

Student Handbook

Division of Urban Schooling

**UCLA School
of
Education & Information Studies**

2020-2021

Student Handbook*

Division of Urban Schooling

The UCLA Graduate School of Education & Information Studies

2020-2021

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

TABLE OF CONTENTS

I. Introduction and Goals.....	4
II. Student Admissions	6
III. Ph.D. Course Requirements & Worksheet.....	7
IV. Advising	11
V. Evaluations	13
A. Doctoral Screening Exam.....	13
B. Doctoral Qualifying Exam (Written and Oral)	14
VI. The Dissertation Process.....	17
A. Selecting and Obtaining Approval for your Dissertation Committee	17
B. Developing the Dissertation Proposal	19
C. Taking the University Oral Qualifying Examination.....	19
D. Obtaining Human Subjects Approval	20
E. Conducting the Dissertation Study	21
F. Passing the Final Oral Dissertation Examination	21
VII. Faculty and Other Personnel.....	23
A. Faculty.....	23
B. Research Faculty	24
C. Other Personnel.....	25
VIII. Ph.D. Course Requirement Worksheet.....	27
IX. Cognate Course Petition.....	28
X. Links to important forms and resources.....	30

I. Introduction and Goals

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

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

This work is reflected in our research, design, publications and other scholarly efforts focused on areas of research in urban schooling that involve our faculty and students. These include equal educational opportunity, diversity, language education, issues of poverty, social stratification in schools/classrooms, decentralization, alternative models of schooling and educational structures, urban teacher preparation and retention, community involvement, school leadership, STEM disciplines, literacy, organizational learning, and improvement research.

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

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

II. Student Admissions

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

1. The current specified requirements of the Graduate Division of the University.
2. A minimum cumulative grade point average of 3.0 for all undergraduate academic work, and a minimum grade-point average of 3.0 for all graduate academic work.
3. Graduate Record Examination (GRE) minimal Verbal and Quantitative scores of 155 each (500 each on the exams administered prior to August 1, 2011) although on rare occasions compensating factors may be considered.
4. A primary career interest in the study and practice of urban school reform.
5. A Master's Degree is preferred.

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

III. Ph.D. Course Requirements & Worksheet

All PhD students in Education are required to satisfactorily complete a minimum of 18 courses. Urban Schooling students meet these requirements as follows.

I. Division Core Courses (3)

Issues in education generally, and urban schooling especially, cut across multiple levels of social systems, institutional structures, and interactions among people. Good scholarship must be aware of these multiple levels, even while it is typically located primarily in one. All Urban Schooling doctoral students will take the following course sequence during their first year to ground them in the perspectives available across levels of analysis:

Schools as Social Institutions
Schools in Social Contexts
Schools, People, & Power

II. Strand Requirements (3)

All students in Urban Schooling locate themselves in one of two programmatic strands. Students must take **3** courses within their declared strand.

Education, Schooling, and Social Transformation. Students in ESST grapple with inter-disciplinary work in the social sciences and humanities on social transformation. They are encouraged to learn through apprenticeships and/or in dialogue with social change organizations. ESST seeks to focus attention on the ways: 1) Urban schools, and the communities they are nested in, are shaped by powerful social forces such as large-scale migration, economic and racial inequality, and mass incarceration; 2) Urban schools and other informal sites of learning offer urban youth and their families opportunities to deepen their understanding of these forces and how they might be redirected, altered, or transformed.

Design, Learning & Social Transformation. Students in DLST engage in efforts to analyze and design learning environments, in schools and beyond, that can create lasting social change for participants. Students in this strand work across disciplines in the social and learning sciences to explore how individuals and social and material resources function in interaction, how such interactions are influenced by cultural and societal factors, and how productive and equitable forms of interactions can be designed and promoted in urban schools and other informal sites of learning. Students in DLST are expected to engage deeply in efforts to improve teaching and learning in educational and professional settings in urban communities.

A. Strand Courses

All students must complete **3** courses eligible for their strand, from the following lists. Cross-strand courses explicitly stretch across levels of conceptualization and analysis, and may be used to satisfy course requirements for either strand.

Education, Schooling, and Social Transformation.

- History of Schooling
- Democracy & Education
- Politics of Urban Education
- Race & Education
- Communities & Schools
- Sociology of Education

Design, Learning & Social Transformation.

- Learning & Education
- Language, Culture, & Learning
- Digital Literacies
- Critical Perspectives on the Learning Sciences

Cross-Strand Courses.

- Design Research in Education
- Social Theories of Practice
- Learning & Identity
- Language Issues in Education
- Teaching & Teacher Education

NOTE: Not all of these courses may be offered in any single year. At least 4 strand-eligible courses will be offered each year, 2 per strand (including cross-strand courses). New courses may be added to these lists at any time.

III. Research Practicum

The research practicum is a 3-course sequence intended to provide Urban Schooling doctoral students with guided practice in conducting independent research. All doctoral students in Education are required to complete the sequence as a normal part of graduate study. The overarching aim of the practicum sequence is that each student conducts an *empirical* study – one that requires the analysis of primary (collected by the student) or secondary (collected by someone else) sources of data in an original way. The study should be motivated by students' personal research interests, and should be of publishable quality.

ED299A (Spring, 1st year)

The aim of this course is to help students situate their research interests in appropriate bodies of literature. Through this process students will consider the possibilities and constraints of different theoretical and methodological

perspectives, the tensions between perspectives, and the possibilities and limitations of bridging across multiple perspectives.

Outcome: An annotated bibliography of conceptual and empirical research related to student's personal research interests.

ED299B (Fall, 2nd year)

The aim of this course is support each student to develop a proposal for an original empirical study. The course will develop students' abilities to locate their interests within a particular substantive area of research, as well as link them to overarching theoretical frameworks. This will include linking specific methods to such frameworks.

Outcome: A research proposal that includes the statement of the problem of interest, the conceptual framework from which the problem is analyzed, specific research questions, and descriptions of methods to collect and analyze data capable of answering those questions. The scope of the research should be amenable to completion during the Winter and Spring quarters.

ED299C (Spring, 2nd year)

This final course in the practicum sequence aims to support students in analyzing and writing up the findings from their study. This implies that, as much as possible, students should acquire the data for their practicum studies during the Winter quarter of their second year. During this course, students will engage in critically constructive feedback of their peers' work, to practice both the constructor and critic roles common to doing research.

Outcome: A brief yet complete research report that includes a clear statement of the educational problem addressed, the conceptual framework guiding the study, research questions, data collection and analysis methods, findings, and discussion.

Advisor's role: the research practicum is intended to develop students' independent research skills. It goes without saying that graduate advisors play a central role in this development. Consequently, US faculty advisors are expected to independently sign off on student work in the 299 series.

In addition to the 299 series, students are required to take one academic year or three consecutive quarters of ED 288 or the Research Apprenticeship Course (RAC). RAC may be taken with faculty from other divisions.

IV. Methods Courses

Students are required to complete one of the core methods course sequences offered in the department, either the 230 series (statistical methods) or the 222 series (qualitative methods). Students must also take one course from the other course sequence to satisfy the minimum department requirement of 4 methods courses. Additional methods courses are strongly recommended and should be selected in consultation with your advisor.

V. Cognates

All Education students must take 3 cognate courses outside of the department of Education. Students will identify a disciplinary perspective that will help expand their theoretical and methodological frameworks. They will extend their study in departments such as anthropology, applied linguistics, economics, sociology, political science, psychology, philosophy, law, management, urban planning/public policy, public health, or critical studies across departments. *Cognate choices need to be pre-approved by the student's advisor, the Division Faculty Representative, and the Office of Student Services (OSS). A cognate course petition form is available in OSS, 1009 Moore Hall, (310) 825-8326, or at <https://gseis.ucla.edu/education/current-students> > Resources.*

VI. Electives

The remaining 2 courses may be taken as electives, chosen from graduate courses offered by the department of Education.

IV. Advising

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

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

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

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

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

VI. Evaluations

A. Doctoral Screening Exam

Subject to change due to COVID-19 and remote learning

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

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

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

B. Doctoral Qualifying Exam* (Written and Oral)

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

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

The doctoral qualifying exam in the Urban Schooling Division consists of two parts: a take-home written exam that includes three questions (General, Core and Advisor questions), and an oral component. The General and Core questions will be given at the scheduled start date for Urban Schooling exams. The Advisor question will be given to students one week after the exam orientation meeting. Responses to all three questions will be due to OSS at the scheduled end date for Urban Schooling exams.

Responses to each question should not exceed ten double-spaced pages (excluding the bibliography). Once you pick up the exam, you are considered to have begun the exam. Note: If you were to change your mind at that point (or any time thereafter), it would still be considered a failed exam. Strict adherence to exam policies and requirements is monitored by the Office of Student Services. Should you require special accommodations, written permission of the Division Head must be sought prior to the exam. Exam submitted after the deadline will be considered failed exams, unless OSS has authorized prior permission in writing.

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

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

To receive Honors at Quals, the student’s set of papers must receive at least five out of six evaluations of Honors and unanimous Honors on the Oral exam.

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

If you do not pass the exam, you may be given a second opportunity to take the examination at the discretion of your advisor. When retaking the exam, you will be required only to retake the question(s) failed. If only one question is failed, you will have the option of retaking that question within two weeks of receiving notification of

failure. The question, though different, will be on the same topic. If you elect to wait until the next sitting or if more than one question is failed (resulting in mandatory retaking at the next sitting), the topics may change. If you fail the exam a second time, you may be given a third opportunity to take the examination, contingent upon a two-thirds favorable vote by all divisional faculty voting on this issue. No fourth sitting is allowed.

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

VII. The Dissertation Process

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

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

A. Selecting and Obtaining Approval for your Dissertation Committee

The dissertation committee is formed subsequent to the successful completion of the division's written qualifying examination. For the Ph.D. degree, your 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 Urban Schooling.

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

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

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

Once you finalize your committee members, you must complete and submit the "Nomination of Doctoral Committee" form to OSS to nominate the members. The form is available at <https://grad.ucla.edu/academics/doctoral-studies/nomination-of-doctoral-committee>, or you can obtain this form from OSS. OSS will then get the Education department Chair's signature, and forward the form to Graduate Division for approval. The Dean of the Graduate Division formally appoints the committee. Your committee needs to be approved before you take your preliminary orals. Check with OSS for additional details about nominating your committee.

B. Developing the Dissertation Proposal

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

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

C. Taking the University Oral Qualifying Examination

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

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

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

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

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

D. Obtaining Human Subjects Approval

Before beginning your dissertation study, you must determine whether your study needs to be approved by the Office for Protection of Research Subjects (<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.

E. Conducting the Dissertation Study

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

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

F. Passing the Final Oral Dissertation Examination

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.

VIII. Faculty and Other Personnel

A. Faculty

Robert Cooper 3128 Moore Hall
Associate Professor cooper@gseis.ucla.edu; 310.267.2494

Areas of interest:

Norms that guide school policy and practice, implementation and replication of equity-minded reform, politics of education.

Megan Franke 1028 Moore Hall
Professor, Education Department Chair mfranke@ucla.edu; 310.206.3511

Areas of interest:

Theories and practices of teaching, leadership in urban low performing schools, diversity in mathematics education, understanding research methods as they answer the questions of urban schooling.

Kim Gomez 2141 Moore Hall
Professor kimgomez@ucla.edu; 310.825.0991

Areas of interest:

Contribution of literate practices into STEM teaching, learning with the aim of supporting more socially just and equitably focused designed tools and contexts, design-based and impact-based research methodologies, relational approach to research, design and scholarship.

Louis Gomez 1002 Moore Hall
Professor lmgomez@ucla.edu; 310.825.0978

Areas of interest:

School improvement, organizational learning, application of computing and networking technology to teaching and learning, applied cognitive science, human-computer interaction, curriculum design.

Lorena Guillén 3123 Moore Hall
Assistant Professor guillen@gseis.ucla.edu; 310.794.4814

Areas of interest:

Partnerships between teacher education programs and the students, families and communities they serve, rethinking the curriculum and pedagogy of teacher education programs to include diverse epistemological theories and pedagogical frameworks.

Tyrone Howard 1026 Moore Hall
Professor thoward@gseis.ucla.edu; 310.267.4824

Areas of interest:

Multicultural education, social and political context of schools, urban education, social studies education, educational experience of African American students.

Marjorie Faulstich Orellana, Division Head 1032A Moore Hall
Professor orellana@gseis.ucla.edu; 310.206.5375

Areas of interest:

The experiences of the children of immigrants in urban schools and communities, with a focus on their work as language and cultural brokers.

Federica Raia, Division Head 2335 Moore Hall
Associate Professor raia@gseis.ucla.edu; 310.206.5458

Areas of interest:

Professional practices of care in Medical and Education contexts, medical education research, practices-based studies and practice theory, multimodal video analysis, microethnography, learning, teaching, higher education and multicultural education.

John Rogers 1032B Moore Hall
Professor rogers@gseis.ucla.edu; 310.206.4620

Areas of interest:

Re-envisioning public engagement and democratic education today in light of John Dewey's scholarship and practice, understanding what and how youth learn about economic, social, and racial inequality inside and outside of schools, examining and developing strategies for engaging urban youth, community members, and educators in equity-focused school reform

William Sandoval 2327 Moore Hall
Professor sandoval@gseis.ucla.edu; 310.794.5431

Areas of interest:

How children's ideas about knowledge and knowing influence and are influenced by their learning in school, particularly in science, how computational technologies can support science learning, especially in supporting children's access to and analysis of scientific data, design-based research methods in education.

Lucrecia Santibañez 3331 Moore Hall
Associate Professor lsantibanez@ucla.edu

Areas of interest:

Educational equity, quality, and access for low-income and linguistic minority students in the United States and Mexico, impact of restrictive language policies on bilingual teacher supply and preparation, teacher preparation and support for teachers of English Learner, policies to improve teaching and schooling in developing countries, particularly Latin America and Southeast Asia, quantitative research methods for educational analysis.

B. Research Faculty

Patricia Gándara
Professor Emerita gandara@gseis.ucla.edu

Areas of interest:

Educational equity and access for low income and ethnic minority students, language policy, and the education of Mexican origin youth.

Gary Orfield
Professor Emeritus

orfield@gseis.ucla.edu

Areas of interest:

The development and implementation of social policy, with a central focus on the impact of policy on equal opportunity for success in American society.

Concepción M. Valadez
Professor Emerita

valadez@ucla.edu

Areas of interest:

Curriculum theory, curriculum design, language development, bilingualism, and bilingual education.

C. Other Personnel

Amy Gershon
Director - Office of Student Services

1009 Moore Hall

(310) 206-1685 -- gershon@gseis.ucla.edu

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

Harmeet Singh
Student Affairs Officer

1009 Moore Hall

(310) 825-8327 -- hsingh@gseis.ucla.edu

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

Molly Vang
Administrative Assistant

2005 Moore Hall

(310) 825-9260 – mvang@gseis.ucla.edu

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

Urban Schooling PhD Requirements Worksheet, Effective Fall 2018

Name _____ Advisor _____ Year of Entry _____

I. Division Core – 3 courses (12 units)

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

II. 3 Strand courses (12 Units)

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

III. 4 Research methods Courses (16 units total)

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

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

Course #	Quarter Taken	Grade	Notes
<u>299A</u>	Spring 1st Year	_____	_____
<u>299B</u>	Fall 2nd Year	_____	_____
<u>299C</u>	Spring 2nd Year	_____	_____
<u>288/RAC</u>	1yr./3 consecutive qtrs.	_____	_____

V. 3 Cognate Courses (12 Units)

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

VI. 2 Electives (8 Units)

Course #	Quarter Taken	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>