

**Social Sciences and Comparative Education
(SSCE)**



UCLA School of Education & Information Studies

2020-2021 Student Handbook

Planning and maintaining an academic program is a continuous process for most students. Advising and helping students to plan and maintain a coherent and successful academic program is also a continuous faculty process. This handbook is designed for the use of students and faculty of Social Sciences and Comparative Education (SSCE) alike. This handbook outlines and clarifies our practices and policies in order to inform both the students and faculty of SSCE. This handbook is intended to provide general information and in no way constitutes a legal obligation on the part of the Graduate School of Education & Information Studies, which reserves the right to change, add or delete any information herein without prior notice.

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The SSCE Division

The Division of Social Sciences and Comparative Education (SSCE) is concerned with issues of social, cultural, historical, philosophical and comparative/international contexts of education. The Division is multidisciplinary and brings various methodologies and vocabularies-- discourse analysis, philosophical analysis, agency, representation and structure--as well as classical approaches to the study of education. The faculty of the Division encompasses numerous perspectives and orientations including postmodernism, feminism, ethnic studies, postcolonial, critical theory, critical race theory, and cultural studies. The Division shares its commitment to theory with an equal commitment to empirical research, policy, and practice. That is, our concern with theory does not preclude but rather implies a concern with policy and practice as well, both in terms of formal education (e.g., classroom research), informal education (e.g., mass media research and representation) and non-formal education (e.g., participatory action research, popular education).

The Division currently has two areas of inquiry or sub-specializations, which are: 1) comparative/ international studies in education, 2) race, ethnic, and cultural studies in education.

Academic preparation in the SSCE Division is designed to prepare students (a) to teach and conduct research in philosophical, cultural, race, ethnic, postcolonial, gender, and comparative/international studies in education, (b) to act as specialists for U.S. and overseas programs, non-governmental agencies, and multilateral and bilateral technical assistance agencies, (c) to engage in philosophical, historical, critical theoretical, cross-cultural, comparative, and social science analysis of educational issues in the United States and in other areas of the world, (d) to provide resource assistance for institutions and programs concerned with cultural studies, media technology, critical pedagogy, and multicultural, ethnic and cross-cultural education.

SSCE Sub-Specializations

The SSCE Division offers both the Master's and Ph.D. degree in the following sub-specializations.

Comparative/International Studies in Education

The Comparative/International Education program trains students in various facets of comparative, international, and cross-cultural education studies. Its general aims are: First, to train specialists in comparative/international education. Second, to train specialists in the development of comparative/international education theories, as well as research in field settings. Third, to promote and foster understanding of how educational policies and programs impact social, political, and economic development. Fourth, to focus on issues of equity, social justice, education in global and domestic contexts. Fifth, to train students for leadership roles in government and non-government agencies, international, multilateral and bilateral institutions.

Structurally, the specialization follows the pattern of the general UCLA campus, in that its specialists operate within an area studies structure. That is, comparative education specialists give attention to specific geographic regions of the world, though their research is also of a broader nature.

Comparative education relies on a social science foundation. Its specialists are identified with the disciplines of sociology, anthropology, political science, economics, and history. Students are recruited from these backgrounds, though other fields, such as applied linguistics or the humanities, are relevant to the field.

Race, Ethnic and Cultural Studies in Education

The program in Race, Ethnic, and Cultural Studies in Education is an interdisciplinary program of educational research, practice, and policy that focuses on the role of race, ethnicity, and culture in the United States and abroad. The program has a particular emphasis on the relationship between educational practice and structure (i.e., social and cultural contexts) and the production and reproduction of inequality and conflict. The program is also interested in critical approaches to representations of gender, race, class, and sexuality in education and culture and the new literacies necessary to analyze critically and interpret media culture, cyber culture, and multimedia culture.

Courses in Race, Ethnic, and Cultural Studies in Education examine contemporary issues in education situated in historical and comparative contexts, such as the impact of postmodernism, feminism, and critical race theories on education. These conceptual approaches inform a critical

approach to theory and methods that yield new insight into research, practice, and policy in educational settings.

SSCE Institutes

The Paulo Freire Institute (PFI) at UCLA was founded by Professor Carlos Alberto Torres in 2002 to honor the legacy of the world-renowned Brazilian educator Paulo Freire. Our mission is to work inside and outside the university to build networks of scholars, teachers, activists, artists and community members dedicated to social justice and using education as a vehicle to empower oppressed and subjugated population across the globe toward transforming the world. We are currently working on a number of fronts to maintain and expand his teachings, through a globalization project that looks at the deleterious effects of market-driven educational policy, through teacher training programs that introduce and augment social justice education themes, through interaction with communities across America, through a growing series of books, articles and presentations spreading the Freire message to a larger and larger audience of teachers, administrators, academics and key policymakers and through classes and programs that are helping to educate the next generation to more seriously consider the ramifications of standardized testing, standardized curricula, loss of teacher autonomy and the corporate colonization of our classrooms. If you are interested in learning more information or joining us, please contact Carlos Alberto Torres at catnova@aol.com, and check out our website: www.paulofreireinstitute.org.

The Center for International and Development Education (CIDE) website reflects our global identity and offers an array of features and information on our efforts to provide information and network with international and development education organizations. CIDE offers a range of services and activities surrounding the broad spectrum of international and development education. Our activities emphasize higher education change, education and nation-building, teacher training reform, technology and learning, education and humanitarian relief, and study abroad programs. CIDE delivers innovative and effective research, support services, and projects that build institutional capacity and promote sustainable development throughout the world. CIDE offers research opportunities for Comparative Education students. Administratively, CIDE is student driven in that students organize weekly meetings and participate in all facets of it work. The center is located in MS 8907. Further information can be obtained from the CIDE website: www.gseis.ucla.edu/cide/.

Institute for Immigration, Globalization and Education (IGE) conducts multidisciplinary and comparative research engaging policymakers, practitioners, and institutional leaders. Our research serves to inform efforts

to expand opportunities, reduce barriers, and improve the wellbeing of diverse, vulnerable, and marginalized students. This work is timely in the context of globalization, which is profoundly changing the developmental contexts, educational trajectories, and life courses of our children, adolescents, and young adults. The institute is located in Moore 1041, and additional information is available at the IGE website:

<http://ige.gseis.ucla.edu>

Faculty

Richard Desjardins

Professor

3119 Moore Hall

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Education

Ph.D., International and Comparative Education, Stockholm University, 2004

MA, Economics, Carleton University, 1999

BA Honors, Economics, Carleton University, 1998

Teaching and Research Interests

My primary interests and activities relate to the following themes: reproductive and transformative processes associated with lifelong learning systems; intergenerational and distributional effects of education and learning on economic and social outcomes; governance and financing of lifelong learning systems; dynamic and interactive effects of structure-agency relations in determining participation in lifelong learning; communication and relationships among actors/institutions relevant to lifelong learning systems; and the comparative analysis of welfare state regimes and policies that affect the development and coordination of lifelong learning systems. I am also interested in the "research" - "policy" relationship and the interdisciplinary and fragmentation of scientific knowledge relevant to educational research.

Recent Publications

Desjardins, R. (2017). *Political Economy of Adult Learning Systems: Comparative Study of Strategies, Policies and Constraints*. London: Bloomsbury publishing.

Desjardins, R (2017). A perspective on the use of large-scale efforts in comparative adult education research, *International Yearbook of Adult Education*, Volume 40, Number 1, pp. 43-58.

Desjardins, R. (2017). Is literacy and the practice of literacy on the decline? In: Teodoro de Matos, A., d'Oliveira Martins, G., & Hanenberg, P. (eds), *The Future Within Reach* (pp. 761-766). Lisbon: Catholic University of Portugal.

Desjardins, R., Lans, T., & Ederer, P. (guest editors) (2016). Adult Learning, Adult Skills and Innovation, *European Journal of Education*, Volume 51, Number 2. pp. 141-294.

Desjardins, R., & Singh, M. (2016). Employment and the labour market [outcomes of adult education]. In Schuller, T., Rubenson, K., Brink, S., & UIL (eds), *Third Global Report on Adult Learning and Education*(Chapter 4). Hamburg: UNESCO Institute for Lifelong Learning.

David G. García

Associate Professor
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Education

1996, Bachelor of Arts, UCLA, Sociology, Chicana/o Studies Specialization

2000, Master of Arts, UCLA, Latin American Studies

2006, Doctor of Philosophy, UCLA, U.S. History

Teaching and Research Interests

Interconnectivity of history and education, focusing on local educational histories of Mexican Americans, the pedagogy of Hollywood's urban school genre, and Chicana/o *teatro* (theater) as public revisionist history

Educational history; Chicana/o history & historiography; popular culture & media (film & TV); *teatro*, satire; oral history; race & social movements; Latina/o immigration

Recent Publications

García, D.G. *Strategies of Segregation: Race, Residence, and The Struggle for Educational Equality* Berkeley: University of California Press, American Crossroads Series, no. 47, January 2018.

García, D.G., & T.J. Yosso. "Strictly in the Capacity of Servant': The Interconnection Between Residential and School Segregation in Oxnard, California, 1934-1954." *History of Education Quarterly*, 53.1 (2013): 64-89. [Honorable Mention, 2014 History of Education Society Prize Committee].

García, D.G., T.J. Yosso, & F.P. Barajas. "A Few of the Brightest, Cleanest Mexican Children': School Segregation as a Form of Mundane Racism in Oxnard, California, 1900-1940." *Harvard Educational Review* 82.1 (2012): 1-25.

García, D.G. "Transformations through Teatro: Culture Clash in a Chicana/o History Classroom." *Radical History Review* 102 (2008): 111-130. Special issue on "History and Critical Pedagogies: Transforming Consciousness, Classrooms, and Communities."

García, D.G. "Culture Clash Invades Miami: Oral Histories & Ethnography Center Stage." *Qualitative Inquiry* 14.6 (2008): 865-895. Special issue on "Autoethnography, Critical Race Theory, and Performance."

Sandra Harding

Professor Emeritus
2123 Moore Hall
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Education

Ph.D., Philosophy, New York University

Teaching and Research Interests

Teaching and research interests are in feminist and postcolonial theory, epistemology, research methodology and philosophy of science.

Selected Publications

Sciences From Below: Feminisms, Postcolonialities, and Modernities.
Durham: Duke University Press, 2008.

Science and Social Inequality: Feminist and Postcolonial Issues_.
Champaign, Ill: University of Illinois Press, 2006.

Feminist Standpoint Theory Reader: Intellectual and Political Controversies_, edited. New York: Routledge 2004.

The 'Racial' Economy of Science: Toward a Democratic Future, edited.
Bloomington, Ind: Indiana University Press, 1993.

Douglas Kellner

Professor Emeritus
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Education

B.A., Doane College, 1965 [Junior Year, University of Copenhagen]
Ph.D., Philosophy, Columbia University, 1973
[DAAD Fellowship, University of Tubingen, 1969-1971; study in Paris, 1971-1972]

Teaching and Research Interests

I am engaged in an ongoing exploration of the disciplines of cultural studies and the philosophy of education, examining the relationships among technology, education, and society. Utilizing print literacy as a focus for literacy skills, I emphasize the need for other basics in education, including media literacy and computer and information literacy, to better enable students to read and creatively interact with emergent technologies such as the Internet. I am the author of a comprehensive range of books on social theory, politics, history and culture.

Recent Publications

The American Horror Show: Election 2016 and the Ascendency of Donald J. Trump. Rotterdam, The Netherlands: Sense Publishers, 2017.

"Social Shootings, Societal Violence and Gun Culture," *The Wiley Handbook on Violence in Education*, edited by Harvey Shapiro. London: Wiley-Blackwell, 2018: 53-68.

"Cultural Politics Now," John Armitage, Ryan Bishop, Mark Featherstone, and Doug Kellner, *Cultural Politics*, Vol. 13, Issue 3 (November 2017): 267-275.

Marxism and Revolution, Volume 6 of the *Collected Papers of Herbert Marcuse*, edited by Douglas Kellner and Clayton Pierce. London and New York: Routledge, 2014.

Edith Mukudi Omwami

Associate Professor
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Education

Ph.D. (Social Foundations) 1998 State University of New York at Buffalo, NY

Teaching and Research Interests

Access, participation and funding of education; Nutrition and education linkages, Education policy and practice; gender and education; African education

Recent Publications

Edith Mukudi Omwami, Charlotte Neumann, and Nimrod Bwibo. 2010. "Effects of a School Feeding Intervention on School Attendance Rates among elementary schoolchildren in rural Kenya." *Nutrition: International Journal of Applied and Basic Nutritional Sciences*, doi: 10.1016 (2010.01.009).

E. M. Omwami and R. K. Omwami. 2010. "Public investment and the goal of providing access to primary education in Kenya." *International Journal of Educational Development*, 30 (3): 243- 253.

Omwami Mukudi, E. 2010. "Relative-change theory: examining the impact of patriarchy, paternalism, and poverty on the education of women in Kenya." *Gender and Education*. (in Press)

Omwami, E. M. and E. J. Keller. (2010). "Public Funding and Budgetary Challenges to providing Universal Primary Education in Sub-Saharan Africa." *International Review of Education*, 56 (1): 5-31.

Edmond J. Keller and Edith M. Omwami (2007). "Federalism, Citizenship and National Identity in Ethiopia," *International Journal of African Studies*, 6(1): 37- 69

Val D. Rust

Professor Emeritus

Director, UCLA Education Abroad Program

Associate Director, Center for International and Development Education

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Education

1977-78 Postdoctoral Studies, University of Oslo, Oslo, Norway

1965-66 Research Fellow, Deutsches Institut für Internationale

Pädagogische Forschung, Frankfurt, Germany

1963-67 Ph. D., Education, University of Michigan, Ann Arbor, Michigan

Teaching and Research Interests

My major association in the department of Education is with Comparative and International Studies. Contemporary research interests are with the politics of educational reform, institution building, leadership in higher education, study abroad, and ethnic issues in international perspective.

Recent Publications

(Co-author), "Educational Reform in Western Europe" Education Encyclopedia New York: Macmillan (2003).

"Minority Education Policy in Azerbaijan and Iran" Journal of Azerbaijani Studies, vol. 5, no. 1 (2003).

(Co-author), Dictionnaire d'éducation comparée (Dictionary of Comparative Education), Paris: L'Harmattan (2003).

"The Meanings of the Term Comparative in Comparative Education" World Studies in Education vol. 3, no. 1(2002), 53-68.

(Co-author) "Shifting Perspectives on Comparative Research" Comparative Education, vol. 37, no. 4 (November, 2001), 501-506.

Daniel Solórzano

Professor

Director, UC/ACCORD

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Education

1972, Bachelor of Arts, Loyola University, Sociology/Chicano Studies

1974, Master of Education, Loyola Marymount University, Urban/Multicultural Education

1983, Master of Arts, Claremont Graduate School, Educational Policy

1986, Doctor of Philosophy, Claremont Graduate School, Sociology of Education

Teaching and Research Interests

Critical race and gender studies on the educational access, persistence, and graduation of underrepresented minority undergraduate and graduate students in the United States.

Recent Publications

Solorzano, D. (In Press). "How I Came to Work in the Field of Racial Microaggressions: A Critical Race Theory Journey from Marginality to Microaggressions." In A. Dixson (ed.), *Condition or a Process?: Researching Race in Education*. Washington, DC: American Education Research Association.

Solorzano, D. (2018). "Why Racial Microaggressions Matter? How I Came to Answer that Question and Why I Do the Work I Do." In L. Perna (ed.), *Taking it to the Streets: The Role of Scholarship in Advocacy and Advocacy in Scholarship* (pp. 92-99). Baltimore, MD: Johns Hopkins University Press.

Gaxiola, T. & Solorzano, D. (2018). "The Role of Interest Convergence in California's Education: Community Colleges, Latinas/os and the State's Future." In A. De Los Santos, G., Keller, R. Tannenbaum, & A. Acereda (eds.), *Hispanic Students Move Forward: Assessment, Development, and Achievement* (pp. 117-140). Albany, NY, VA: State University of New York Press.

Solorzano, D. & Velez, V. (2017). "Using Critical Race Spatial Analysis to Examine Redlining in Southern California Communities of Color—Circa 1939." In D. Morrison, S. Annamma, & D. Jackson, *Critical Race Spatial Analysis: Mapping to Understand and Address Educational Inequity* (pp. 91-108). Sterling, VA: Stylus.

Solorzano, D. (2016). "A Critical Race Examination of McLaurin v. Oklahoma: How Derrick Bell Helped Me Understand George McLaurin's Seat." In G. Ladson Billings & W. Tate (eds.), *"Covenant Keeper": Derrick Bell's Enduring Educational Legacy* (pp. 39-55). New York: Peter Lang.

Robert Teranishi

Professor, Division Head

Morgan and Helen Chu Endowed Chair in Asian American Studies

Co-Director, Institute for Immigration, Globalization and Education

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Education

Ph.D. University of California, Los Angeles, Higher Education and Organizational Change

M.A. University of California, Los Angeles, Education

B.A. University of California, Santa Cruz, Sociology

Teaching and Research Interests

Higher education and social mobility, race, ethnicity, and the stratification of college opportunities, college access and completion.

Recent Publications

Teranishi, R. T., Bordoloi Pazich, L., & Allen, W. (2015). *Mitigating Inequality: Higher Education Research, Policy, and Practice in an Era of Massification and Stratification*. U.K.: Emerald Group Publishing.

Teranishi, R. T., Underwood, R. A., & Alcantar, C. M. (2017). AANAPISI leadership: Perspectives from the field. In D. Maramba & R. Palmer (Ed.), *Leadership in Minority Serving Institutions*. New York: Stylus.

Teranishi, R. T., & Kim, V. (2017). The Changing Demographic Landscape of the Nation: Perspectives on College Opportunities for Asian Americans and Pacific Islanders. *The Educational Forum*, 81(2).

Teranishi, R. T. (2016). Asian Americans and Pacific Islanders in community colleges: A national perspective. In A. Long (ed.), *America's Forgotten Students: A Focus on Community Colleges*. New York: Stylus Publishing.

Teranishi, R. T., Martin, M., Bordoloi Pazich, L., Alcantar, C., & Nguyen, T. (in progress). The Rise of Minority-Serving Institutions: The Relevance of Asian American and Pacific Islander Students and the Institutions that Serve Them.

Carlos Alberto Torres

Professor

Director of the UCLA Paulo Freire Institute

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Education

1974: B. A. in Sociology (honors diploma), Faculty of Social Science, Universidad del Salvador, Buenos Aires, Argentina

1974: Teaching Credential in Sociology, Faculty of Science Education and Social Communications, Universidad del Salvador, Buenos Aires, Argentina

1978: M.A. in Political Science, Latin American Faculty of Social Science (FLACSO), Mexico City, Mexico

1982: M.A. in International Development Education, Stanford University, Stanford, CA

1983: Ph.D. in International Development Education, Stanford University, Stanford, CA

1988: Post-doctoral scholarship, Department of Educational Foundations, University of Alberta, Canada

Teaching and Research Interests

The political sociology of education; the impact of globalization on K-12 and higher education; the intersection of area studies, ethnic studies, and comparative international education; the political economy of adult education; social theory; politics and education, and the life, work, and political philosophy of education of Paulo Freire.

Recent Publications

Carlos Alberto Torres (Editor) *The Wiley Handbook of Paulo Freire*.

With 30 chapters and 275,000 words, is a Handbook of 495 pages to be published in 2019.

Carlos Alberto Torres, *Theoretical and Empirical Foundations of Critical Global Citizenship Education*. New York, Routledge/Taylor and Francis, 2017. This book was published in the new Series of Routledge/Taylor and Francis New York, entitled Critical Global Citizenship Education. Carlos Alberto Torres is the Series Editor

Torres, Carlos Alberto. *Globalizations and Education. Collected Essays on Class, Race, Gender, and the State*. Introduction by Michael W. Apple, Afterword by Pedro Demo. New York, and London: Teachers College Press-Columbia University, 2009. Italian translation, L' Scola, Brescia, Italy, 2014. Spanish translation by Tirant le Blanch, Valencia, Spain (2017).

Torres, Carlos Alberto. *First Freire. Early Writings in Social Justice Education*. New York, Teachers College Press, 2014. This book received the American Association for Adult and Continuing Education (AAACE) Cyril O. Houle Award for Outstanding Literature in Adult Education in 2015. Translation to Chinese by Pro-Ed Publishing Company, Taipei, Taiwan, 2017.

Torres, C. A., and R. Arnove, eds. *Comparative Education: The*

Dialectics of the Global and the Local. Lanham, Maryland: Rowman and Littlefield, 1999. Second edition, 2003. Third edition, 2007. Fourth edition (with Robert Arno and Stephen Franz), 2013. Chinese translation (2010), Japanese translation (2014), Spanish translation (2014).

Jason Dorio

Lecturer

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Education

Ph.D. University of California, Los Angeles, Education-Comparative and International

MA. California State University, Long Beach, Education-Social and Multicultural Foundations

BA. California State University, Long Beach, History

Teaching and Research Interests

Comparative and international education, higher education leadership, political sociology of education, critical pedagogy, globalization, social justice education, national and global citizenship education, postcolonial theory, university internationalization, social movements and student activism, youth leadership, teacher education, qualitative research methods. Regional interests: United States; and North Africa, Southwest Asia and Southern Europe (Middle East and Mediterranean regions).

Recent Publications**Journal Articles**

Dorio, J. N. (2018). Lessons From Los Angeles: Self-Study On Teaching University Global Citizenship Education To Challenge Authoritarian Education, Neoliberal Globalization And Nationalist Populism. *Journal of Global Citizenship & Equity Education*, 6(1), 208-234.

Torres, C.A. and Dorio, J.N. (2015). Dos and Dents of Global Citizenship Education. *Adult Education and Development Edition* 82/2015. <http://www.dvv-international.de/en/adult-education-anddevelopment/editions/aed-822015-global-citizenship-education/articles/the-dos-and-dents-of-globalcitizenship-Education>

Books and Book Chapters

Dorio, J.N., Abdou, E.D., & Moheyeldine, N. (Eds.) (2019). *The Struggle for Citizenship Education in Egypt: (Re) Imagining Subjects and Citizens*. New York: Routledge.

Dorio, J.N. (2017). The Revolution as a critical pedagogical workshop: Perceptions of university students reimagining participatory citizenship(s) in Egypt. In Nagwa Megahed (Ed.) *Education During the Time of the Revolution in Egypt: Dialectics of Education in Conflict*. Comparative and International Education: A Diversity of Voices Book Series (pp. 11-36). Rotterdam, the Netherlands: Sense Publishers.

Dorio, J.N. (2017). Pedagogy of Transition: Understanding university student movements in post-2011 Egypt. In Rowhea Elmesky, Carol Camp-Yeakey, Olivia Marcucci (Eds.), *The Power of Resistance: Culture, Ideology and Social Reproduction in Global Contexts* (pp. 341-366). WA, UK: Emerald Group Publishing.

Torres, C. A. and Dorio, J.N. (2017). Adult Education and Global Citizenship Education. In C.A. Torres *Theoretical and Empirical Foundations of Critical Global Citizenship Education* (pp. 98-103). New York, NY: Routledge

Other Personnel

Amy Gershon (gershon@gseis.ucla.edu)

Director - Office of Student Services

1009 Moore Hall

(310) 206-1685

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

Harmeet Singh (hsingh@gseis.ucla.edu)

Student Affairs Officer

1009 Moore Hall

(310) 825-8327

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

Trenessa Kennedy (tkennedy@gseis.ucla.edu)

Administrative Assistant

2005 Moore Hall

(310) 825-9260

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

Advising

Upon admission to the program, students are assigned a faculty advisor based as much as possible on the student's and faculty's areas of research interest. The advisor may serve as academic counselor, information resource, or otherwise assist the student's progress through the program. The primary responsibilities of the faculty advisor are to approve the student's academic program, to advise students on particular courses of study, and along with the student, to initiate any petitions for change in status or program.

It should be noted that the dissertation chair may or may not be the same person as the academic advisor. The dissertation advisor works closely with the student through all phases of the dissertation process and chairs the student's doctoral committee.

NOTE: It is also strongly recommended that you consult with your Student Affairs Officer with questions regarding requirements and university/department policies.

Program Planning and Requirements

Ph. D. DEGREE PROGRAM

The Ph.D. Degree in Social Science and Comparative Education is a **21-**course program. The program has specializations in: (1) comparative/international studies in education, (2) race, ethnic and cultural studies in Education. **Applicants to the PhD program must have a Master's degree or be working towards a Master's degree in order to be eligible to apply.**

Division Course Requirements:

A. Division Core Course Requirement: Students must complete the Division Core Course.

1. ED 204A: Introduction to Social Science and Comparative Education

B. Specialization Core Course Requirements: Students must complete **TWO** of the three Specialization Core courses (one must be from the student's specialization).

1. ED 204B: Introduction to Comparative Education

OR
ED C207: Politics of Education,

2. ED 206A: Introduction to Philosophical Studies in Education,
OR

ED 270: Introduction to Cultural Studies,

3. ED 204D: Minority Education in Cross Cultural Perspective

- C. Division Course Requirements:** Students must complete **THREE** graduate courses that are offered by the SSCE Division, and taught by SSCE faculty.
- D. Methods Course Requirements:** Students must complete at least four of the approved basic research methods courses, as per the department's "3+1 methods" policy. Three of these courses must be taken in one methodological sequence (quantitative or qualitative), and one after the other, including a Tier 2 course. Generally, students take courses in either the 222 (qualitative) or the 230 (quantitative) sequences, offered by our department. Please visit OSS (Moore 1009) for a list of currently approved research methods courses in the Department of Education and across campus.
- E. Cognate Requirement:** Students must complete **THREE** courses in an approved cognate series (please consult with advisor). These courses must be related to their dissertation research and professional aspirations. If a student is unable to demonstrate a strong background in the cognate area, additional course cognate courses will be required. For additional information please see additional policies.
Cognate choices need to be pre-approved by the student's advisor, the Division Head, and OSS. A cognate course petition form is available in Office of Student Services (OSS), 1009 Moore Hall, (310) 825-8326.
- F. Elective Courses:** Students must complete **FIVE** elective courses. **At least two of the electives must be graduate courses offered by the SSCE division, and taught by SSCE faculty.** In addition, up to two more elective courses can be met by taking Research Apprenticeship Courses or RACs. One full year (3 consecutive quarters) of a RAC course is equal to one elective course. By petition, only one course from a previous MA degree may be applied towards elective requirements (please consult your Student Affairs Officer in OSS for the required petition process).
- G. Research Practicum:** Students must complete the research practicum series in the second year of residence, by taking ED 299A in

the Fall quarter, AND ED 299 B/C in the Winter quarter, respectively, of their second year. 299 courses must be taken with SSCE faculty.

- H. Foreign Language:** *Students in the **International and Comparative Education sub-specialization** must complete this requirement, **prior to advancing to candidacy**.* A memo is required from the dissertation chair of the student's doctoral committee, verifying the student's reading competency in a language other than English.

Other Division Requirements:

- A. Doctoral Written Qualifying Examination:** Students must take the doctoral written examinations in the quarter in which coursework will be finished (last three courses are in progress), or at the next exam sitting following the completion of coursework.
- B. Dissertation:** The dissertation, required by every candidate for the Ph.D. degree, must embody the results of the student's independent investigation, must contribute to the body of theoretical knowledge in education, and must draw on interrelations of education and the cognate discipline(s).

Doctoral Qualifying Examination

Subject to change due to COVID-19 and remote learning

During the final quarter in which you complete your coursework, or at the next exam sitting following completion of coursework, you must take the Division's written qualifying examination. This examination is offered twice a year, once during the Fall Quarter and once during the Spring Quarter. To qualify for the exam, you need to complete an exam application that includes a formal version of your SSCE requirements worksheet. This document must be signed by your advisor and then submitted by you to the Office of Student Services (Moore 1009) for final clearance. In order to maintain full-time graduate status, while you prepare to take your qualifying examinations, and after successful completion of the qualifying exam, when you prepare for your dissertation proposal, you may enroll in Education 597, for up to 12 units.

You will pick-up your examination at the Office of Student Services on a Friday and drop it off the following Monday no later than 11:00 A.M. Once you pick up the examination, you are considered to have begun the examination. Note: If you were to change your mind at that point (or any time thereafter), it would still be considered a failed examination. Strict

adherence to examination policies and requirement is monitored by the Office of Student Services. Should you require special accommodations, written permission of the Division Head must be sought prior to the examination. Examinations submitted after the deadline will be considered failed exams if OSS does not receive prior permission in writing. Each exam paper will be read by at least three faculty members. Examinations are given a grade of "Honors", "Pass", or "Fail". To be awarded honors, student must receive at least 1/3 "honors" to each question, and student must receive "honors" on at least 2/3 of all questions. Students must pass all three written questions to pass the doctoral qualifying examination.

If you do not pass the examination, you may be given a second opportunity to take the examination at the discretion of your advisor. When retaking the examination, you will be required only to retake the question(s) failed. If only one question is failed, you will have the option of retaking that question within two weeks of receiving notification of failure. The question, though different, will be on the same topic. If you elect to wait until the next sitting or if more than one question is failed (resulting in mandatory retaking at the next sitting), the topics may change. If you fail the examination a second time, you may be given a third opportunity to take the examination, contingent upon two-thirds favorable vote by all divisional faculty voting on this issue. No fourth sitting is allowed.

The **doctoral qualifying examination** will consist of FOUR questions. That is ONE Individual Question, a Mandatory Question, and TWO Core Questions. Answers must be typed and double-spaced. The maximum length of the answer to each question is ten pages, which includes the bibliography.

Dissertation

Defining The Dissertation

The dissertation may be quantitative, qualitative, or philosophical/theoretical, or a mixture of these in terms of methodology. The time to complete the dissertation is highly individualistic, dependent on the topic, the methodology, the student, and the faculty members helping the student.

Choosing A Dissertation Committee

The Doctoral Committee is formed subsequent to the successful completion of the division's written qualifying examination. For the Ph.D. degree, the committee must consist of a minimum of four faculty (for committee regulations, please visit <https://grad.ucla.edu/academics/doctoral-studies/nomination-of-doctoral-committee>), and you will work with your dissertation committee chair to determine your committee composition. The committee chair may or may not be from SSCE.

The committee, nominated by the Department of Education and appointed by the Dean of the Graduate Division, conducts all the Oral Examinations for the dissertation study.

Upon successful completion of coursework and the division's doctoral written qualifying examination, each doctoral student will be asked to prepare a dissertation proposal and name a committee to oversee the preparation and completion of the dissertation. The student should be thinking about potential committee members while pursuing coursework and asking professors along the way to serve on the dissertation committee. To help choose the chair and other committee members, students should talk with their faculty advisor and other students. Once the student has identified the committee chair, the student should work with the chair to identify other potential members.

For the most current information regarding doctoral committee membership rules, please visit:

<https://grad.ucla.edu/academics/doctoral-studies/nomination-of-doctoral-committee>

Once the committee is agreed upon, the student must submit the "Doctoral Committee Nomination Form" to OSS, to formally nominate the members. That 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.

You can also access the policies and procedures for thesis dissertation preparation and filing at Graduate Division's website (www.grad.ucla.edu).

Oral Qualifying Examination

Subject to change due to COVID-19 and remote learning (please check with OSS for the Oral Qualifying Examination process)

After completing your dissertation proposal under the guidance of your doctoral committee chair and the other committee members, as well as having your committee formally approved by Graduate Division, you may take the University Oral Qualifying Examination, also known the Preliminary Oral Examination (or "oral proposal defense"). Your next step is to schedule your defense.

You need to reserve a date with your committee and book a room for your defense. If you require technical equipment, you may contact the

Educational Technology Unit (ETU) in Moore Hall. You should plan to book your proposed date at least three to four weeks in advance of the oral proposal defense.

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

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

Obtaining Human Subjects Approval

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

Conducting the Dissertation Study

Once you've advanced to candidacy, you should meet with your dissertation chair and committee members to help establish a structure for progressing through your study in a timely fashion. Working closely with your committee members also will ensure that your efforts, and especially your analysis, stay on track.

During the dissertation phase, you collect data, analyze the data, write the results and discussion of the data, and make recommendations based on your study findings. As you write different chapters of your dissertation (this goes for the proposal as well), remember to give your chair and committee members time to read, review, and make suggestions. Often, a revised version of your dissertation proposal will become the first three chapters of your final dissertation. Your next section typically will present your data and discuss the results. You also may want to separate the discussion of your results into different thematically oriented chapters. Your conclusion will form the final component of the dissertation and will include the significance of your study and recommendations for future research. You should establish the actual format of your dissertation with your chair. Read as many other relevant dissertations as possible. Many current professors turned their dissertations into their first books.

Passing the Final Oral Dissertation Examination

Subject to change due to COVID-19 and remote learning (please check with OSS for the Final Oral Examination process)

Most dissertation chairs will not allow you to participate in your Final Oral Dissertation Examination ("final orals") without believing your dissertation is ready for final committee approval. The purpose of the final orals is to provide the opportunity for you to "defend" your dissertation as your committee examines its merits and considers it for final approval. Your committee also may provide feedback, make suggestions for refinements, and possibly recommend ways to publish it. Formally open just to you and to your committee members, a portion of the orals may be opened to other

interested researchers. Everyone on the committee, including you, must approve of allowing guests.

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

When you pass your final orals, your committee may require some changes. Once the manuscript satisfies all committee members, you must file the dissertation with the University. For information regarding the filing process, please visit <https://grad.ucla.edu/academics/graduate-study/file-your-thesis-or-dissertation>.

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

MASTER OF ARTS DEGREE PROGRAM

The Master of Arts Degree in Social Sciences and Comparative Education is a **9**-course program. The program has specializations in: (1) comparative/international studies in education, 2) race, ethnic and cultural studies in education.

Division Course Requirements:

- A. Division Core Course Requirement:** Students must complete the Division Core Course.

1. ED 204A: Introduction to Social Science and Comparative Education
- B. Specialization Core Course Requirements:** Students must complete **TWO** of the three Specialization Core courses (one must be from the student's specialization).
1. ED 204B: Introduction to Comparative Education
OR
ED C207: Politics of Education,
 2. ED 206A: Introduction to Philosophical Studies in Education,
OR
ED 270: Introduction to Cultural Studies,
 3. ED 204D: Minority Education in Cross Cultural Perspective
- C. Division Course Requirements:** Students must complete **TWO** graduate courses that offered by the SSCE Division, and taught by SSCE faculty.
- D. Methods Course Requirements:** Students must complete **TWO** courses in this section. (See OSS for a list of approved methods courses)
- F. Elective Courses:** Students must complete **TWO** elective courses. **At least one of the two electives** must be a graduate course offered by the SSCE division, and taught by SSCE faculty.

Master's Capstone Project

For the Capstone Project, students will be required to enroll in ED 204A in the Fall quarter, and ED 299B and C (sections offered by SSCE division, specifically for the MA students), in the Winter and Spring quarters, respectively.

The guidelines and draft work for the final project will be facilitated throughout the sequence of courses listed above, with a review and feedback from faculty academic advisors.

The final project will be a 30-page thesis-like-paper that addresses a problem in the education field, associated with the students' areas of specialization. There will be a presentation day at the end of the academic

year, where students will present their work to a committee of faculty, and to each other (additional details will be provided by the course instructors).

List of All Recent SSCE Courses

200D. Historical Research and Writing. (4)

Methods of historical research and writing for students who are or who will be engaged in research and in report or paper or thesis writing, regardless of their field of interest.

M201C. History of American Education. (4)

(Same as History M264.) History of educational thought and of social forces impinging on American education from the 1880s to the present. Analysis of relation between these ideas and forces, and aims and practices of American education today.

204A. Introduction to Education and the Social Sciences. (4)

Interdisciplinary course intended to introduce students to study of educational issues, texts, and movements of thought through social sciences and comparative perspectives.

204B. Introduction to Comparative Education. (4)

Examination of conceptual and methodological questions underlying comparative education. Particular attention to development of the field and to styles of social analysis which may be applied to comparative and cross-national studies in education.

204C. Education and National Development. (4)

Designed for graduate students. Analysis of various social science perspectives and methodologies (including modernization, dependency, Marxist, neo-Marxist, liberation theology, and world-system theories of change and development) and changing notions of role of education in development of less-industrialized countries of the world.

204D. Minority Education in Cross-Cultural Perspective. (4)

Historical and contemporary analyses of educational policies with regard to ethnic, religious, and linguistic minorities through selected national and international case studies. Introduction to cross-cultural education in representative countries in relation to social, political, and economic systems.

204E. International Efforts in Education. (4)

Designed for graduate students. Critical analysis of complex world of "development cooperation," with particular reference to bilateral and multilateral efforts in education.

206A. Philosophy of Education: Introduction. (4)

Systematic introduction to the field, indicating ways in which philosophy serves to elucidate educational aims, content, methods, and values.

C207. Politics of Education. (5)

Lecture, two hours; discussion, two hours. Political dimensions of education institutions as organizations. Relationships between education institutions and political institutions in society. Political theory as foundation for public policy analysis; interest groups in education policy formation and implementation; and focus on Freireian pedagogy. Concurrently scheduled with course C125. S/U or letter grading.

208A. Perspectives on the Sociology of Education. (4)

Lecture, four hours. Sociological perspectives on current issues in educational policy and practice, including desegregation, decentralization, equality of educational opportunity, structure of educational organization, teacher/student relationships, reform in education at elementary, secondary, postsecondary levels. S/U or letter grading.

Educ 234: Critical Perspectives on Economic Approaches to Education (4)

Seminar, four hours. Introduction to concepts and principles in economics of education using a critical perspective. Overview of evolving relationship between education and economics, including growing use of education as an economic policy tool and increased role of economic principles in the internal functioning of educational systems. S/U or letter grading.

Educ 235: Comparative Political Economy of Education and Skills (4)

Seminar, four hours. Political economy of education perspective is used for exploring, at an international and comparative level, the link between alternative models of governing, providing and financing education and training systems and impact of alternatives on outcomes such as unequal chances to learn, types of skill formation, and well being. S/U or letter grading.

253A. Seminar: Current Problems in Comparative Education. (4)

Seminar, four hours. S/U or letter grading.

253B. Seminar: African Education. (4)

Designed for graduate students. Contemporary issues in African educational systems, including questions of access and equity, quality and efficiency, relevance and responsiveness, links between schools and communities, and

policy and practice in education.

253C. Seminar: Asian Education. (4)

Seminar, four hours. S/U or letter grading.

253D. Seminar: Latin American Education. (4)

Seminar, four hours. S/U or letter grading.

253E. Seminar: European Education. (4)

Seminar, four hours. S/U or letter grading.

253F. Seminar: Education in Revolutionary Societies. (4)

Multidisciplinary and comparative study of socialist educational theory examined through writings of Marx, Lenin, Mao, and others. Implementation of this theory in specific case studies, along with comparative assessments of nonsocialist nations.

253G. Seminar: The Asian American and Education. (4)

Basic issues and topics related to Asian Americans in the field of education. Examples of issues and topics include Asian Americans and the community, socioeconomic status, education-to-work transition, language and culture question.

253H. Seminar: The Chicano/Hispanic and Education. (4)

Basic issues and topics related to the Chicano and other Hispanic groups in education. Review of literature on specific educational levels and Chicano/Hispanic student progress (e.g., early childhood, elementary, higher education; specific topics: assessment, access, tracking, segregation; implications for schooling).

253I. Education and Social Change in the Middle East and Islamic World. (4)

Critical and analytic examination of historical and current role of traditional and modern (Western) education in affecting social, political, and economic changes in countries of the Middle East and Islamic world (including Pacific Rim, South and Central Asia).

266. Feminist Theory and Social Sciences Research. (4)

Examination of how diverse feminist social theories of last quarter century have both challenged and strengthened conventional social sciences theories and their methodologies. Introduction especially to feminist standpoint theory, a distinctive critical theory methodology now widely used in social sciences.

270. Introduction to Cultural Studies. (4)

Lecture, four hours. Investigation of current trends in cultural studies through examination of different methods of cultural interpretation, seminal texts in cultural studies, and practical criticism engaging popular artifacts of media culture. Emphasis on developing critical media literacy as a goal of cultural studies. Letter grading.

274. Science, Technology, and Social Research after Eurocentrism. (4)

A philosophy of natural sciences for social scientists which examines challenges to conventional research assumptions raised by multicultural and postcolonial science and technology studies that have emerged since World War II. Focus on sciences and technologies in third-world development projects, comparative ethnoscience movements, and new theories of knowledge and how to do maximally objective research emerging from these literatures.

CM278. Critical Media Literacy and Politics of Gender: Theory and Production. (4)

(Same as Women's Studies CM278.) Seminar, three hours. Use of range of pedagogical approaches to theory and practice of critical media literacy that necessarily involves understanding of new technologies and media forms. Study of both theory and production techniques to inform student analysis of media and critical media literacy projects. Concurrently scheduled with course CM178. Letter grading.

CM278L. Critical Media Literacy and Politics of Gender: Laboratory. (2)

(Same as Women's Studies CM278L.) Laboratory, two hours. Corequisite: course CM278. Hands-on production experience as integral component of course CM278. Concurrently scheduled with course CM178L. Letter grading.

288. Research Apprenticeship Course. (2)

Discussion, two hours. Course facilitates a mentorship model of training Ph.D. students in education, with focus on development of graduate student research topics. Assignment of common readings related to these topics; students have opportunity to offer and receive feedback. May be repeated for credit. S/U grading.

299A-299B-299C. Research Practicum: Education. (4 to 8 each)
May be repeated for credit.

Social Sciences and Comparative Education Division
Sub-Specialization: International and Comparative Education
Foreign Language Competency Petition

Students in the International and Comparative Education sub-specialization of the Social Sciences and Comparative Education division's doctoral program must demonstrate **reading competence in a language other than English, prior to advancing to candidacy**. This form must be approved by the dissertation chair of the student's doctoral committee, verifying the student's foreign language competency.

Student Name _____ UID Number _____

Email Address _____ Phone # _____

Please check one (or more) of the following ways you meet this requirement:

- Coursework (Please state the course name, number, where the course was taken, and attach relevant transcripts)
- Native Language (Please state the language name _____)
- Language Examination (Please state where the exam was taken and attach relevant documents for verification)
- Other (Please explain below)

Student's signature _____ Date _____

Dissertation Committee Chair's Signature _____ Date _____

SSCE PhD Requirements Worksheet

Name: _____ Advisor: _____ Year of Entry: _____

I. Division Core Course (1) - 4 units

Course #	Quarter	Grade	Notes
ED 204A			REQUIRED

II. Specialization Core Courses (2; 1 must be from your specialization) - 8 units

Course#	Quarter	Grade	Notes
ED 204B/ED C207			Comparative/International St.
ED 206A/ED 270			Philosophical/Cultural St.
ED 204D			Race & Ethnic Studies

III. Division Courses (3) – 12 units

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

IV. Methods Courses (4; at least 1 Tier 2; see OSS for approved courses) –16 units

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

V. Cognate Courses (3; must be approved by Office of Student Services)- 12 units

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

VI. Elective Courses (5)- 20-24 units

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

VII. 299 Series (3)-12 units

Course#	Quarter	Grade	Notes
ED 299A	_____	_____	_____
ED 299B	_____	_____	_____
ED 299C	_____	_____	_____

SSCE MA Requirements Worksheet

Name: _____ **Advisor:** _____ **Year of Entry:** _____

I. Division Core Course (1) – 4 units

Course #	Quarter	Grade	Notes
ED 204A			REQUIRED

II. Specialization Core Courses (2; 1 of the 2 courses must be from your specialization) – 8 units

Course#	Quarter	Grade	Notes
ED 204B/ ED C207			Comparative/International St.
ED 206A/ ED 270			Philosophical/Cultural St.
ED 204D			Race & Ethnic Studies

III. Division Courses (2) – 8 units

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

IV. Methods Courses (2 ; see list of OSS approved courses) – 8 units

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

V. Elective Courses (2) – 8 units

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

Department of Education
Cognate Course Petition
(Ph.D. Students)

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip _____

Division /Program: _____

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

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

a.

b.

c.

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

a.

b.

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

Student's signature

Advisor's signature

Director, Office of Student Services signature

Division Head's signature

Links to important forms and resources

Filing your dissertation

<https://grad.ucla.edu/academics/graduate-study/file-your-thesis-or-dissertation>

Funding opportunities

<https://grad.ucla.edu/funding/financial-aid>

In-absentia registration

<https://grad.ucla.edu/academics/graduate-study/in-absentia-registration-petition-for-graduate-students>

Leave of absence

<https://grad.ucla.edu/academics/graduate-study/leave-of-absence-request>

Nomination of doctoral committee

<https://grad.ucla.edu/academics/doctoral-studies/nomination-of-doctoral-committee>

Reconstitution of doctoral committee

<https://grad.ucla.edu/academics/doctoral-studies/reconstitution-of-the-doctoral-committee-and-or-change-in-final-oral-examination-requirement>

TA Marketplace (TA positions)

<https://grad.ucla.edu/funding/working-at-ucla/teaching-assistantship-positions>

Tax information and forms for fellowship recipients

<https://grad.ucla.edu/funding/financial-aid/tax-information-forms-for-ucla-fellowship-recipients>

Travel Grants

<https://grad.ucla.edu/funding/financial-aid/funding-for-continuing-students/doctoral-student-travel-grants>