larger community. A cross-cutting theme across Division faculty is examining the interplay between risk and resilience in the lives of children and adolescents from underserved and under-resourced communities, and those who are underrepresented in the scientific literature. To do so, HDP faculty and students employ a variety of research designs and methodological approaches. Faculty expertise includes qualitative (e.g., clinical structured interviews) and quantitative (e.g., survey research methods) approaches, randomized experimental designs and intervention studies, as well as designing and conducting longitudinal studies.

The Division of Human Development & Psychology, seeks to increase knowledge about human learning and development and improve educational practice. HDP faculty are invested in educating MA and Ph.D. graduate students as well as student from the Joint Doctoral Program in Special Education (*a degree program that has been offered since the mid-1960s by UCLA and the California State University at Los Angeles*). HDP faculty provide training to Ph.D. students in an intensive, individualized program, supporting and mentoring them. Doctoral students participate in a research apprenticeship model of training, requiring 10 hours a week work with their advisor. The Division's goal for Ph.D. students is that after having undergone a rigorous program of theoretically-based research training, they will embark on a research career.

SECTION 2. "TYPICAL" GRADUATE CAREERS

Just as each of you who choose to pursue a graduate degree is an individual, there is no "typical" graduate career. You will take different courses and work with different advisors; some will maintain one focus from your first day of graduate school, whereas others of you will change or discover your interests as you progress thorough the program. Some of our most successful graduates were slower in finishing their degrees, while others finished in record time. The important consideration, always, is what works best for you--for your interests, needs, and future career--within the context of what the division has to offer. Still, although no degree program path can be considered typical, many experiences will apply to all of you. These experiences generally occur at specific times over your graduate school years.

What follows is a general description of what these years might look like for the three degree programs offered by the Division of Human Development & Psychology. Details are given in subsequent Sections. We begin with the Ph.D. program. Then we cover the UCLA/Cal State LA Joint Doctoral Program in Special Education, and the M.A. Program.

PH.D. PROGRAM

The Ph.D. program is a full-time program. You should plan to be enrolled in the equivalent of at least three 4-unit classes every quarter and to be on campus most every day. Most of the formal courses you will take are during the day, as are most colloquia, research group (RAC) meetings, and research work. You will gain valuable experience and learn much from the time you spend outside of courses with faculty and students conducting research, writing papers, and working in formal and informal educational settings.

You should expect to finish your degree in four to six years. University regulations require that the Ph.D. be completed within 21 quarters (seven years), but students in our division typically do not take that long. As faculty, we are committed to helping you finish in a reasonable time-to-degree of four to six years.

FIRST YEAR

The goal of the first year is to integrate you into graduate training. By "integrate," we mean that you begin to understand issues in your area of human development and psychology and how you can become a professional in the field. Our goal is to train students for careers in research and academia. For this reason, at the beginning of your Ph.D. program, you should do the following things:

- Get to know your faculty advisor. One of us, as your advisor, will begin the mentoring process. Talk with your advisor to find out what graduate school consists of, including expectations and requirements, and how you can succeed as a Ph.D. student in the program. Make certain that the conversation goes in both directions; in addition to listening to your advisor, discuss your interests and needs with him or her. See Section 3 for details.

- In close collaboration with your advisor, choose and start enrolling in a series of courses that best match your interests while also meeting all university, departmental, and divisional requirements. Such courses include content courses (i.e., those addressing your substantive interests) and methodological courses. Take three or four content/methodology courses every quarter. See Section 4 for details.
- Get involved in research. Beginning the first year of your course of study, you are required to engage in research activity with your advisor for 10 hours a week as a research apprenticeship. Join a research group and work on one or more research projects with your advisor and/or with other divisional faculty members. Ideally, you can research issues that you have been learning about in the content courses, using methods and statistics that you have been learning about in the methodology courses.
- Participate and enroll in a Research Apprenticeship Course (RAC). RAC is a weekly discussion group made up of students and a faculty advisor. During these sessions, individual students present their research for discussion and comment, and the group discusses various research issues, practices, and techniques. RAC sessions may also include various professional development activities (e.g., CV workshops) and a time to give and receive feedback from colleagues on a variety of tasks (e.g., presentations, fellowship and/or job applications). These activities may vary across course and time.
- Participate in scholarly meetings. Explore the scholarly world you are joining by attending research colloquia and talks offered throughout UCLA. Learn more by participating in campus-based conferences (e.g., Research & Inquiry Conference [R&IC]) and by attending meetings of professional associations (e.g., Society for Research in Child Development Biennial Meeting [SRCD], Research on Adolescence Biennial Meeting [SRA], American Educational Research Association Annual Meeting [AERA]).
- Become familiar with educational settings. Through research, colloquia, course requirements, and other mechanisms, get first-hand experience with the everyday settings in which human learning and development actually occur.

SECOND YEAR

The second year is generally taken up with formal coursework and involvement in research projects. Toward the end of your second year, you will be starting to think about taking your written qualifying exams and what you will pursue for your dissertation study. Thus, the following activities usually comprise the second year:

- Move ahead on coursework. Take three or four courses every quarter. Most students will finish all required coursework this year. Since you must complete both the appropriate number and types of courses, it is essential to check your progress and plans with your advisor early in the year. Required coursework may slightly differ depending on whether you entered the division with a B.A. or M.A. (and from UCLA versus from another

institution). For these reasons, some students may need to finish taking required courses in their third year. See Section 4 for details.

- Participate and enroll in a Research Apprenticeship Course (RAC).
- Continue performing research. The goal here is to further hone your research skills and advance your intellectual thinking by collaborating with colleagues and faculty members on projects that may lead to publications and/or to presentations at campus-based conferences (e.g., R&IC) and/or at professional conferences (e.g., SRCD, SRA, and AERA).
- Take the doctoral screening exam (the Proposal and Oral Defense of the 299 Series Empirical Paper). The doctoral screening exam for all HDP Ph.D. students consists of an acceptable written proposal for your 299 Series Empirical Paper. The written proposal must be completed by the end of fall quarter of your second year, and is then followed by an oral defense of the proposal during winter quarter. See Sections 5 and 6.
- Complete the 299 Series Empirical Paper. The proposed research has to be carried out and written up as a study (that can be submitted as a master's thesis) before the doctoral written qualifying examination can be taken. See Sections 5 and 6 for details.
- Participate in scholarly meetings. Continue to learn about your scholarly world by attending research colloquia, speeches, and meetings of professional associations.
- Become familiar with educational settings. Continue to get first-hand experience with the everyday settings in which human learning and development actually occur. Develop expertise in relating your research work to practical educational matters.
- Prepare a topic and a reading list for the doctoral written qualifying examination. You will take the doctoral written qualifying exam after you have carried out and have written up the study you proposed in the 299 Series (also known as the 299 Series Empirical Paper), and after you have completed (or are currently enrolled in the last of) your required coursework; this typically occurs in your third year. The exam is given twice a year, once in November, and once in May. You must choose the topic and prepare the reading list (i.e., References) for this exam and must give about five-months' notice that you intend to take the exam. If you plan to take the exam in November of your third year, you must have the topic and the reading list approved by June of your second year; if you take it in May, then by December of your third year. See Section 5 for details.

THIRD TO SIXTH YEARS

The third year generally begins the exams and procedures that directly lead to your Ph.D. degree. At this point the "timeline" becomes more individualized, as you progress in your own direction and along your own time frame. Generally, though, the following takes place during this period which can last anywhere from 1 to 4 years:

- Publish an article in a scholarly journal or edited book. One measure of impact in our field is the production of scholarly writing that is disseminated to the academic community through publication of research studies. A requirement of the HDP doctoral program is the submission of a publishable paper (if first author) or the publication (if secondary author) of at least one research article or integrative review paper in a scholarly journal or edited book. See Section 8 for more detail.
- Take doctoral written qualifying exam. When your 299 Series Empirical Paper is approved by your committee and you have completed (or are currently enrolled in the last of) all required coursework, you are eligible to take your doctoral written qualifying exam. This exam is designed to assess whether your scholarly development has progressed as far as it should have by this time and you are ready to begin work on your dissertation. As noted above, the exam is given twice a year, once in November, and once in May. You must choose the topic and prepare the reading list (i.e., References) for this exam and must give about five-months' notice that you intend to take the exam. If you plan to take the exam in November of your third year, you must have the topic and the reading list approved by June of your second year; if you take it in May, then by December of your third year. See Section 5 for details.
- Continue to participate and enroll in a Research Apprenticeship Course (RAC). During this period, you may use the research group sessions to hold "mock orals" before going to first or final orals; practice a conference presentation; or try out a job talk. If possible, you should collaborate in authoring research reports, literature reviews, and/or theoretical papers that are published in journals and books. These activities may vary across courses and time.
- Participate in scholarly meetings. Continue to learn about your scholarly world by attending research colloquia, speeches, and meetings of professional associations. If you have not already done so, at this stage of your Ph.D. career, you should be the sole author or a co-author of papers presented at meetings of the professional associations closest to your interests.
- Become familiar with educational settings. Continue to get first-hand experience with the everyday settings in which human learning and development actually occur. Develop expertise in relating your research work to practical educational matters.
- Choose and work with the chair of your dissertation committee. The dissertation chair is usually the faculty member who has been your advisor or research supervisor, but this need not be the case. You should pick a chair whose interest are reasonably close to your interests. This person--now called the dissertation chair--will be the individual with whom you work closely to produce a preliminary dissertation proposal, which will then be carried out. The dissertation chair also becomes your official advisor. See Section 7 for details.
- Produce a dissertation proposal. The dissertation proposal is a fairly lengthy document (usually 30-50 pages) that describes what you will examine in your dissertation study.

Beyond the writing, however, are the details of the study itself. In close collaboration with your dissertation chair, you learn about the literature that addresses the questions of interest, propose a specific set of research hypotheses, and decide which participants, methods, research designs, and analyses will be used to answer these questions. Conceptualizing the questions, background, design and analyses of this study, as well as writing several proposal drafts necessary to convey this information effectively in written form, generally requires at least several months. See Section 7 for details.

- Pick a dissertation committee. At some time during the preparation of the dissertation proposal, usually near the end, you select the other members of your dissertation committee. Ordinarily, the committee is composed of a chair from HDP, two other HDP or other Department of Education faculty members, and one faculty from a Ph.D.-granting UCLA department outside of Education. Each committee member is given the completed dissertation proposal at least two weeks before the preliminary orals; however, it is important to check with your committee members for deviations from this time frame. See Section 7 for details.
- Hold preliminary orals. The preliminary oral (also called the University Doctoral Oral Examination) is a formal, scheduled, 2-hour meeting you hold with all dissertation committee members in attendance. You describe the topic of interest and how you propose to perform the study. Committee members ask questions, make suggestions, and attempt to refine the research question, design, and analyses. If the committee feels you understand the area's issues and problems, have proposed an acceptable study, and can bring that study to fruition in a reasonable amount of time, you are approved to perform the study. See Section 7 for details.
- Perform the dissertation study. Depending upon what is studied and how, your dissertation study should take anywhere from several months to a little more than a year. During this time, you stay in close contact with your dissertation chair. Upon completion of data collection and analyses, you write up the dissertation report. You revise and update the original proposal and add the results and discussion sections. Again, the early drafts of the final dissertation document are refined in close consultation with your dissertation chair. The final dissertation report, given with sufficient notice (typically 2 weeks prior to final orals), is provided to all committee members. See Section 7 for details.
- Hold final orals. The final oral, or dissertation defense, is a formal, scheduled, 2-hour meeting you hold with all dissertation committee members in attendance. You describe the study and its findings. Committee members discuss refinements of analysis or interpretation and explore options for publication. See Section 7 for details.
- Make final revisions and submit completed dissertation to the University. Under the supervision of the chair of the dissertation committee, you make the revisions called for in the final orals, as well as any format or other changes required by the University. Upon submitting the final dissertation to the University and completing all necessary forms, you receive the Ph.D. degree. If possible, participate in the next June's commencement

ceremonies where your attainment of the Ph.D. degree receives special recognition. See Section 7 for details.

JOINT DOCTORAL PROGRAM IN SPECIAL EDUCATION

If you are in the Joint Doctoral Ph.D. Program in Special Education, your general experiences and timetable will be similar to those of students in the Human Development & Psychology Ph.D. program. Like the HDP doctoral program, the Joint Doctoral Ph.D. program is full-time. The time periods within which you can and must complete the Joint Doctoral Ph.D. degree are also about the same as those for the HDP Ph.D. program with the main difference that you first take one year of courses at Cal State LA and then complete course requirements at UCLA. Having the first year of courses at Cal State LA will not extend the length of your Ph.D. program.

M.A. PROGRAM IN HDP

The M.A. Program in HDP is a full-time, one-year program. If you elect to complete a Master's Thesis, you will generally enroll for a second year. You should plan to be enrolled in the equivalent of at least three 4-unit classes for all quarters. Most courses are offered during the day. University regulations are that the M.A. must be completed within 7 quarters (two and one-third years), but students in our division rarely take that long. As faculty, we are committed to helping you finish in one to two years.

FIRST YEAR

The goal for this year is to have you complete all the requirements for the degree. For this reason, you should do the following things:

- Get to know your faculty advisor. Talk with your advisor to find out what the master's program consists of and how you can succeed in it. Make certain that the conversation goes in both directions; in addition to listening to your advisor, describe your interests and needs to him or her. See Section 3 for details.
- In close collaboration with your advisor, choose and start enrolling in a series of courses that best match your interests while also meeting all university, departmental, and divisional requirements. Such courses include content courses (i.e., those addressing your substantive interests) and statistical-methodological courses. Take three or four formal courses every quarter. See Section 4 for details.
- Get involved. Depending on your professional goals, participate with a faculty member in his or her research, work with faculty or one of the GSE&IS centers on a school-based project, arrange a practicum in an educational setting (e.g., UCLA Lab School, UCLA Community School), attend colloquia and speeches, and attend meetings of relevant professional associations.

- Students need to specify a choice of either (1) the one-year master’s written comprehensive exam or (2) the two-year master’s research thesis track by 5th week of Winter Quarter:
 1. The master’s written comprehensive exam. If you are not planning to complete a research thesis, you will take the written comprehensive exam at the end of your first year, when you have finished (or are currently enrolled in the last of) all required coursework. This exam is designed to assess whether you have acquired the knowledge and skills expected of a master’s recipient. Master’s students typically take their written comprehensive exam in May. See Section 5 for details.
 2. The master’s research thesis track. The thesis is an independent piece of research that will advance knowledge in educational psychology. It should reflect your current interests and expertise and lead toward your subsequent career goals (it is described in full detail in Section 6 of this manual). The thesis may be completed instead of taking the master’s written examination. You will spend part of your first year selecting a thesis chair (most likely your advisor), selecting a thesis topic and developing a thesis proposal. Either during the Spring quarter of your first year (ideally) or Fall quarter of your second year, and in consultation with your thesis advisor, you will form a thesis committee comprised of two additional committee members. After a successful defense of your proposal – either an oral defense or a reading committee – you will be ready to undertake your proposed study. Completion and approval of the master’s thesis is the final step of this M.A. track. See Section 6 for details.

SECOND YEAR

If you opt to complete a research thesis rather than take the written examination, you will spend a majority of your second year carrying out and writing up the thesis work, obtaining committee approval of the completed thesis, and submitting the final thesis to the university. See Section 6 for details about the thesis.

PLANNING YOUR PH.D. OR M.A. PROGRAM

To plan your graduate degree program in the Division of Human Development & Psychology, follow four steps:

1. Become familiar with the UCLA and Department of Education requirements for the degree. Although most of these requirements are covered in this Handbook; other information may be available from the Office of Student Services.
2. Become familiar with the special requirements and expectations for the Division of Human Development & Psychology. These are presented here.

3. Draft a program plan that meets your particular interests and all requirements of the university, department, and division.
4. Take your draft program plan to a meeting with your advisor. Together you will revise your proposed program if necessary.

Your plan of study can be changed later if you and your advisor agree it is desirable. Essentially the same steps would be followed.

SECTION 3. ADVISING

FACULTY ADVISOR

In traversing all the steps of your graduate career, the role of the advisor is critical. At various points, the advisor works closely with you to tailor a program of coursework and experiences that will most benefit you. From the first day on, be sure to meet with, get to know, and work with your advisor.

CHOICE OF ADVISOR

No matter what degree program you enter in the HDP division, you will have a faculty advisor assigned to you. The assignment is based both on the match between your interests and faculty interests as expressed in your application to the graduate degree program and on the availability and advising load of the faculty. Your advisor is identified in the letter offering you admission to HDP. If not, you should contact the Office of Student Services to find out the name of your advisor.

ROLE OF ADVISOR

Your faculty advisor assists in planning your graduate program and provides advice and counsel whenever appropriate. If you are enrolled in one of the doctoral programs, your faculty advisor may also provide counsel about various examinations, and chair the 299 Series Empirical Paper and dissertation committees.

Faculty advisors are able to provide the best advice about substantive matters: What combination of courses will best prepare you in your chosen area? In what order should you take these courses? What constitutes a useful and manageable thesis, or dissertation? What are appropriate cognates? And how should one best prepare for exams?

CHANGING ADVISORS

Despite our best attempts to match students with appropriate advisors, you may eventually realize that you would prefer to switch advisors. This could be due to a change in your interests, the recognition that the original faculty match to your interests was not as closely aligned as anticipated, or the realization that you and your advisor do not work well together.

Changing your advisor is straightforward and should be carried out in the following order. First, you and your current faculty advisor agree that a change is desirable. Then you find another faculty member who is willing to serve as your new advisor. Next, you write a simple statement of the change, sign it, have the old and new faculty advisors sign it, and submit it to the Office of Student Services, which will record the change. If you are in a doctoral program and choose a dissertation chair who is not your advisor, the Office of Student Services automatically changes the records so that your dissertation chair also becomes your advisor.

THE OFFICE OF STUDENT SERVICES

Many times, students need information that could be considered more procedural: Does a certain course count for a cognate requirement? When do courses meet? What is the deadline for submitting a certain form for approval by the department or university? How do I go about reserving a room for my preliminary orals?

Although individual faculty may be able to help, you will generally find the information you need on procedural matters at the Office of Student Services (OSS). Amy Gershon (Director of OSS) and the OSS staff are both helpful and knowledgeable. They know all the details of procedures for completing the various requirements of each degree program. They handle all paper work, provide necessary forms and information booklets, and otherwise assist and advise students. If they do not know the answer, they will find it out and get back to you. OSS is located at 1009 Moore Hall, or can be reached at (310) 825-8326.

LEAVE OF ABSENCE POLICY

The Division strongly advises against students taking a Leave of Absence at any point during the course of study and the Department emphatically discourages leave requests during the first year of a student's program. The student's faculty advisor, Division Head, and the Office of Student Services each must review and approve all requests for a Leave of Absence or Extension of a Leave of Absence.

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 graduate grade point average of at least 3.0, 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. If approved, a leave is normally granted for periods of one to three quarters. A student on leave may use no more than 12 hours of university facilities and/or faculty time per quarter. All uses of faculty time are to be considered, including reading and suggesting revisions to drafts of theses and dissertations.

A leave of absence may be granted under a variety of circumstances: research or an internship when the student is outside the Los Angeles/UCLA area and not using more than 12 hours of faculty time or University facilities per quarter which both student and faculty advisor believe will enhance the student's program of study; maternity or paternity leave; unanticipated emergencies; and extreme financial hardship. Students will not be granted a leave of absence when studying for the Master's or doctoral examination.

STUDENT RIGHT TO APPEAL RULES

Students are expected to adhere to the policies as detailed in this handbook. However, students have the right to appeal rules. Requests can be made to faculty advisors who will work with the student and the Office of Student Services to attempt to reach a fair exception to a rule. Students also have the right to request the input of the divisional chair, department chair, or the Dean of Graduate Division as needed.

DIVISIONAL FACULTY

The Division of Human Development & Psychology has three kinds of faculty members. Core faculty members are associated with the division full-time. Emeriti faculty members are retired but still remain active in the division. Affiliated faculty members split their time between Human Development & Psychology and another division in the Department of Education or another department in UCLA. All of these faculty members teach courses that students in our division are likely to take, and all are available to serve as advisors and dissertation chairs. The following information about each Human Development & Psychology faculty member should help you identify those with whom you share common interests.

CORE FACULTY

Alison Bailey, Professor

Office: 3302B Moore Hall; Office Phone Number: 310-825-1731

E-Mail: abailey@gseis.ucla.edu

Teaching interests are in language and cognitive development and issues germane to children's linguistic, social, and educational development. Research interests include first and second language acquisition, literacy development, and academic language pedagogy and assessment practices with school-age multilingual learners. (Ed.M. in Acquisition of Language and Culture, Harvard University, 1991; Ed.D. in Human Development and Psychology, Harvard University, 1995.)

Sandra Graham, Professor; Presidential Chair in Education and Diversity

Office: 2127 Moore Hall; Office Phone Number: 310-206-1205

E-Mail: shgraham@ucla.edu

Teaching interests include motivation, children at risk, adolescent development, and issues in the education of minority children. Research interests are in the areas of attribution theory, peer victimization and aggression, the psychosocial benefits and challenges of school ethnic diversity, motivational processes in minority populations, and adolescents in the juvenile justice system. (B.A. in History, Barnard, 1969; M.A. in History, Columbia, 1970; Ph.D. in Education, UCLA, 1982.)

Jennie K. Grammer, Assistant Professor

Office: 3302C Moore Hall; Office Phone: 310-825-8348

Email: grammer@ucla.edu

Teaching interests include cognitive development, the socialization of cognition, and educational neuroscience. Research interests include the development of executive function, memory, and metacognition in early childhood, and factors in the classroom and in the home that promote the development of these skills. Research methods range from behavioral and electrophysiological assessments of children's cognition to observational studies of teacher

instruction. (B.A. in Psychology, North Carolina State University, 2003; Ph.D. in Developmental Psychology, University of North Carolina at Chapel Hill, 2010; Postdoctoral Fellow, University of Michigan, 2010-2012.).

Connie Kasari, Professor

Office: 3132B Moore Hall; Office Phone Number: 310-825-8342

E-Mail: kasari@gseis.ucla.edu

Teaching and research interests center on social and communication development of infants, toddlers, and preschoolers with developmental disabilities, especially autism, and relationships between children and their peers and parents. Recent work has focused on the development of novel interventions for children with autism who are under-served, and under-resourced. (B.S. in Education, Oregon State University, 1976; M.A. in Special Education, Peabody College, 1977; Ph.D. in Special Education, University of North Carolina at Chapel Hill, 1985.)

Rashmita S. Mistry, Professor

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Teaching interests include children's development in the context of poverty; topics in social and economic inequality; social development, and survey research methods. Research interests include examining the effects of poverty and financial stress on child and family well-being; and children's social identity development and reasoning about social inequalities during early and middle childhood. (B.A. & M.A. in Psychology, San Jose State University; Ph.D. in Child Development and Family Relationships, University of Texas at Austin, 1999; Postdoctoral Research Fellow – Center for Developmental Science, University of North Carolina at Chapel Hill, 1999-2002.)

Carola Suárez-Orozco, Professor and Division Head

Co-Director, Institute for Immigration, Globalization, and Education

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Overarching area of expertise is on the development of immigrant children and youth. Research interests include educational achievement; academic engagement and disengagement; immigrant family separations; the role of mentors in facilitating youth development; gendered experiences of immigrant youth; unauthorized status and development; immigrant emerging adults in community college settings; classroom observation and teacher bias; use of qualitative and mixed-methods. (A.B., Development Studies, U.C. Berkeley, 1978; M.A., Clinical Psychology, John F. Kennedy University, 1980; Ph.D. Clinical Psychology, California School of Professional Psychology, San Diego, 1993.)

Jeffrey Wood, Professor

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Current teaching and research interests include school-based interventions for children with autism and anxiety, implementation and dissemination of evidence-based practices for autism spectrum conditions in school and community based settings, the effects of anxiety on children's adaptation to school, caregiver-child relationships, empathy, personality development, friendship quality in childhood, and psychophysiology. (B.A. in Psychology, UC Berkeley, 1995; Ph.D. in Psychology, UCLA, 2003.)

EMERITI FACULTY

Eva L. Baker, Distinguished Research Professor; Director, Center for the Study of Evaluation; Director, Center for Research on Evaluation, Standards, and Student Testing; Director, Center for Advanced Technology in Schools

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Teaching interests include instructional design, measurement, evaluation, computer-based systems, and national research and development policy. Research areas involve the fit between instruction and evaluation in educational programs, achievement testing of students and teachers, particularly in writing, reading, and computer literacy. Another focus is in information science, explicitly the development of expert systems and the educational applications of artificial intelligence both nationally and internationally. (B.A. in English, UCLA, 1963; M.A. and Ed.D. in Education, UCLA, 1965 and 1967.)

AFFILIATED FACULTY

Megan L. Franke, Professor, Urban Schooling

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Teaching and research interests focus on understanding the role of teacher knowledge in the teaching of elementary school mathematics. Specifically of interest is understanding the relationship between teacher knowledge and classroom practice for teachers attempting to change their mathematics teaching. (B.A. in Psychology, UC Santa Cruz, 1982; M.A. in Educational Psychology, University of Wisconsin at Madison, 1988; Ph.D. in Educational Psychology, University of Wisconsin at Madison, 1990.)

William Sandoval, Professor, Urban Schooling

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Teaching interests include the development of scientific reasoning, epistemologies of science and their effects on learning and teaching, technological supports for science inquiry, and technology as a transformative tool for instructional practice. Research interests focus on the development of scientific reasoning and inquiry skills, the design of technology-supported learning environments to support inquiry, and understanding and supporting effective inquiry teaching strategies. (B.S. in Computer Science, University of New Mexico, 1986; Ph.D. in Learning Sciences, Northwestern University, 1998.)

Noreen M. Webb, Professor, Social Research Methodology

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Teaching interests include research methodology and statistics, measurement and scaling, and human abilities. Research interests include classroom processes related to learning, instructional grouping, aptitude-treatment interaction research, and generalizability theory. (B.A. in Mathematics, Swarthmore, 1973; M.S. in Statistics, Stanford, 1977; Ph.D. in Educational Psychology, Stanford, 1977.)

SECTION 4. COURSE REQUIREMENTS

Most incoming students think primarily about course requirements. Although graduate school involves much more than coursework, it is true that courses take up a substantial portion of your time in the first two years of the doctoral programs and in the entire master's program. Courses in graduate school serve several purposes, but the crucial one is to provide you with the necessary background to understand, perform research in, connect research to practice in, and professionally develop in your areas of interest. With this in mind, each degree program requires a small number of specific courses and specifies a distribution of courses by types (e.g., Core, Methods, Elective Courses), with anywhere from a little to a lot of choice about which specific courses satisfy the requirement for each type.

M.A. PROGRAM

If you are a student in the M.A. Program, you must take at least nine 4-unit courses. About half are required courses and half are courses selected to fulfill various required types. Consult with your advisor in order to choose courses that best support your academic and professional goals. Note that you also are required to enroll in and attend the HDP Colloquium (the EDUC 390 series), although this course sequence will not count towards your required nine 4-unit courses for the M.A.

CORE COURSES*

The majority of your required coursework falls into this category. You must take THREE basic theoretical courses from among the following:

- 212A Learning and Education
- 212B Motivation and Affect in the Educative Process
- 217D Language Development and Education
- 217A Social Development and Education
- 217B Cognitive Development and Education
- 217C Personality Development and Education

*In the event that a minimum of three courses are not offered in any given year, you may substitute other courses for this requirement, in consultation with your advisor and the division head. Please fill out paperwork from OSS and have the courses approved by your advisor and the division head.

METHODS COURSES

You must take TWO courses designed to introduce you to basic research methods and statistics. Ordinarily, these courses are 230A: Introduction to Research Design and Statistics and 230B: Linear Statistical Methods for Social Science Research. If you have already mastered this introductory material, then you and your advisor select more advanced statistics and methods courses as replacements.

If you are going to conduct a masters research study and write a Master's Thesis (generally completed over 2 years; see Section 6, The Master's Thesis and Doctoral Screening Exam, below), you are advised to take Education 299B in the Fall of your second year, and 299C in the Spring of your second year. If you have already completed your Master's Thesis introduction and methods sections by the time you take 299B, you may use the 299B course to either refine your writing or work on a fellowship or grant proposal that you may wish to apply to. You generally will not need to enroll in 299A if you are writing a Master's Thesis.

However, if you apply to the HDP doctoral program in the Fall of your first year in the M.A. program and are admitted, you should take Education 299A in the Spring of that academic year (your first year in the M.A. program) so you are prepared to enter the doctoral program effectively as a second-year doctoral student. If you take the 299 courses, these units will count as electives towards your 9 required M.A. courses.

ELECTIVE COURSES

The remaining four required courses are chosen to enhance the development of your particular interests. These choices are made in consultation with your advisor. EDUC 596 – Independent Research can count as an elective course with the approval of your advisor and the HDP division head. Undergraduate courses may be taken for elective credit, however they must be Upper Division courses (numbered 100 and above). Taking these undergraduate courses will need the approval of your advisor and the HDP division head.

HDP COLLOQUIUM

All M.A. students are required to attend HDP colloquia during Winter and Spring quarters. First and second year students must enroll in EDUC 390B for the Winter and EDUC 390C for Spring quarter. The colloquium does not count toward your 9-course requirement, but you are required to take it for credit for all winter and spring quarters in which you are enrolled as an M.A. student.

For first year HDP M.A. students, there is also a Fall Colloquium (the Faculty Introduction Colloquium Series; EDUC 390A). This series introduces you to the work of the faculty in the division, including the range of theoretical and methodological approaches taken.

The HDP Colloquium is a program requirement and attendance will be taken. Only excused absences will be permitted in the fulfillment of this requirement. As with ED288 (Research Apprenticeship Course), attending colloquia is part of your professional development as a graduate student and researcher. It affords opportunities to expand your knowledge and familiarity with human development and psychology research, including methodological approaches, and to researchers here at UCLA and in the surrounding community conducting research similar to or related to your own. These courses are graded as S/U. An "S" grade will only be given to those with full attendance both quarters.

Please note that at least one HDP faculty member will participate in each Colloquium; other faculty members may also attend as schedules permit. Whether or not your advisor attends a

colloquium, your attendance is always required as part of your socialization to the broader field of human development and psychology.

Human Development & Psychology MILESTONES TOWARD COMPLETING THE MA
Complete coursework, a minimum of nine 4-unit courses.
<p>Then decide on one of the two following options by 10th week of Fall Quarter in your first year:</p> <p>Option 1- File request to take MA comprehensive exam (typically given in mid-May)</p> <ul style="list-style-type: none"> a) Applications available in OSS b) Prepare for examination <p>OR</p> <p>Option 2- File request to conduct thesis</p> <ul style="list-style-type: none"> a) Applications available in OSS b) Constitute thesis committee c) Complete and file thesis (generally begun in first year of MA program and completed during a second year in the program)

TRANSFERRING COURSE CREDITS FOR THE PH.D. PROGRAM

If you have taken graduate-level courses or earned a master's degree before entering the HDP doctoral program, you may be able to transfer some course credits to help satisfy our doctoral program requirements. The following six points describe what is possible:

1. If you recently earned a Master's degree in our division, you may transfer course credit for all relevant courses. That is, all Master's degree courses that would ordinarily count toward satisfying the doctoral degree requirements will count. Credit will be granted when you, your advisor, and the division head agree that it is appropriate.
2. If you recently earned a Master's degree in another division of the Department of Education, you may transfer course credit for up to eight relevant courses, including up

to three research methods and statistics courses and excluding any cognate courses. That is, up to eight Master's degree courses will count toward satisfying any doctoral degree requirements except the cognate. Credit will be granted when you, your advisor, and the division head agree it is appropriate.

3. If you earned a Master's degree at UCLA but not in the Department of Education, you may transfer course credit for up to five relevant courses. These will count toward any relevant requirement except the cognate and research methods/statistics requirements. Credit will be granted when you, your advisor, and the division head agree it is appropriate.
4. If you earned a Master's degree from any institution other than UCLA, you may NOT transfer any course credit toward satisfying divisional doctoral requirements. If you took any courses like those required in our doctorate, then we encourage you to substitute more advanced courses of a similar type to those already mastered. Doing so does not, however, reduce your total unit and course type requirements.
5. If you have taken graduate courses at UCLA without earning a Master's degree, you may transfer course credit for up to five relevant courses, excluding research methods courses and excluding cognate courses. That is, up to five graduate-level courses that would ordinarily count toward satisfying the doctoral degree requirements will count toward any relevant requirement except the cognate and methods/statistics requirements. Credit will be granted when the student, the student's advisor, and the division head agree it is appropriate.
6. If you have taken graduate courses outside of UCLA without earning a Master's degree, you may not count them toward satisfying any of our doctoral requirements. If you took any courses like those required in our doctorate, then we encourage you to substitute more advanced courses of a similar type to those already mastered. Doing so does not, however, reduce your total unit and course type requirements.

PH.D. PROGRAMS

If you are a Ph.D. student, you must take at least 18 4-unit courses (*special course requirements apply to Joint Doctoral students in Special Education; see below*). A number of courses are required. All your elective course choices should fit into your own, individualized “stream” of coursework. The stream--to be decided upon in consultation with your advisor--is designed to allow you to follow areas most aligned with your own interests. In choosing your courses, be certain that at least six of the core and elective courses are numbered in the 200s, signifying that they are theoretical courses appropriate to Ph.D. training. Overall, at least 10 of the 18 courses must be at the 200 level (this includes the methods courses you will also take).

Ph.D. students are also required to take a few courses as participants in the division that do not count towards the 18-course requirement. Course requirements are as follows.

CORE COURSES

The division requires you to take at least one course in each of two core areas: Cognitive and Social/Emotional Development (note, these core course requirements are technically optional, though strongly recommended, for Joint Doctoral students). The courses you choose will be determined with your advisor so as to help provide the foundation for your further coursework. You may take more than one course from each area. We encourage you to speak with your advisor in order to determine which choices are most appropriate for your interests. Any additional course beyond the one required for the core area will count as one of your elective courses. The core area choices are as follows:

Cognitive: Must take at least one of these three courses:

- 212A Learning and Education
- 217B Cognitive Development and Education
- 217D Language Development and Education (HDP instructor only)¹

Social/Emotional: Must take at least one of these three courses:

- 212B Motivation and Affect in Educative Process
- 217A Social Development and Education
- 217C Personality Development and Education.

METHODS COURSES

HDP requires all doctoral students to take a minimum of 5 methods courses that meet or exceed the topics covered in the Department's introductory sequences of statistical and qualitative methods courses.

Statistical:

- 230A Introduction to Research Design and Statistics
- 230B Linear Statistical Models in Social Science Research
- 230C Linear Statistical Models in Social Science Research

Qualitative:

- 222A Introduction to Qualitative Methods and Design Issues in Educational Research
- 222B Participant-Observation Field Methods
- 222C Qualitative Data Reduction and Analysis

¹ May only count as a cognitive core course if taught by a HDP instructor.

Methods courses must be taken in a 3+2 plan that includes 3 courses in one methodology (statistical or qualitative) and 2 in the other. Typically, students will take all three of the courses in one of the 230 or 222 sequence, plus 2 from the other sequence. Both of these sequences are offered through the Department's division of Social Research Methodology (SRM) and provide a thorough grounding in statistical and qualitative methodologies. Knowledge gained in these courses will be used in all research, both in the earlier years and in the dissertation phase.

With the approval of their advisor and the division head, students can petition to substitute courses from other departments for one of the SRM courses listed above, provided that they satisfy the overall 3+2 plan. Petitions will be reviewed on a course-by-course basis and must include the syllabus of the course the student intends to substitute. Methods course petitions must be approved before the substitute course is taken or it may not be allowed to satisfy the methods requirement.

Students are encouraged to take more advanced methods courses beyond the initial 5 course plan. You should work closely with your advisor to decide which courses best prepare you for the kinds of research you are likely to do.

COGNATE COURSES

You must take at least three graduate-level courses from one or more Ph.D.-granting academic departments outside of Education. These courses should enhance your expertise in areas closely related to your likely dissertation research and professional life. Ordinarily, most or all cognate courses are completed during your second year. Cognate courses must be approved before you take them, through a cognate course petition (obtained from OSS). Students who were in the MA Program prior to beginning the Doctoral Program who have taken cognates during their MA year may petition to have these counted towards their cognate requirement retroactively on a case by case basis (petitions available at OSS). On the cognate petition students specify the 3 courses they wish to take, 2 alternate courses in case they have problems scheduling any of the first 3, and provide a rationale for how the planned courses reflect a coherent area of interest. All cognate petitions must be approved by your advisor, the HDP division head, and the Director of OSS.

Students will not be allowed to count as a cognate course any Education course cross-listed in another department on campus even if the student signs up with the non-Education course number.

299 SERIES

An important part of the HDP division's Ph.D. graduate training involves its 299 series. This series introduces students in our division to professional and methodological issues. All doctoral students are required to take all 3 courses in this series (see exception regarding 299A for Joint Doctoral Students, below):

- 299A is taken in the Spring of your first year. This seminar focuses on the initial development of a draft proposal for the 299 Series Empirical Paper with a focus on a well-articulated Research Question (or Research Questions), the articulation of a persuasive rationale, development of a plan for the methodological approach, and the identification of a suitable research literature base. After completing this seminar, students should be ready to submit their IRB proposals and get a good start on their literature review over the summer. Joint Doctoral Students in Special Education receive the content of 299A in their first year at Cal State LA in EDSP 6000 and, therefore, will not be required to take 299A.
- 299B is taken in the Fall of your second year. This seminar focuses on the successful production of a final proposal for a 299 Series Empirical Paper as well as preparation for the doctoral screening oral exam. You will finalize your literature review and the research proposal will be fully articulated and polished. Research activities generally are initiated during 299B (e.g., piloting of protocols, data collection, initial analyses, etc.). Upon completion of this course, you will have a finalized 299 Series Empirical Paper proposal, which must be distributed to your 299 Series Empirical Paper committee members by the end of final exam week in the Fall Quarter. [see Appendix C & D for proposal and doctoral screening oral rubrics.]
- 299C is taken in the Spring of your second year. It focuses on applied data analysis, as most students will be analyzing the data from their 299 Series Empirical Paper (see below) at this time.

[See Section 5 below for more detail about the 299 Series]

Additional activities accompany your 299 experience during your first year. The Faculty Introduction Colloquium Series is taken in the Fall of your first year at UCLA (see HDP Colloquium below). By the end of the Fall quarter of your first year at UCLA, you will have become acquainted with the research interests of all HDP faculty and you will therefore select one of those faculty as your research mentor and advisor (that person may or may not be your initial advisor). Beginning your first year, you are required to work approximately 10 hours per week on supervised research with your faculty advisor. The aim is to provide a broad range of research opportunities and hands-on research training. Finally, all first, second, and third year HDP doctoral students are required to enroll in and attend the weekly HDP colloquium that takes place in the Winter and Spring quarters of each year; first year students also enroll in the fall quarter HDP colloquium (7 quarters total for HDP doctoral students, and 5 for Joint Doctoral students; see HDP Colloquium, below).

ELECTIVE COURSES

We've now accounted for 13 of the required minimum of 18 courses you'll take during the first two years of the Ph.D. program. The remaining 5 or more courses are electives chosen primarily

from those taught by faculty in HDP and secondarily from those taught by faculty in other divisions of the Department of Education. The courses may cover a variety of topics, but each should fit into your chosen stream and enhance the development of your particular intellectual interests. Work with your advisor to identify the elective courses that will help achieve your goals.

EDUC 288 RESEARCH APPRENTICESHIP COURSE

The Research Apprenticeship Course (RAC) is a place where students at all points in their graduate career come together to discuss their own research. RACs are facilitated by a faculty member, but are organized to help students work on their ideas. All HDP doctoral students are required to enroll in a RAC every quarter (except summers) during their graduate career. Most students enroll in the RAC offered by their advisor, but occasionally, in consultation with your advisor, you may join another RAC group. Students must be enrolled in a RAC continuously in Fall, Winter, and Spring to receive 2 course credits. Enrolling in RAC can help more advanced students maintain full-time enrollment status, but they do not count toward your 18 course requirement.

HDP COLLOQUIUM

All Ph.D. students are required to attend HDP colloquia during Winter and Spring quarters. First, second, and third year students must enroll in EDUC 390B for the Winter and EDUC 390C for Spring quarter. The colloquium does not count toward your course requirement, but you are required to take it for credit for seven quarters (five if you are a Joint Doctoral student).

For first year doctoral students beginning their first quarter at UCLA (including Joint Doctoral students beginning their first year at UCLA), there is also a Fall Colloquium (the Faculty Introduction Colloquium Series; EDUC 390A). This series introduces you to the work of the faculty in the division, including the range of theoretical and methodological approaches taken.

The HDP Colloquium is a program requirement and attendance will be taken. Only excused absences will be permitted in the fulfillment of this requirement. As with ED288 (Research Apprenticeship Course), attending colloquia is part of your professional development as a graduate student and researcher. It affords opportunities to expand your knowledge and familiarity with human development and psychology research, including methodological approaches, and to researchers here at UCLA and in the surrounding community conducting research similar to or related to your own. These courses are graded as S/U. An "S" grade will only be given to those with full attendance both quarters.

Please note that at least one HDP faculty member will participate in each Colloquium; other faculty members may also attend as schedules permit. Whether or not your advisor attends a colloquium, your attendance is always required for your first three years of graduate school as part of your socialization to the broader field of human development and psychology.

Tracking Milestones Toward Completing the Ph.D.

As noted earlier, students move through the Ph.D. program within a structured format, albeit with some variability in the time of completion of the Ph.D. milestones. In order to track progress through the program, an annual HDP Student Progress Report is completed by each student, with the input of advisors, and filed with the Office of Student Services. Reminders in RAC will be given in the winter or spring quarter each year to complete the form and schedule necessary meetings, but ultimately, the responsibility to initiate and complete this annual requirement lies with the student. [See Appendix B for HDP Progress Report.]

The program milestones for HDP Doctoral Students are shown below, with a rough estimate of the year in the program in which you can expect to achieve them. [*Note, these milestones do not all apply to Joint Doctoral Students; on the next two pages are the specific requirements and milestones for Joint Doctoral Students.*]

HDP Doctoral Student Milestones

YEAR	MILESTONE
1	Research apprenticeship activity
1-4 (+)	RAC courses (ED288)
1 or 2	Cognate Petition
1-3	HDP Colloquium (7 quarters)
2	Doctoral Screening Exam Part 1: 299 Series Empirical Paper Written Proposal (Fall)
2	Doctoral Screening Exam Part 2: Oral Defense of 299 Series Empirical Paper Written Proposal (early Winter)
2-3	Completion of 299 Series Empirical Paper
2	Complete Required Courses
3	Doctoral Written Qualifying Examination
3-4	Preliminary Orals – Dissertation Proposal
3(-6)	Publishing (as First Author) a Research Article or Integrative Review Paper
4(-6)	Final Orals – Dissertation Defense
4(-6)	File Dissertation
Annually	Complete Annual HDP Student Progress Report and File with OSS

JOINT DOCTORAL PH.D. PROGRAM IN SPECIAL EDUCATION

If you are a student in the Joint Doctoral Program, in addition to the coursework noted above for all doctoral students, you will have other coursework requirements, a slightly different timeline,

two fewer quarters of colloquium, and no publication requirement. One major distinction from the general HDP Doctoral program is that you will first take one year of courses at California State University, Los Angeles. You must complete a minimum of 6 courses at Cal State LA.

REQUIRED COURSES

- EDSP 6000 Understanding and Using Research to Answer Questions about Diverse Urban Schools
- EDSP 6040 Disability, Race, Language, and Gender: Educational Equity, School Policy, and the Law
- EDSP 6100 Research, Issues, and Practices College and University Teaching
- EDSP 6110 Practicum in Teacher Education

ELECTIVE COURSES

- EDSP 6400 Research on Exceptional Children from Diverse Cultural and Linguistic Backgrounds
- EDSP 6600 Doctoral Seminar Learning Disabilities and Behavior Disorders
- EDSP 6980 Doctoral Directed Study in Special Education

METHODS COURSES

- COUN 6010 Research Methods in Single Subject Design
- EDFN 6411 Using Qualitative Research to Explore Teaching and Learning for Diverse Urban Settings

Between Cal State LA and UCLA, you must fulfill the following five parts of the division's Ph.D. course requirements: (1) five Statistics and Methods courses; (2) 299A (EDSP 6000 can be substituted for 299A), 299B, and 299C (3) research apprenticeship course (RAC) every quarter at UCLA; (4) three cognate courses at UCLA or Cal State LA; (5) five quarters of the HDP colloquium; and (6) five elective courses (HDP and Cal State LA Special Education courses with three at one campus and two at the other campus). Although the core course requirements for Cognitive and Social/Emotional Development are not technically required for Joint Doctoral Students, these courses are strongly recommended as choices for two of your five elective courses to build a strong fundamental understanding of development. Undergraduate courses may be taken for elective credit; however, they must be Upper Division courses (e.g., at UCLA, those courses that are numbered 100 and above). Taking an undergraduate course to count for an elective will need the approval of your advisor and the HDP division head.

Joint Doctoral Program Student Milestones

YEAR	MILESTONE
1	Complete Year 1 Cal State LA Courses
2	Research apprenticeship activity at UCLA
2-5 (+)	RAC courses (ED288)
1 or 2	Cognate Petition
2-3	HDP Colloquium (5 quarters)
2	Doctoral Screening Exam Part 1: 299 Series Empirical Paper Written Proposal (Fall)
2	Doctoral Screening Exam Part 2: Oral Defense of 299 Series Empirical Paper Written Proposal (early Winter)
2-3	Completion of 299 Series Empirical Paper
2-3	Complete Required Courses
3	Doctoral Written Qualifying Examination
3-4	Preliminary Orals – Dissertation Proposal
4(-5)	Final Orals – Dissertation Defense
4(-5)	File Dissertation
<i>Annually</i>	<i>Complete Annual HDP Student Progress Report and File with OSS</i>

SECTION 5. MASTER'S THESIS & DOCTORAL SCREENING EXAM

All Ph.D. students in HDP are required to complete a 299 Series Empirical Paper—this project is the equivalent of a Master's thesis in terms of the scope of work. Additionally, the proposal for the 299 Series Empirical Paper serves as the doctoral screening examination (see Section 6 below for more detail).

PH.D. 299 SERIES EMPIRICAL PAPER

All HDP Ph.D. students, including Joint Doctoral Ph.D. students, will complete a 299 Series Empirical Paper as part of the doctoral degree program. This project is an independent piece of research that will advance knowledge in educational psychology, of equivalent scope to a M.A. thesis. It should reflect your current interests and expertise and lead toward your subsequent career goals. It is likely that the topic will be closely related to collaborative research work you carried out during your first year. Ordinarily, the thesis research will take about six months to a year of work.

You will form a three-member committee. At least 2 of these members must be HDP faculty, and the chair of the committee must be HDP faculty. For doctoral students, your 299 Series Empirical Paper chair is usually your advisor. If you intend to file your 299 Series Empirical Paper as a M.A. thesis with the University, follow the instructions below for M.A. students to form a formal thesis committee approved by Graduate Division.

Your 299 Series Empirical Paper proposal constitutes your required doctoral screening exam. Once your committee approves your proposal you will have passed the written portion of your doctoral screening exam. You will then take the oral portion of the screening exam. Once you have passed this oral exam or revised your proposal according to the feedback from the oral exam committee, you are ready to conduct your 299 Series Empirical Paper. (See Section 5 for details on this process for the Doctoral Screening Exam.)

You will conduct your 299 Series Empirical Paper data collection and analyses typically during the Winter and Spring quarters of your second year, working closely with your project committee chair. Once you have written a draft report of your research satisfactory to your chair, you will submit that report for approval by your 299 Series Empirical Paper committee. Upon approval of this report by the committee, you have completed your 299 Series Empirical Paper.

If you intend to file your 299 Series Empirical Paper as an official M.A. thesis, follow the instructions for M.A. students (see below). Otherwise, once your chair and committee have approved your thesis report you have completed your 299 Series Empirical Paper. You must complete your 299 Series Empirical Paper in order to be allowed to sit for your qualifying exam (Section 6).

****PLEASE NOTE THAT IF YOU ALREADY HOLD A MASTER'S DEGREE IN EDUCATION, YOU MAY NOT FILE YOUR 299 SERIES EMPIRICAL PAPER AS A MASTER'S THESIS AS THE UNIVERSITY WOULD CONSIDER IT A DUPLICATE DEGREE.****

MASTER'S THESIS

M.A. students may elect to conduct a research project rather than take the M.A. comprehensive exam (see below). The thesis is an independent piece of research that will advance knowledge in educational psychology. It should reflect your current interests and expertise and lead toward your subsequent career goals. Ordinarily, the thesis research will take about six months of work.

If you decide to complete a thesis (rather than opt for the exam), you will enroll in 299 MA course which will provide you guidance in research through the final MA project/paper or exam; Check with OSS while registering to assure you are in the correct section.

You will need to find a HDP faculty member to supervise your thesis project. This is most often your advisor, but can be any HDP faculty with whom you have worked. It is up to you to find a faculty member who is willing to supervise your thesis, and if that person is not your advisor to consult your advisor about your choice. The faculty member who agrees to supervise your thesis will act as the chair of the committee that will approve your proposal and your final research report. You and your chair will work together to develop a satisfactory thesis topic and plan. Then with advice and approval from your chair, you invite two additional faculty to be members of the thesis committee. These two members must be Education faculty, and only one committee member can come from outside HDP. You will work closely with your thesis chair to write your research proposal. When you and your chair agree that the proposal is ready, you will submit your proposal to your thesis committee for approval. Your committee will very likely recommend ways to improve your research plan and strengthen your research. Once your proposal is approved, typically after recommended changes have been agreed upon, you are ready to conduct your research.

Before your thesis committee can approve your proposal, the committee membership must be approved and formally constituted by Graduate Division. Get the appropriate forms and instructions for this from OSS as soon as you and your chair have agreed on your committee members.

Once your proposal has been approved you may conduct your proposed research. Ordinarily, your thesis committee chair is the primary resource during this period, but other faculty and students can be called upon as needed. A research group can be very helpful. Methodological and statistical advice is always available through the Division of Social Research Methodology (SRM). Finally, you may use the GSE&IS computers for data analysis and text editing and other equipment as needed to carry out your research.

When you have completed the thesis research and a draft report that is satisfactory to you and your thesis committee chair, you submit the draft to all three committee members. At your thesis chair's discretion, you will either present your work in a thesis defense meeting with your committee or committee members will read your thesis and provide feedback in writing (a reading

committee). All members of your thesis committee must approve your thesis. It is very likely that committee members will request changes to your final thesis report, to clarify methods, results, or your interpretations of what you have found. You then make all needed revisions and carry out any additional work that may be required. Typically, your thesis chair will then approve this final, revised thesis report. If the required changes are substantial, your chair may decide the entire committee must approve a revision. Approval of the Master's Thesis is not guaranteed, but rather must be achieved through a level of scholarship appropriate to the M.A. level as determined by the student's committee.

Upon approval of your thesis, you are ready to format the thesis for submission to the University. Be sure to get all of your committee members to sign the forms needed to officially approve your thesis. You can get these forms and instructions from OSS. The University's procedures for filing a thesis are described on Graduate Division's website: <https://grad.ucla.edu/gasaa/etd/index.html>.

When you have filled out and submitted the requisite forms and submitted an approved thesis to the university, you have completed all requirements for the M.A. degree.

SECTION 6. EXAMINATIONS

A written examination is part of your graduate degree program. Each exam is designed to assess the extent to which you have mastered the knowledge base and acquired the scholarly and professional skills that are expected by that point in your graduate program. Specifically:

- If you are in the M.A. program, and have opted not to do a Master's Thesis (see Section 5), you will take a written comprehensive examination as the culmination of your program, at the end of your first year.
- If you are in the doctoral program, you will take 1- the doctoral screening examination at the beginning of your second year; and 2- the doctoral written qualifying examination at the end of your coursework and before beginning work on your dissertation proposal.

Examinations are offered in Fall and Spring quarters each year. Examination dates and sign-up periods are advertised to students well in advance. If you plan to take an examination, get the necessary forms and information from the Office of Student Services, which handles all administrative details of the examinations. Start the sign-up process early!

If you have special needs, alternative arrangements can be made, but it is necessary to discuss them in advance with the Office of Student Services.

MASTER'S WRITTEN COMPREHENSIVE EXAMINATION

The MA comprehensive exam in HDP consists of 3 comprehensive take-home essays. Exam questions will be distributed on a Friday and are due the following Monday. Typically, you are asked to select and answer three questions from a larger set of options. Questions are usually written by the instructors of the substantive (non-methods) courses you have taken. One or more questions may ask you to bring in knowledge from your elective area. At the time you take the exam, you must either have completed all required coursework or be enrolled in the last of required courses. You must pass this exam to satisfy the requirements for the MA degree.

Each question will be graded blind by two faculty readers. Evaluations of the comprehensive examination are Honors, Pass, and Fail. To receive HONORS, the majority of the readers (4 out of 6) must assign an honors rating to the exam question responses. To PASS the exam, students must receive a minimum of a 'pass' grade by all 6 readers on all 3 question responses. [Please see the Appendix E of this Handbook for the rubric used for grading your MA comprehensive exam papers. Note that there are 4 levels of "Pass"—Honors, High, Average, Minimally Adequate—each of which counts as a passing grade for the purpose of passing this exam. The four levels are intended to provide the student with additional qualitative feedback about their level of mastery and the quality of their papers.]

For any given question, if a student receives a 'fail' evaluation from one reader and a 'pass' rating from the second reader, a third reader will be assigned to re-evaluate the question response. If the third reader gives the question response a passing grade, the response is considered a pass; if the reader fails it, the response is considered a fail. If you receive a fail for ONE of the three questions only, you must rewrite your response for this topic ONLY. You will have two weeks from the point at which you receive your exam grade to choose to rewrite the response on the topic you failed; please note that a new question will be written for that topic that you will need to respond to, and you will be given 24 hours to write your response paper. If responses to two or more exam questions received a failing grade, the entire exam (i.e., all three questions) must be retaken in the next term in which the M.A. exam is being administered.

A third opportunity to take the exam, if needed, may be granted upon the approval of a two-thirds majority of HDP divisional faculty. There would be no additional opportunities to take the exam after that and the requirements for the M.A. degree will not be met if the exam is failed the last time it is taken.

DOCTORAL SCREENING EXAMINATION FOR PH.D. STUDENTS

All Ph.D. students must take a doctoral screening examination. The exam assesses whether you are ready to progress in your doctoral studies. In HDP, the doctoral screening exam consists of a successfully written 299 Series Empirical Paper proposal and oral defense of that proposal (see Section 6 for details on the 299 Series Empirical Paper and see Appendix F for grading rubric).

The HDP doctoral screening exam has two parts. First, you must write a research proposal that is approved by a three-member faculty committee (see Section 5 above). During Education 299B, taken in the fall of your second year in the program, you will complete a strong draft of your written 299 Series Empirical Paper proposal by the end of the 8th week of the Fall quarter, receive feedback by the end of 10th week of the Fall quarter from your faculty research advisor, and make recommended changes and additions to your proposal which you will turn in to your three-faculty member committee by the end of final exam week of Fall quarter. You will receive feedback from your committee by the end of week 1 of Winter quarter of your second year. Your written proposal must be approved in writing by your three-member faculty committee by the end of the second week of Winter quarter of your second year, or you will not be allowed to take substantive courses until your proposal is approved. For Joint Doctoral students, approval of your written proposal should occur by the end of the Fall quarter of your first year at UCLA. A rubric is used by faculty members to guide grading of the 299 Series Empirical Paper. You should refer to Appendix C for this rubric in the preparation of your paper to ensure you have addressed the areas that constitute the basis of your grade.

After your written proposal is approved, you must pass an oral defense of your proposal in front of a panel of HDP faculty. This oral presentation will occur during the Fall quarter of your second year in the program as part of 299B. You will be assessed on your ability to clearly present your research, justify its significance, and explain your methods. In the Appendix D of this Handbook, a rubric used by faculty members for grading the 299 Series Empirical Paper is provided. Please refer to this rubric in the preparation of your paper to ensure you have addressed the areas that constitute the basis of your grade. Faculty readers use the rubric to guide their grading.

If you fail your oral defense of your 299 Series Empirical Paper proposal, you will be required to revise your proposal under the supervision of your advisor and 299 Series Empirical Paper committee. This proposal process is intended to assess your potential for successful doctoral study. There are three possible outcomes from this assessment:

Pass – you are ready to conduct your 299 Series Empirical Paper and progress towards a doctorate.

M.A. Pass – you are ready to complete your project at a level expected of M.A. students, but are not ready for doctoral level work. You may complete and file your thesis for a terminal M.A. degree.

FAIL – you are not ready to progress in graduate studies.

If you pass this oral defense, you are ready to conduct your research project. You will then conduct your 299 Series Empirical Paper data collection and analyses –typically during the Winter and Spring quarters of your second year—working closely with your project committee chair. Once you have written a draft paper of your research satisfactory to your chair, you will submit that paper for approval by your 299 Series Empirical Paper Committee. Upon approval of this report, you will have fully completed your 299 Series Requirement.

DOCTORAL WRITTEN QUALIFYING EXAMINATION

If you are in the Ph.D. or Joint Doctoral Ph.D. program, you are required to pass the Doctoral Written Qualifying Examination. This exam is taken after you have completed (or are enrolled in the last of) all required courses and you have completed the 299 Series Empirical Paper. The exam is designed to assess your ability to work in a scholarly and professional way with substantive knowledge in your areas of interest. All doctoral students must pass the written qualifying exam before being allowed to prepare and defend a dissertation proposal.

The Doctoral Written Qualifying Exam entails writing a high-quality paper on a topic that you choose and for which you develop a reading list with the advice of faculty. The scope of the paper should be aligned with typical published review papers in your area of specialty (e.g., Annual Review of Psychology, Developmental Review, Review of Educational Research, etc.). The paper should be about 30 manuscript pages, with additional pages for references. The topic should reflect your intellectual and professional interests, and should point toward dissertation work. The topic should address concerns within the field of human development and psychology or special education, and be of sufficient breadth to be comprehensive. The paper topic needs to be approved by your advisor, topic mentor, and the division head ahead of time.

You will work on the paper with a faculty member whom you select and who agrees to act as your topic mentor. For HDP students not enrolled in the Joint Doctoral program with Cal State LA, you will select one topic mentor who may be, but does not need to be, your advisor. With approval from your advisor and the division head, your topic mentor can be from outside HDP. For Cal State LA Joint Doctoral students, you need to choose two co-mentors: one from Cal State LA and one from UCLA (typically your HDP advisor).

Your paper topic and its scope is worked out in collaboration with the faculty mentor(s) for that topic (i.e., the topic mentor/s). It is your responsibility to approach faculty members and develop a topic with him or her. You develop a preliminary reading list on the topic. The topic mentor(s) may add, delete, or otherwise modify your reading list to help you produce a topic of appropriate scope and focus. You should use this opportunity to discuss a preliminary outline for your paper. When the topic mentor is satisfied with the reading list and the proposed scope of the topic, he or she approves it. Completing this process takes time, so you need to start early.

Developing and writing a paper of this magnitude requires consistent, diligent effort throughout the exam period. You will have to write multiple drafts, and you will need to get feedback from your topic mentor(s) on your progress. It is incumbent upon you to establish clear parameters with your topic mentor(s) for how you will work together to develop your paper. You are responsible for synthesizing the literature you read on your topic and for writing each paper independently. You should seek out your topic mentor(s) to provide feedback on your paper as it develops; it is permissible to share drafts of your outline and paper with your topic mentor(s) during this time; it is incumbent upon you to seek out such advice and input from your topic mentor(s). This requires you to work out a schedule of independent work and regular feedback from your topic mentor(s). People work very differently on their writing, so there is no single

best way to make this happen. You must understand, however, that it is up to you to work out a productive arrangement with your topic mentor(s).

EXAM ADMINISTRATION & GRADING

OSS oversees administration of the doctoral written qualifying exam. Get the “Approval of Topics and Reading Lists for Doctoral Written Qualifying Exam” form and the application to take the exam from the Office of Student Services (OSS) prior to the exam, approximately 5 months in advance. Exact dates for submission deadlines are posted well in advance by OSS. *For the November exam, the deadline will be in June; for the May exam, the deadline will be in December.*

You will turn in hard copies of your paper (and any additional required documentation) to OSS on or in advance of the designated exam deadline for the period for which you have registered (November or May). The specific deadline is posted well in advance by OSS. Papers must be double-spaced and should be approximately 30 pages, excluding references, and should follow current APA style (it is recommended you get the most current APA Style Handbook). All references cited in the text of each paper should be included in that paper's reference list. Works not referenced in the text should not be included.

Late exams are not accepted under any circumstances. Turning in any part of the exam after the posted deadline automatically results in failure of the exam.

The paper will be read by 3 faculty members. Additional readers, as needed, will be selected from HDP faculty (if you are a Joint Doctoral student, additional readers may be selected from Cal State LA). Each faculty reader reads each paper independently and assigns that paper one of the following grades: Fail, Pass, or Honors Pass. In the Appendix F of this Handbook, a rubric used by faculty members for grading the Qualifying Exam Integrative Review Paper is provided. Please refer to this rubric in the preparation of your paper to ensure you have addressed the areas that constitute the basis of your grade. Faculty readers use a rubric to guide their grading (with a maximum of 36 points). A grade of “Pass” is given when the paper has a score between 24 to 29 points. A grade of “Honors” is given when the paper has a score of 30 or greater (*See Appendix F*).

The final grade for the paper is computed as follows. If all readers give the same grade, that grade is given as the final grade for that paper. Otherwise, the majority grade given by these 3 readers is given as the final grade for the paper (i.e., 2 out of 3). To clarify one hypothetical scenario, if grades of pass, fail, and honors were given to a single paper, respectively, the final grade would be pass.

In the event you fail the written qualifying exam you will be given the opportunity to take it again, as follows. You have the option to submit a revised version of that paper within 4 weeks of notification of your exam result. This revision will be re-evaluated by the original 3 readers if feasible. The grade they give, according to the procedure described above, will stand as the final grade for the exam. If this revised paper is also marked as a Fail, you are considered to have failed the exam once. Students who have failed the exam once can take the exam a second time. This entails working to rewrite the paper substantially, or writing a new paper, to be submitted

at the next exam deadline. Should you fail the exam twice, you will not be allowed to continue in the doctoral program, per departmental and University policy. You may petition to sit for the exam a 3rd time, but such petitions are granted solely at the discretion of the HDP faculty.

SECTION 7. THE DOCTORAL DISSERTATION

The final requirement of the Ph.D. and Joint Doctoral Ph.D. programs is the dissertation. The dissertation is, at heart, a study that you perform independently, but under the supervision of the dissertation committee chair. Like all studies, it should advance knowledge about educational psychology or apply such knowledge toward the improvement of educational practice. It should stand as a contribution to the field.

In most cases, the dissertation requires about a year or two years of full-time work to complete. As the culmination of your graduate program, it should reflect the best of your interests and abilities. Many students find that the dissertation represents them and their interests for several years after receiving the doctoral degree; it is often an important building block in the first few years of their professional work. For all these reasons, you will find it worthwhile to devote considerable thought to the choice of a dissertation topic.

STEPS IN THE DISSERTATION PROCESS

There are six steps to completing your dissertation: (1) obtaining a chair for the dissertation committee; (2) developing a dissertation proposal satisfactory to you and the chair; (3) obtaining your other dissertation committee members; (4) passing the preliminary orals; (5) performing the dissertation work; and (6) passing the final orals and submitting the dissertation.

SECURING A DISSERTATION COMMITTEE CHAIR

The chair of your dissertation committee has several responsibilities. He or she assists in developing the dissertation topic and plans, reviews drafts of the dissertation proposal, chairs the oral qualifying examination, oversees the actual dissertation work to its completion, and chairs the final oral examination. All of these are important, time-consuming tasks that are critical to the completion of a successful dissertation. You should realize that you will work hard over many months with the individual you choose to be your dissertation chair.

Who should this person be? Generally, the chair is someone in an area closely aligned to your interests. Most often this is the divisional faculty member with whom you have already worked, usually your advisor. The best chair is the faculty member whose interests and expertise are closest to those represented in the dissertation you have in mind. It is your responsibility to find an appropriate and willing chair from among the faculty in the Department of Education. A non-Education faculty member can co-Chair but not Chair the dissertation.

PREPARING A DISSERTATION PROPOSAL

Once you have a dissertation committee chair, you prepare a dissertation proposal of 30-50 double-spaced, typed pages. The exact form and content for the proposal may vary, but its purposes do not. If you are in the Ph.D. or Joint Doctoral Ph.D. program, your dissertation will be a piece of original research and the proposal should address the following topics:

1. Describe what questions will be examined;
2. Explain why these questions are worth pursuing;
3. Review the relevant theory, research, and practice related to that topic;
4. Explain precisely how the work will be carried out, including participants, design, any treatments or conditions, measures, and procedures;
5. Describe the analyses that will be used with the data;
6. Note the expected outcomes and impacts of this research; and,
7. Present a complete list of references.

Preparing the dissertation proposal takes several months. During this period, it is helpful to belong to a group of students and usually a faculty member who meet regularly to discuss the development of your ideas. For most of you, this is your research group. You and your chair probably meet numerous times, and you produce several drafts. Your chair reviews and comments on each draft, and you gradually produce an interesting study or project and an effective presentation of it in the preliminary proposal. Once you and the chair are satisfied, the completed proposal is distributed to the other dissertation committee members and serves as a basis for the oral qualifying examination.

OBTAINING THE OTHER MEMBERS OF THE DISSERTATION COMMITTEE

For HDP Ph.D. students, your dissertation committee consists of four faculty members, one of whom is the chair. The other committee members are faculty who in one way or another can contribute to the quality of your dissertation. Most likely they will have some familiarity with your area of interest. Often a faculty member will be chosen because of his or her particular knowledge--for example, for some special knowledge about children of a certain age, children with a certain (dis)ability, a certain type of school or a school with certain practices, a certain technology, a certain educational practice, or particular research methods or statistics. In essence, committee members serve to complement the chair and round out your dissertation committee's expertise, thereby ensuring that a high-quality dissertation of breadth and depth is ultimately achieved.

Once you have considered several choices, talk with your chair. Also get from the Office of Student Services (OSS) a "Doctoral Committee Nomination Form", which must be completed and filed with the Graduate Division at least three weeks before the oral qualifying examination is held. There are a variety of university regulations about the numbers and distribution of dissertation committee members by academic title, department, and university. Get the details from OSS. In general, you should expect to ask at least three faculty members to serve with your chair on your dissertation committee. Two of them will be from the Department of Education and one will be from another UCLA department, most likely an instructor in one of your cognate or supplemental courses.

The following rules apply to every doctoral committee membership in the Education Department:

1. 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
2. Three of the four committee members must hold appointments at UCLA in the students' major department; Education. Note: The department is the entire Department of Education, not just the Human Development & Psychology Division.
3. One of the four committee members must hold an appointment at UCLA in a department outside the student's major department. These committee members become known as the "outside committee member." (Information Studies faculty in GSE&IS may serve as outside members.)
4. Two of the four dissertation committee members must hold the rank of Professor or Associate Professor (regular or In-Residence series).
5. The chair of the dissertation 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. If a committee has co-chairs, at least one must be from the student's major department or interdepartmental degree program at UCLA.
6. Additional members (beyond the required four) may be nominated and, if approved, have the same voting rights and responsibilities as other committee members.
7. Those holding titles indicated in 1) above, and as well as Adjunct Professors and Adjunct Associate Professors, and Visiting Professor or Visiting Associate Professor may serve as an additional member and may also serve as co-chair of the committee.
8. 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.

Once the committee is agreed upon, the student must submit the "Doctoral Committee Nomination Form" to OSS to nominate the members. The form must be approved by the Department of Education and the committee members are ultimately appointed by the Dean of the Graduate Division. This process should be completed as soon as possible in order to have the committee formally approved before the preliminary orals occur.

If you are in the Joint Doctoral Ph.D. program, there are some other requirements for the composition of your dissertation committee. You need five committee members. Your chair must be a UCLA faculty member, probably someone from the faculty participating in the Joint Doctoral Program and certainly someone from your area of interest within the division. Cal State LA faculty members can co-chair the dissertation committee. For the other two UCLA committee members, one must be from the Department of Education and the other from a department outside of Education, but at UCLA. You also need two Cal State LA faculty on your committee from the Division of Special Education and Counseling.

PASSING THE PRELIMINARY ORALS

At the preliminary orals (also referred to as “first orals” or “oral qualifying exam” and officially called “University Doctoral Oral Examination”), both you and your proposed dissertation are evaluated. All dissertation committee members should receive the dissertation proposal at least two weeks before the scheduled exam. The committee decides whether you have the educational background appropriate for a doctoral candidate in the Division of Human Development & Psychology and the specific knowledge and skills to be able to carry out the dissertation research or project. At the same time, the committee evaluates the proposed work itself. Is the work important? Does the introduction adequately frame the issue? Is the design, and are subjects, measures, and analyses appropriate to answer the research question(s)? Is the plan for carrying out the project feasible? All are questions “on the table” at the preliminary oral exam.

Preliminary orals routinely last 2 hours, at a scheduled time when all committee members can attend. After everyone has arrived, you leave the room while committee members have a brief discussion about their reactions to the proposal. You return and present a short overview of the proposed research or project. Committee members ask questions and make suggestions. The committee chair is responsible for ensuring that the concerns of all committee members are raised and that you have a chance to respond. Near the end of the second hour, you again leave the room while the committee decides whether you have passed, passed with certain qualifications, or failed. Whatever the outcome, you will have several ideas about how to improve your proposed work and the presentation of it, and you and your committee members will have a shared understanding of what the final dissertation should look like. Most people pass the preliminary orals. If you do not pass the first time, you revise the proposal with your chair (and sometimes other committee members) and take the preliminary orals again. There is a “Report on the Oral Qualifying Examination Form” to be signed by all committee members at the conclusion of the examination. Get it from the Office of Student Services and bring it to the examination. Once you have passed the oral qualifying examination, you are advanced to candidacy.

CONDUCTING THE DISSERTATION RESEARCH

Once you have passed the oral qualifying examination, you are ready to begin work in earnest on the dissertation. Making contacts, collecting, coding and entering data, analyzing data in various ways, writing and re-writing drafts of results and discussion sections--all are the normal course of the dissertation period for all doctoral students.

Ordinarily, the chair of your dissertation committee is the primary resource during this period. You meet often with him or her to provide updates, to obtain help on various conceptual or analytical matters, and to hand in and receive back drafts of various portions of the dissertation document itself. Other resources also can be used. For example, other committee members often provide technical assistance, and sometimes graduate or undergraduate students help with the collection, coding, or analyses of data. You may also get considerable assistance from a research group or a dissertation group. Methodological and statistical advice can be obtained through the Division of Social Research Methodology.

PASSING FINAL ORALS AND SUBMITTING THE DISSERTATION

When you and your dissertation chair mutually agree that the dissertation research is completed and has been well presented in written form, you will call together all members of the dissertation committee for the Oral Examination.

You will need to coordinate a 2-hour meeting with all of your committee members present. You will orally present your study and findings to the Committee and you will be asked questions about the dissertation research. The structure of the meeting is similar to the preliminary orals; the focus for the Oral Examination is on what you actually did and found, its significance, and what to do next. Expect suggestions for revisions to the dissertation write-up and there may be some additional work required.

As you plan for the scheduling, note that while most faculty make themselves available during the summer term, they are not required to do so; thus, plan accordingly to determine dissertation faculty members' availability. Committee members must be provided a complete draft of the dissertation to review at least 2 weeks prior to the Oral Exam.

At the end of the Oral Examination, a "Report on the Final Oral Examination for the Ph.D. Degree Form" to be signed by all committee members. You should get it from the Office of Student Services and bring it to the examination.

Upon successfully completing the final orals, making all changes asked for by the committee, preparing a dissertation that conforms to university format requirements, handing in all appropriate forms and paperwork, and submitting the dissertation to UCLA, you will have earned the Ph.D., or the UCLA/Cal State LA Joint Ph.D. degree.

*Changing to a reading committee option in lieu of a Final Oral exam is not available to HDP students except under very unusual circumstances. Authorization for this option must be obtained by special petition with agreement from your chair, the Committee members, the HDP faculty, and OSS.

PROCEDURAL AND ADMINISTRATIVE MATTERS

FINANCIAL AID

Some financial support for dissertation work is available through UCLA and from government and private sources. Applications are required for all such support, and funds are more limited than requests for them. You should seek information from the GSE&IS Web Site (www.gseis.ucla.edu), faculty, the Office of Student Services, and the Special Fellowships Section of the Graduate Division, 1252 Murphy Hall, 825-3521 and 825-3623, <http://www.gdnet.ucla.edu> on the web. The Office of Student Services handles the application process for all UCLA funds. Advance planning is needed to receive any funds from any source.

TECHNOLOGICAL SUPPORT

You may use GSE&IS computers for data analysis and text editing and its other equipment as needed to develop and carry out your dissertation work. GSE&IS maintains School-wide audiovisual and computer facilities through its Educational Technology Unit (ETU) to support its instructional, administrative, and research activities. All facilities are open to GSE&IS students, and we encourage you to take advantage of them when your educational programs require it. To learn more about ETU, please visit <https://portal.gseis.ucla.edu/administrative-support-units/educational-technology-unit>.

FORMS, APPLICATIONS, PETITIONS

In the description above, various forms and petitions have been noted. The Office of Student Services has and knows about all such forms; when the time comes, consult with them. Failure to do so may result in delay in getting your degree.

DISSERTATION FORMAT

There are several specific university requirements for the format of the dissertation. They are described in the Graduate Division publication "UCLA Thesis and Dissertation Filing Requirements." This booklet, along with other filing information, may be obtained from: <https://grad.ucla.edu/gasaa/etd/index.html>.

LIFE AFTER THE DISSERTATION

One to three quarters before completing your degree, you should probably start seriously looking for employment to begin once your degree is completed. UCLA's Career Center can be useful in this process. It will help you establish an Educational Placement File, provide information about job opportunities, sponsor résumé and interviewing workshops, send dossiers to prospective employers, and otherwise assist you in your search for employment. The Placement and Career Planning Center can provide useful advice and services; you may reach them at (310) 825-2981.

For most academic jobs, however, professional associations and contacts are more helpful. You should also plan to attend and present papers at meetings of relevant professional associations, most of which operate placement centers during their meetings, and to review appropriate journals and newsletters regularly. For some of you, faculty will be able to suggest places or persons to contact. You should ask faculty for such suggestions. Three outlets that post academic positions include The Monitor of the American Psychological Association, Educational Researcher, and The Chronicle of Higher Education.

SECTION 8.

WRITING AND SUBMITTING A RESEARCH ARTICLE OR INTEGRATIVE REVIEW PAPER

As of Fall 2017, HDP doctoral students (*but not Joint Doctoral Students in Special Education*) are required to publish, as first author, at least one research article or integrative review paper in a scholarly journal or edited book prior to graduation. The goal of this requirement is to give students experience with a critical aspect of scholarship in our field: the production of professional writing that is disseminated to the academic community through publication. The acceptance of your research article or review paper must be officially confirmed by the editorial staff of a peer-reviewed journal or a peer-reviewed book prior to graduation (it is not necessary that the in-press format of the article or book be available prior to graduation, merely that the acceptance of the paper and anticipation of publication is officially confirmed). See below for more detail. [Again, note: Joint Doctoral Students in Special Education are exempted from this publication requirement though they are encouraged to pursue this goal.]

TYPES OF PAPERS: RESEARCH ARTICLE OR INTEGRATIVE REVIEW

You will publish at least ONE research article or integrative review paper to a scholarly publication outlet in the fields of education or psychology prior to graduation. A research article would entail a report on a quantitative or qualitative original research study that you have undertaken at UCLA during your HDP doctoral training. This could be a version of your 299 Series Empirical Paper or preliminary dissertation data, or it could be a separate study that you have conducted. An integrative review article might be based on your written qualifying exam paper or the introduction section of your dissertation, possibly expanded in scope and thoroughly edited for content and clarity. An integrative review could also be based on separate work you have conducted during your HDP doctoral training. Meta-analyses are one acceptable format for the review paper, although these are highly time-consuming to undertake in most cases and require expert mentorship in meta-analytic analysis. More feasible in many cases is a narrative, comprehensive review of the body of published research on a particular topic. In either article format, the topic should reflect your intellectual and professional interests.

MENTORSHIP AND JOURNAL OR EDITED BOOK SELECTION

Typically, you will work with a faculty mentor in all phases of this process: planning, research, analysis, interpretation, initial write-up, extensive editing, and journal/book selection. A mentor is likely to be your faculty advisor but can be any faculty member or other professional researcher with whom you form a collaborative working relationship. Rarely, this project may be done with limited mentorship, although this is generally not advisable. Including one or more experienced researchers in the process can often enhance your learning and help avoid many delays in the publication process.

Your work on the article will resemble the process entailed in performing your 299 Series Empirical Paper, your written qualifying exam, and your dissertation; as noted above, it is likely, though not required, that your paper will be based on your 299 Series Empirical Paper, your written qualifying exam, or your dissertation. Therefore, the specific steps entailed in conducting

your research will not be reiterated in this section. Refer to Sections 5-7 and seek mentorship from your faculty advisor and/or collaborators for guidance in the publication process.

APPROVAL FROM YOUR FACULTY ADVISOR

Whether or not you are working collaboratively with a co-author on this project, you must check in with your faculty advisor about your proposed plan for completing the requirement of submitting an article.

1. Your faculty advisor must approve, in writing or email, the topic of your study as well as the publication outlet you will submit your research to, in advance of your submission. Any legitimate scholarly journal or edited book in the fields of psychology or education will be permissible. It is your faculty advisor's role to help you assess the proposed publication outlet and distinguish a legitimate outlet from the many fee-for-publication/vanity press outlets that have emerged in recent years. Any topic in education or psychology is acceptable as long as the research or integrative review process was undertaken during your doctoral training at UCLA or Cal State LA.
2. Your faculty advisor must approve, in writing or email, the final version of your paper that will be submitted to a journal or edited book. This approval represents your faculty advisor's assessment that the paper represents professional writing in both content and syntax that is ready for peer evaluation.
3. For students who were enrolled in HDP prior to the 2016-2017 academic year who have already submitted and/or published a paper during their time in the HDP doctoral program at UCLA or Cal State LA, their faculty advisor may approve their topic, journal/book, and final paper retroactively.

AUTHORSHIP

Articles may be coauthored, including by your faculty advisor, so long as you are the first author. For all co-authored exam submissions, students must include a cover letter that explicitly states how authorship order was determined per professional guidelines (e.g., APA), describes each author's contributions, including conceptual, analytic, and editorial contributions, and is signed by the student and mentor (or the student's primary collaborator on the paper if a mentor is not listed as a co-author).

ACKNOWLEDGEMENT OF ACCEPTANCE

To meet this requirement, your article or paper must be accepted for publication. This acceptance must be signified by a letter or email to you from the editorial staff stating that the paper has been given final approval by the journal editorial staff.

COMPLETION OF THIS REQUIREMENT

As a final step of this requirement, please submit your accepted paper and the letter of acceptance from the editorial staff, as well as your cover letter explaining the nature of any co-author's contributions (see above), to your advisor and the Office of Student Services. In many

cases, the publication process requires about a year of time or more, even after you have completed the data collection process. Therefore, it is advisable that you strongly consider using your 299 Series Empirical Paper or other research/writing completed early in your doctoral as a basis for this requirement and that you allow yourself time to get multiple rounds of feedback from collaborators and mentors, make revisions, re-analyze data, and so forth, over the course of at least a year. If you will be seeking publication of a paper including co-authors, even more time is often needed; you may need to plan well in advance and set aside two or more years for the publication process to lead to acceptance because you are depending on others to contribute to the article/paper and they may feel less time pressure than you do. The process of professional-caliber writing can be time-consuming so starting early, planning ahead, and putting in the hard work to polish and make your work professional will be helpful.

APPENDIX A
Human Development and Psychology
STUDENT PROGRESS REPORT

Name:
Address:
Phone:
Term of entry: (e.g., Fall 2015)
Terms on leave, if any:

Faculty Advisor(s):

(Please include all information from your entry into program until now, reusing the form from past years. Add lines as needed to include a full account of your activities each year.)

Classes

Attach a completed "Doctoral Plan of Study" form listing all classes taken.

Remaining course requirements or incompletes pending and timeline for completion:

For any outstanding incomplete course grades, give course number and name, term received, reason for incomplete, and your plans for completion:

Date of completion of all course requirements for candidacy: _____

Progress toward Degree

1. Pre-candidacy Research Requirements

299 Research Project

Title (or working title)

Committee Members:

- 1.
- 2.
- 3.

Written proposal approved and form submitted to OSS (date): _____

Oral proposal completed (date): _____

Progress to date if not yet completed:

Final paper approved (date): _____ or anticipated date: _____

Optional:

Submission of "Checklist for the Degree of Masters" (date):

Date Master's Degree is granted:

2. Doctoral Written Qualifying Exam

Submission of "Approval of Topics and Reading Lists for Doctoral Written Qualifying Exam" forms to OSS (choose one and add year):

Note: This deadline must be prior to the Candidacy deadline posted each term, so it is important to plan ahead!

Reading List Deadline: _____ Paper Submission Deadline: _____

Title of paper:

Format (circle one) Review Published paper

Primary Reader:

Submission of Qualifying Exam (date):

Date Candidacy granted in program:

3. Candidate Research Requirements

Dissertation (of four required, three members from Education and one from within UCLA, outside of the department). All members must meet Grad Division's dissertation guidelines.

Title (or working title):

Chair:

Other committee members:

- 1.
- 2.
- 3.

4.

Form for committee submitted to OSS (date): _____

Steps toward Completion	Date
Dissertation Proposal/Prospectus committee meeting (date):	
Proposal/Prospectus accepted	
Data collection (dates):	
Defense date: (or anticipated date of defense)	

Submission to Grad Division:
 Date of Ph.D. degree conferral:
 or anticipated date of conferral:

Teaching

1. Teaching Experiences Completed (please attach evaluations for courses taught this year or send them when they become available.)
 (Please add space for description as needed)

	<u>Course and Department</u>	<u>Instructor Responsibilities</u>	<u>Quarter</u>	<u>Appt.</u>	<u>Evaluations</u>
1.					
2.					
3.					
4.					
5.					

Research Projects and Products

2. Research projects in progress
 (List collaborators and describe briefly)

1. Title/Description:

What is your role?

Faculty advisor(s):

Will this project be ready to present in Fall 2017/Winter 2018/Spring2018?

2. Title/Description:

What is your role?

Faculty advisor(s):

Will this project be ready to present in Fall 2017/Winter 2018/Spring2018?

3. Title/Description:

What is your role?

Faculty advisor(s):

Will this project be ready to present in Fall 2017/Winter 2018/Spring2018?

3. Publications (List all published and in press work in APA format.)

4. Presentations (List all conference and professional presentations in APA format.)

5. Awards or fellowship applications submitted (List source, date, outcome)

Funding

1. Provide funding information for the current academic year, including all fellowships, funding from grants, teaching positions, and paid research assistantships using the following form. For items not applicable write in "N/A."

Fall, 2016:

Source (e.g., Fellowship, Grad Div)	
Type of Aid (e.g., GSR, hourly RA, Fellowship)	
Supervisor	
Description of Award (i.e. appointment %, tuition, stipend, benefits, hourly salary)	

Winter, 2017:

Source (e.g., Fellowship, Grad Div)	
Type of Aid (e.g., GSR, hourly RA, Fellowship)	
Supervisor	
Description of Award (i.e. appointment %, tuition, stipend, benefits, hourly salary)	

Spring, 2017:

Source (e.g., Fellowship, Grad Div)	
Type of Aid (e.g., GSR, hourly RA, Fellowship)	
Supervisor	

Description of Award (i.e. appointment %, tuition, stipend, benefits, hourly salary)	
--	--

2. Summer Support:

3. Additional Employment or Program Requirements (if applicable)

(Please list by quarter. Include an approximate time commitment per week and description e.g., grading hours, SAA advising, proctoring, stats consulting, practicum hours, internship)

	Time Commitment	Description
Fall 2018		
Winter 2019		
Spring 2019		
Summer 2019		

4. Have you participated in any academic service activities:

5. Comment on any curricular, structural, financial or advising problems that you have encountered in the last year and indicate suggestions for improvement. Continue your comments on the back or attach a separate sheet if necessary.



Plan for 2019-2020

1. Awards or fellowship applications submitted/awarded (List source, date, outcome)
 e.g., GRM, Feb. 2016, awarded for 2017-2018 academic year

2. Funding Plan for 2017-2018

Fall 2017	
Winter 2018	
Spring 2018	
Summer 2018	

3. Goals for 2017 - 2018

What are your academic goals for the upcoming year?

What are your summer plans?

Is there anything specific that the area faculty could do to help you achieve your goals?

APPENDIX B
299 SERIES PAPER SCORING RUBRIC

Student _____

Rater _____

INTRODUCTION				Score
TOPIC compelling and important (hook/why we should care)				
0 = Not at all compelling / Unimportant	1 = Somewhat compelling/ Important	2 = Compelling / Important	3 = Extremely compelling / Important	
Case builds appropriately on PREVIOUS LITERATURE				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
THEORETICAL FRAME provided				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
RESEARCH QUESTIONS, aims and/or hypotheses clearly articulated				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
METHODS				Score
METHODS selected appropriate to answer the research questions				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
PARTICIPANTS clearly described				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
SETTING adequately described				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
Appropriate Research STRATEGIES/QUESTIONNAIRES/INSTRUMENTS				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
Appropriate ANALYTIC STRATEGIES selected				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
Appropriate STEPS to conduct clearly study articulated				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	

MISCELLANEOUS				
Brief Concluding Implications of the Potential Findings				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
Manuscript well WRITTEN and organized				
0 = Poorly written/ multiple errors	1 = Some writing/organization problems	2 = Average/ adequate writing	3 =Exceptionally well written	
COMMENTS &/or RECOMMENDATIONS				

HONORS

PASS

FAIL

APPENDIX C

299 Series ORALS Scoring Rubric

Student _____

Rater _____

INTRODUCTION				Score
TOPIC compelling and important (hook/why we should care)				
0 = Not at all compelling / Unimportant	1 = Somewhat compelling/ Important	2 = Compelling / Important	3 = Extremely compelling / Important	
Case builds appropriately on PREVIOUS LITERATURE				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
THEORETICAL FRAME provided				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
RESEARCH QUESTIONS, aims and/or hypotheses clearly articulated				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
METHODS				Score
METHODS selected appropriate to answer the research questions				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
PARTICIPANTS clearly described				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
SETTING adequately described				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
Appropriate Research STRATEGIES/QUESTIONNAIRES/INSTRUMENTS				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
Appropriate ANALYTIC STRATEGIES selected				

0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
Appropriate STEPS to conduct clearly study articulated				
0 = Missing / Inadequate	1 = Major Problems	2 = Adequate	3 = Excellent	
PRESENTATION				
ORAL	1 = Poor ORAL presentation	2 = Average ORAL presentation	3 =Exceptionally ORAL presentation	
VISUAL	1 = Poor VISUAL presentation	2 = Average VISUAL presentation	3 =Exceptionally VISUAL presentation	

COMMENTS &/or RECOMMENDATIONS

HONORS

PASS

FAIL

APPENDIX D

HDP RUBRIC FOR MA COMPREHENSIVE EXAMINATION EVALUATION

HONORS	Narrative provides a detailed response to all components; goals/purpose and scope of the question(s) posed. Outstanding demonstration of mastery of concepts; claims/points are supported in detail with evidence. Demonstration of reasoning/arguing from the evidence (i.e., clear chain from the empirical studies to any claims made). Candidate goes beyond merely re-stating existing ideas, demonstrating a thoughtful, critical integration of old ideas to make something new of the material elevating the response from a simple recounting of information from the extant literature— <u>omission of this component is mainly what distinguishes an honor pass from a simple pass</u> . Prose is particularly clear, concise, and compelling.
PASS	Narrative responds to most components of the question(s) posed. Evidence of a solid mastery of theories and concepts. <u>Claims/points are supported in with evidence</u> , although. Quality of prose is adequate.
FAIL	Poor—Narrative is unresponsive to the question(s) posed. Level of mastery over theories and concepts is inadequate/sub-standard. Claims/points are not clearly supported from research literature. Quality of prose is poor and or unintelligible.
COMMENTS &/or RECOMMENDATIONS	

HONORS

PASS

FAIL

APPENDIX E

Doctoral Written Qualifying Examination: Qualifying Paper Rubric

HDP uses a slight modification of the Boote and Beile (2005) literature review rubric for grading the Doctoral Written Qualifying Examination (aka Qualifying Paper).

Student Name:

Student Number:

Topic or Paper:

Grade:

Comments:

LITERATURE REVIEW RUBRIC				
Category	Criterion	1	2	3
COVERAGE	Justified criteria for inclusion and exclusion from review	Did not discuss the criteria inclusion or exclusion	Discussed the literature included and excluded	Justified inclusion and exclusion of literature
SYNTHESIS	Distinguished what has been done in the field from what needs to be done	Did not distinguish what has and has not been done	Discussed what has and has not been done	Critically examined the state of the field
	Placed the topic or problem within broader scholarly literature	Topic not placed in the broader scholarly literature	Some discussion of broader scholarly literature	Topic situated in the broader literature
	Placed the research in the historical context of the field	History of literature not discussed	Some mention of history of literature	Critically examined history of topics
	Acquired and enhanced the subject vocabulary	Key vocabulary not discussed	Key vocabulary defined	Discussed and resolved ambiguities in definitions
	Articulated important variables and phenomena relevant to the topic	Key variables and phenomena not discussed	Reviewed relationships among key variables and phenomena	Noted ambiguities in literature and proposed new relationships
	Synthesized and gained a new perspective on the literature	Accepted literature at face value	Some critique of the literature	Offered new perspective
METHODOLOGY	Identified the main methodologies and research techniques that have been used in the field, and their advantages and disadvantage	Research methods not discussed	Some discussion of research methods used	Critiqued research methods

	Related ideas and theories in the field to research methodologies.	Research methods not discussed	Some discussion of appropriateness of research methods to warrant claims	Critiqued appropriateness of research methods to warrant claims
SIGNIFICANCE	Rationalized the practical significance of the research problem .	Practical significance of research not discussed	Practical significance discussed	Critique practical significance of research
	Rationalized the scholarly significance of the research problem .	Scholarly significance of research not discussed	Scholarly significance discussed	Critiqued scholarly significance of research
RHETORIC	Was written with a coherent, clear structure that supported the review.	Poorly conceptualized, haphazard	Some coherent structure	Well developed, coherent
<p>Source: Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. <i>Educational Researcher</i>, 34(6), 3-15. Note: Adapted Hart, C. (1999). <i>Doing a Literature Review: Releasing the Social Science Research Imagination</i> (p. 27), London, SAGE Publications. Copyright 1999 by SAGE Publications.</p>				