

STUDENT HANDBOOK

Ph.D. Program in Urban Education

The Graduate Center, City University of New York

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URBAN EDUCATION STUDENT HANDBOOK

Ph.D. Program in Urban Education The Graduate School and University Center The City University of New York

Dear Student:

Welcome to the Ph.D. Program in Urban Education at the Graduate Center of the City University of New York. The faculty and staff stand ready to assist you as you pursue your doctoral studies at the Graduate Center. We look forward to working with you and making your academic career a challenging and rewarding experience.

The Urban Education Program

INTRODUCTION

This handbook outlines the major requirements and procedures for doctoral work in the Urban Education program at the Graduate Center (GC) of the City University of New York (CUNY). This program publication supplements the official Graduate Center's Bulletin, as well as the current Student Handbook and the Announcement of Courses. Please be sure to consult these publications for official Graduate Center information. For information about student aid and student life in general, see the current Student Handbook (available from the Student Affairs Office). The Program in Urban Education is administered by a staff comprised of the Executive Officer (EO), the Assistant Program Officer (APO) and a College Assistant.

GENERAL POLICIES AND PROCEDURES

ADMISSION AND MATRICULATION

The Urban Education Doctoral Program admits students for studies toward the Ph.D. in Urban Education. Students are admitted each Fall as part of a cohort for which applications are due by January 1st. Application materials and catalogs are available from the Graduate Center admissions office in room 7201. All applicants are required to have taken the Graduate Record Examination (GRE) before admission. International students must take the TOEFL examination to demonstrate language and written skills in English.

If a prospective student wishes to take a course in Urban Education, s/he must receive permission from the EO or APO. Core classes are closed to non-matriculantes.

Urban Education is one of the ten study areas in the Master's of Arts in Liberal Studies (MALS) program. MALS students are allowed to take core classes or any class they wish, capacity permitting.

GENERAL PROGRAM INFORMATION

Success in a doctoral program involves more than simply passing courses. Students, faculty, and urban educators elsewhere are partners in a collective intellectual enterprise that extends well beyond the classroom. From the student's perspective this means actively making the most of opportunities to meet and learn from other students and faculty, listening to and learning from others and developing his or her own ideas. To facilitate this kind of learning, the program sponsors a number of formal and informal events, talks and meetings on issues of interest to urban educators. Students are strongly encouraged to attend these activities and get involved in the intellectual and professional life of the program.

Informal discussion groups and research squads have been jointly organized by faculty and students who share interests in particular subfields or concentration areas. They take on various formats and are occasions for discussing research and ideas. Look for email notices in the program about schedules of such meetings, or ask students or faculty about them.

PROGRAM OVERVIEW AND STUDENT LEARNING GOALS

The Ph.D. Program in Urban Education is designed to prepare leaders in education with strong skills in research and policy analysis and who have a broad understanding of the complex issues facing urban education. The unique focus of this program is located at the intersection of two principal research agendas: (1) research on issues of curriculum and pedagogy in urban schools; and (2) policy analysis research on broader social, political, historical and economic issues that are associated with the context of urban education. Key issues considered in the program include the diversity, complexity, and scale that frame "urban education."

Urban education embraces diversity as a critical element from which schools derive their greatest strengths as well their greatest challenges. Race, gender, ethnicity, language, culture, and students with special needs permeate and inflect many urban education issues, especially in the context of globalization, migration, and the expansion of digital technology and media that have opened up and reshaped the world.

The complexity of urban schools requires knowledge resources drawn from a variety of academic disciplines including but not limited to sociology, psychology, economics, political science, history, and anthropology. Issues that benefit greatly from being viewed through multiple lenses and interdisciplinary perspectives include: learning and achievement; identity formation and change; difference in social categories such as race, ethnicity, and gender; school restructuring and transformation; education in non-school settings such as museums, zoos and prisons; school leadership; teacher preparation and professional development; and school finance.

In sum, the Ph.D. Program in Urban Education strives to prepare scholars for the world of educational research and policy analysis and to foster scholarship that produces new knowledge about a mosaic of urban education issues related to social justice, culture, language, race, gender, political economy, science and mathematics, leadership, higher education, technology, teacher education, and the multiple roles that public education plays in a democratic society.

Student Learning Goals – Upon Successful Completion of the Program

- A. Graduates will demonstrate advanced knowledge of the historical, pedagogical, philosophical, epistemological, methodological and policy foundations of urban education.
- B. Graduates will show deep understanding of the major issues facing education in general, and urban education in particular, and be able to articulate contrasting views and interpretations of the issues, frame and reframe debates about the issues, and propose possible solutions.
- C. Graduates will be able to conduct and write a major critical literature review on a topic or issue relevant to urban education.
- D. Graduates will demonstrate knowledge of research methods relevant to urban education, understand the salience of the researcher's standpoint, critically review alternative value stances and notions of truth, and employ appropriate forms of inquiry that apply to empirical, narrative and theoretical research genres.
- E. Graduates will demonstrate a high level of fluency in writing for publication and dissemination of scholarly products in urban education for a variety of audiences (e.g., researchers, policy makers, school leaders, and the public at large).
- F. Graduates will be able to design and implement a major research project, worthy of publication in a peer-reviewed source, on a scholarly topic or issue relevant to urban education.
- G. Graduates will demonstrate a high level of oral fluency in presenting and discussing topics and issues relevant to urban education.
- H. Throughout the program students will demonstrate appropriately ethical conduct in their interactions with faculty and peers and in the production of high quality original scholarship. All research with human subjects will be approved by the Institutional Review Board and will be enacted to incorporate high standards of ethical conduct.

IDEAL TRAJECTORY THROUGH THE PROGRAM

In order to obtain a Ph.D. degree in Urban Education at the CUNY Graduate Center, you must accumulate 61 course credits (including four required courses and one colloquium), pass the First and Second Exams, prepare and defend a dissertation proposal, and complete and defend a dissertation. Each of these stages is described in detail in this handbook. You should read the pertinent sections to obtain a full understanding of the program and Graduate Center procedures and regulations that you need to follow in the course of your graduate studies. What is presented here is only an outline of the sequence and recommendations for plotting your trajectory.

Course work: If you are a full-time student, you can complete your course work in 6-7 semesters; if you are a student who has a part-time job, you can extend your course work to 8-9 semesters.

First Examination: In addition to obtaining an average of B or better in the required courses, students must pass the first examination by the time 45 credits are completed. Full-time students

generally should take these exams in the second year; part-time students may also want to fulfill this requirement in the second year, but should keep in mind the 45-credit limit.

Second Examination: Full-time students should be prepared to take this examination in their third or fourth year of study in the program, near to or after completing course work. A student is advanced to candidacy when all course requirements are met, that is, passing the second examination and passing all required courses in the program of study (no grades of less than B or incomplete count toward the degree).

Dissertation: This is the final stage of the program. Students should plan to develop a dissertation proposal after passing the Second Examination. Once the proposal is approved, the time necessary for research and writing will vary according to the nature of the thesis. In any case, students are advised that the Graduate Center regulations require defense of the dissertation within 8 years or 16 semesters after entering the program; students who transfer 21 credits from another institution must defend within 7 years or 14 semesters.

ADVISING

When students enter the program, they are assigned a faculty adviser with whom they work until selecting a chair and committee for the Second Examination and / or Dissertation. As additional resources, the Executive Officer or the Assistant Program Officer can provide advice during the first year of study and act as guides throughout the entire program.

You should see your adviser several times each year for help in choosing courses, finding a job, recommending fellowships you want to apply for, and discussing other concerns you may have. If you wish to change your adviser, please see your current adviser and the Executive Officer before making final arrangements.

Faculty who are teaching at the Graduate Center have office hours on one or more days per week. You can make an appointment to see any member of the faculty by emailing him or her directly. You are urged to make use of these office hours to talk to faculty or to choose your adviser. The faculty want to get to know you and your interests. They welcome every opportunity to talk about your ideas and research interests. Do not be shy and do not think you need to have a problem before you approach a faculty member. Get to know the faculty.

GOOD ACADEMIC STANDING

The Graduate Center uses several criteria to determine good academic standing. Students must abide by all of the following:

1. Maintain a 3.00 or higher GPA
2. Have no more than two open grades (INC stands for incomplete, INP stands for permanent incomplete, and NGR stands for No Grade Reported by the professor.)
3. Be within the accepted time limit for the degree or have applied for an Extension of Time Limit
4. Complete the First Examination before accumulating 45 credits (this includes any transfer credits granted by the program)

If a student is out of compliance with any one of these criteria, the student is considered **not** to be in good standing; this can have an adverse effect on obtaining financial aid, and can block a student's registration in the program or even lead to an academic dismissal.

If students do not register for the current semester or do not obtain an approved Leave of Absence before the deadline at the beginning of the current semester, they will automatically be removed from the program by the Registrar's Office. If you need to interrupt your studies or temporarily withdraw from the program for any reason, it is very important that you notify the Executive Officer in writing, meet with the Executive Officer, and file the appropriate papers with the Registrar's Office. Simply failing to register for a semester will cause you enormous difficulties.

GRADES

The Graduate Center faculty can assign the following grades:

A+, A, A-, B+, B, B-, C+, C, C-, F, P (Pass) and SP (Satisfactory Progress)

A GPA of 3.0 or higher is required in the graduate program, and anyone with a GPA below 3.0 is deemed not to be making satisfactory progress. If a student is unable to complete all the course work by the end of the semester, prior arrangements must be made with the professor for an INC (incomplete) to be entered as the final grade. The student then has 12 months to submit the work and receive a grade. After the 12-month period has expired, the INC becomes an INP (permanent incomplete). If the work is submitted after the 12-month period, the professor must submit the new grade to the Executive Officer and to the Vice President for Student Affairs and request that the INP grade be changed.

Again, students should be aware that any person with more than two open grades (INC, INP, ABS, ABD and/or NGR) is not eligible for some types of financial aid and fellowships. Open grades therefore have a direct, negative influence on financial aid and should be avoided as much as possible. If you do start to accumulate incompletes, it is wise to consult with your adviser and Executive Officer to work out a strategy for completing the work. If you fail to do so, be assured that the Registrar will realize the fact that you have open grades and *will* block your registration.

TRANSFER CREDITS

In addition to the blanket 15 credits transferred from the student's Master's degree, students are also eligible to transfer credits of graduate course work done at other institutions that are doctoral level, up to a total of 15. Accordingly, a maximum of 30 credits can be transferred toward the degree. The course work involved in transferred credits must be equivalent to that offered in the Ph.D. Program in Urban Education. Credit will not be transferred for courses in unrelated fields.

By GC policy, no credit can be given for courses where the grade was not a B or better or a letter grade was not received (i.e., courses cannot be transferred if students received a P grade for passing). Also, the GC does not grant credit for graduate courses if they were used to meet the graduation requirements for an undergraduate degree.

NOTE: Please be aware that once a student reaches 45 credits s/he is required to take the first examination within that academic year. If s/he does not pass the first examination, registration will be blocked until the first examination is passed.

LEVELS I, II, AND III

Tuition charges are based on the student's level, which is determined by the number of credits completed (including transfer credits accepted by the program and the Registrar) and specific academic accomplishments (passing of the exams). As of Fall 1995, these levels are defined as follows:

LEVEL I: First 45 credits of graduate work, fully earned and evaluated (which may include approved transfer credits) and successful completion of the first examination (taken after the core courses have been completed).

LEVEL II: From the semester following completion of 45 credits (fully earned and evaluated, and successful completion of the first examination) to *advancement to candidacy*. During this period, students must complete their course work; pass the second examination and secure the Executive Officer's approval on the appropriate forms.

LEVEL III: From the semester following advancement to candidacy to completion of the degree students must defend their proposal and write the dissertation. If the student is planning to conduct research involving human subjects, whether funded or not, it is necessary to obtain approval of the Graduate Center Institutional Review Board (IRB)—also known as the Committee for the Protection of Human Subjects. In order to obtain approval, students must complete the necessary certification to undertake research with human subjects and submit a proposed research design that shows compliance with human subjects regulations. For more information and the required online certification course, visit the following web site: <http://web.gc.cuny.edu/orup/humansubjects.html>.

Students are expected to maintain their matriculation by enrolling in UED 90000 (Dissertation Supervision) every semester (except for approved leaves of absence) until completion of the degree. Level III students registering for courses for credit other than 90000 will be charged additional tuition on a per-credit basis, but they may audit courses without any additional tuition charges.

FULL-TIME AND PART-TIME STATUS

Level I students can register on a *full-time* or *certified full-time* basis or as a *part-time student*. For purposes of registration, full-time students (or those certified full-time) are those who are enrolled in a combination of academic activities (including courses, teaching, and research) that equal 7 credits for Level I. Anything less than 7 credits is considered part-time, and students pay on a per credit basis. Remember that students need to be full time to qualify for fellowships and grants, therefore a **Weighted Instructional Unit** may be registered for to allow full-time status. This unit can be found on the dropdown menu under Urban Education in Banner when registering.

Level II and III students are considered full time and have a flat tuition rate. Please consult the Registrar or the Assistant Program Officer with questions regarding status and/or registration.

Once the Assistant Program Officer of the Urban Education Program Office notifies the Registrar that the First Examination has been successfully completed and all other criteria have been met, advancement from Level I to Level II is implemented by the Registrar's Office. (Only at Level I are tuition charges for part-time students lower than for full-time/certified full-time students.) Movement to Level III commences the semester following Advancement to Candidacy.

TIME LIMIT FOR THE DEGREE

The Graduate Center automatically computes your expected date of graduation when you enter the program. Students who are admitted with a bachelor's degree have 16 semesters (8 years) to complete all requirements for the degree. Students admitted with a master's degree and granted 15 transfer credits are given 14 semesters (7 years) to complete all requirements for the degree. Periods of official leave of absence (see below) are excluded from the time limits set for completion of the degree.

An Extension of Time Limit form must be filed if you anticipate exceeding the assigned date. If you are nearing your deadline date, you should direct a detailed letter, listing your timetable for the completion of outstanding requirements and expected date of defense, to the Executive Officer. Upon receipt of this letter (and approval by the Executive Officer), the form will be processed by the program office.

LEAVES OF ABSENCE AND WITHDRAWALS

Students interested in taking time off from pursuing their degree must first request a leave of absence. Non-registration does not automatically activate a leave of absence; a leave must be requested and the proper paperwork must be filed. In taking a withdrawal, you leave the program completely. If a student does not register without requesting a leave, s/he will automatically be withdrawn from the program by the Registrar's Office.

Students interested in applying for either a leave of absence or a withdrawal are asked to submit the request in writing to the Executive Officer. The reason(s) for the request must be stated in the letter. Once the Executive Officer has approved the leave (or the withdrawal), the official forms can be downloaded from the Registrar's home page (*Request for Leave of Absence* or *Request for Withdrawal*). It must be signed by the Executive Office and go through other channels before it is finally signed off by the Registrar. You are allowed a maximum of 4 semesters of leave. These semesters are in addition to the 14-16 you are given to complete the degree.

READMISSION

Readmission is only for those who have withdrawn either formally or by not having registered. Permission for readmission is at the discretion of the Urban Education Program. Before readmission, a letter to the Executive Officer explaining your motivation, along with some

indication of your academic plans, must be submitted. There is a meeting scheduled before a decision is made.

Academic work (including courses, examinations, and dissertation proposals) completed before you withdrew will be reevaluated upon readmission and credited toward completion of the Ph.D. at the program's discretion.

PROGRAM REQUIREMENTS

Requirements for doctoral studies in Urban Education include 61 credits of course work, the First Examination, the Second Examination, dissertation research, a dissertation proposal, and the dissertation. The single most important project one accomplishes in graduate school is the dissertation. It is the original research study that defines one as a scholar in the early years of a career. Thus the other requirements of the program are geared toward preparing the student for dissertation research and writing. See the sections on Interdisciplinary Studies and Research Centers for the broad scholarly possibilities available to you.

COURSE WORK: REQUIRED AND ELECTIVE

All students in the Ph.D. Program in Urban Education will be required to complete four (4) core courses:

- 1) U ED. 70400 - Pedagogy and the Urban Classroom
- 2) U ED. 70600 - Introduction to Research in Urban Education
- 3) U ED. 70200 - Historical Contexts in Urban Education
- 4) U ED. 70500 - Educational Policy

Courses one and two will be taken in the first semester with one colloquium, then in the second semester students will take courses three and four.

RESEARCH METHODS COURSES:

In consultation with the academic advisor, students select additional coursework in research methods (minimum 9 credits) from a range of research seminars and/or research methods courses offered in the Urban Education Program. The three courses should include methods for analyzing qualitative and quantitative data in Urban Education research, including (but are not limited to): research design, statistical reasoning and analyses; ethnographic methods and data analysis; and non-verbal, historical, narrative, and philosophical analyses.

NOTE: Courses that meet this requirement will be designated in the schedule of classes as qualitative, quantitative, or mixed methods.

ELECTIVE STUDIES

24-39 credits are selected in conjunction with advisor. Students meet with their advisor at least once each semester to plan and review the program of study. Changes to the program of study are subject to the approval of both the student and the advisor.

An example of a program of study is below:

	Semester I	Semester II	15 Credits MA**
Year One	Pedagogy Core Intro/ Methods Core Colloquium (1credit)	History Core Policy Core <i>First Examination</i>	13 credits
Year Two	Research Methods (1) Elective	Research Methods (2) Elective	12 credits
Year Three	Research Methods (3) Elective	Elective Elective	12 credits
Year Four	Elective Elective	Elective <i>Second Examination*</i>	9 credits <i>61 total credits</i>
Year Five	*** Dissertation proposal defense Dissertation	Dissertation	

* Advancement to Candidacy takes place *after the Second Examination and course work is completed.*

** For students entering the program with a Master’s Degree a maximum of 15 credits will be transferred.

*** Can be scheduled in consultation with adviser before or after the second examination.

AREAS OF SPECIALIZATION

The Urban Education Program has three Specialization Areas:

1. Language, Context and Culture (LCC)
2. Learning Sciences (LS)
3. Urban Education Policy and Leadership (POL)

The LCC studies specialization prepares researchers and targets language and literacy professionals, including bilingual, ESL and English educators; arts, media, cultural, and museum professionals; educational media and instructional technology specialists; community and youth organizers; and social studies and history teachers. Students in this studies specialization explore urban education as a deeply cultural, communicative, social, moral, political, historical, personal, and aesthetic activity. Seminars explore particular topics that pay attention to the interplay between broader social processes (immigration, nationalism, globalization, state formation, and political, historical and economic transformations); the local contexts in which these processes play out (schools, families, communities, and social, political and cultural movements); how these shape social identities, individual subjectivities and actions; and what relevance this has for transforming educational practice and pedagogy.

The LS specialization provides an opportunity for educators with a background in science, mathematics, engineering, technology, and the learning sciences to earn a research doctorate in urban education. Present, past and future students include K–12 and college teachers, museum educators, and educators with a primary interest in the science of learning (e.g., with scholarly interests in theoretical and empirical studies on learning of populations with special needs). Graduates from the specialization have been employed in universities as science educators, mathematics educators, learning sciences educators, urban educators, and instructional technology educators.

The POL specialization provides opportunities for teachers, non-profit sector professionals, community organizers, K-12 and higher education administrators, and others interested in issues of urban education to earn a research doctorate focusing on education policy and leadership. POL provides opportunities for doctoral students to become knowledgeable about key urban education policy and leadership issues in the United States. The specialization's central focus is interactions among the various social, ideological, political, historic, economic and cultural forces that impact urban schools and communities. A key goal is to identify effective policy and leadership strategies to enhance opportunities for urban students and families. Courses provide the diverse knowledge and research skills needed to analyze educational dilemmas that result from the complex interplay of forces at work in urban areas, and craft strategies to bring about their resolution. We enable students to individualize their course of study to reflect the spectrum of approaches to policy and leadership study.

Seventy five or more faculty members of the Doctoral Faculty in the program represent a great diversity of scholarship and have a wide range of substantive interests relating to education.

For more information on their focus, please see the website at:

<http://web.gc.cuny.edu/urbaneducation/faculty/index.html>.

INTERUNIVERSITY DOCTORAL CONSORTIUM

The Graduate Center is a member of the Interuniversity Doctoral Consortium, which provides for cross-registration among member institutions. Matriculated Graduate Center doctoral students may cross-register for doctoral study in the graduate schools of arts and sciences of the following institutions: Columbia University (including Teachers College), Fordham University, New School University, New York University (including Steinhardt School of Education), Princeton University, Rutgers–New Brunswick (State University of New Jersey), and Stony Brook (State University of New York).

In order to be eligible to petition for enrollment in a consortium course, you must:

1. Be a matriculated doctoral student.
2. Have completed at least two semesters of graduate study at the home institution and be between your second and sixth year of enrollment at the Graduate Center.
3. Be unable to find the course you wish to take at the Graduate Center or other CUNY colleges.
4. Receive approval to register at host institution by your adviser, the Executive Officer, and the Vice President of Student Affairs at the Graduate Center AND the divisional Dean at the host institution.

5. (Applies to Columbia University) Ensure that the course is offered through the Graduate School of Arts and Sciences.

Below are the procedures an eligible student must complete to petition for enrollment in a consortium course:

Once you have decided to take a course offered by a partner institution, you must fill out the Permit Out form, which is downloadable from the Registrar's website:

<http://www.gc.cuny.edu/Prospective-Current-Students/New-Current-Students/Registrar>

The Executive Officer must sign the form. The completed and signed form must be submitted to the Office of the Vice President for Student Affairs (Room 7301). If the form is approved by the Vice President you must bring it to the Office of the Registrar where you will then be given the Inter-University Doctoral Consortium Registration Form. At that point you must fill out all of the information on the form and obtain all required signatures from both the Graduate Center and the host school. You must then submit the completed and signed form to the Office of the Registrar (Room 7201) no later than the end of the drop and add period (the end of the third week of classes).

If you choose to drop the course at any time before the end of the drop and add period, you must submit a Drop form, signed by your Adviser, to the Office of the Registrar (Room 7201). You must also inform the host college that you have dropped the course.

Students taking courses at another university are subject, in those courses, to the registration and academic regulations of the host university, including the grading system, calendar, and academic honor system. It is the responsibility of the students to familiarize themselves with the pertinent regulations of the host university.

Graduate Center students pay tuition to the Graduate Center for any cross-registered courses they take.

Any registration questions regarding the consortium should be addressed to the Office of the Registrar. Academic or policy questions should be directed to the Office of the Vice President for Student Affairs.

THE FIRST EXAMINATION

Students are required to pass one qualifying examination after all the core courses are completed and a grade of B or better is submitted for all of them. The First Examination is given three times during each year—June, August and January. It is a take home examination and comprehensive of all the four core courses. A student must demonstrate their understanding and ability to synthesize material learned in these core courses.

Goals for the First Exam:

- A. Students are expected to have developed a basic understanding of the key concepts presented in the core courses. Students can develop this understanding by active participation in the core courses and by completing all reading and written assignments.
- B. Students are expected to be able to integrate the theories and concepts they have learned in the core courses into their answers to the first exam questions.

- C. Students are expected to demonstrate how the knowledge they have acquired in the core courses has contributed to their understanding of education research and the role they will play as researchers. Assignments in the core courses, specifically in the Introduction to Research in Urban Education course, are designed to build their knowledge of education research.

Students will submit their examinations to the Assistant Program Officer as an MS-Word file and will include a signed declaration by the student that the academic work in the examination is solely her/his own.

- 1) The exam is a take home exam with two week to complete.
- 2) The Exam is graded on a Pass/Fail Basis, and is read by the student's advisor as well as one of the faculty members who have taught the four core program courses.

Feedback

Feedback will be returned to the student by the APO by the end of the second week of the semester following the exam submission.

Students will receive a narrative assessment that incorporates comments and feedback from the exam readers according to the following:

- 1) High Pass
- 2) Pass
- 3) Request for Revisions
- 4) Fail

If revisions are requested, these revisions must be made within a 30-day period (unless an exception is made by the Advisor and the Executive Officer). If the student does not pass the exam after revisions are submitted, the student fails. Students are allowed to take the exam a second and final time. A student who fails the second time will no longer be in good academic standing.

The following criteria is used to grade the exam

- A. Adequacy
 - a. The paper is the required length.
- B. Spelling, grammar and scholarly tone are appropriate.
 - a. An appropriate style (e.g., APA, Chicago, MLA etc.) is consistently employed.

- C. Uses an interesting/engaging writing style.
- D. Scope
 - a. Coverage of the topic is appropriate.
 - b. All parts of the question are addressed.
 - c. The key themes in the paper are fully developed.
 - d. Synthesis across all core topics is satisfactory.
- E. Understanding of Core Course Materials
 - a. The purpose of citations is clear and appropriate.
 - b. Uses specific information from cited works.
 - c. Cites appropriate sources and core course materials.
 - d. Issues are developed in depth.
- F. Scholarly Perspective
 - a. The student's scholarly point of view is clearly articulated.
 - b. Complexity is addressed.
 - c. Demonstrates synthetic understanding
 - d. Student demonstrates and articulates the point of view of scholars cited

FIRST EXAMINATION APPEALS PROCEDURE

If the student at any point feels that there have been procedural irregularities or a major misvaluation of the examination, they have the right to appeal to the Executive Officer and, if not resolved, to the Provost. Graduate Center policies and procedures with respect to disputes concerning grades or performance on examinations are outlined in the **GC Student Handbook** or <https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Urban-Education/Program/Exams-Dissertation>

THE SECOND EXAMINATION

The Second Examination is a Graduate Center requirement for all doctoral candidates. In the Program in Urban Education, the exam covers a student's program of study, and such additional topics as the advisor and committee may designate as appropriate preparation for the student's research interests and methods. Each student will write and pass an examination to be developed in consultation with their committee chair and committee members, culminating in a written examination and an oral defense. The Second Exam process should be designed collaboratively between the advisor and student in order to determine the appropriate depth and breadth of their proposed area of inquiry, explore its publishability and possibilities to teach in relation to the field of interest, and possible contribution to the dissertation. A student is Advanced to Candidacy directly after passing the Second Examination, if all program requirements are met and if there are no incompletes on their transcript.

Overview

The Second Examination should be taken during a student's third or fourth year in the program, shortly before or after a student's course work is completed. Each student should inform the Assistant Program Officer of her/his second examination committee members when established. The sponsor or chair must be an appointed Urban Education faculty member and one additional member of the committee must be an appointed Urban Education faculty member. The third member of the committee need not be a member of the Urban Education faculty, though he or she must be an appointed member of the doctoral faculty. In some cases, the second exam committee will also be the student's dissertation committee, and the following

Graduate Center regulations apply: "...at least three members of the dissertation defense committee must be members of The Graduate Center doctoral faculty" (p. 34 of the Graduate Center Catalogue). Additional members beyond the first three may come from faculty not appointed to the Graduate Center or who teach outside CUNY, but they must possess a Ph.D. or Ed.D.

Each student should develop a strategy well in advance for preparing for the Second Examination with her/his adviser. The Second Examination process is meant to be collaborative and is informed by the type of research to be conducted, and students should have a voice in the learning process. The exam may ultimately be part of a student's dissertation, and students should discuss with their advisors the parameters of their second exam's timing and content in relation to their future planning toward the dissertation proposal.

Goals and Procedures for the Second Exam:

- Students will demonstrate written and oral fluency and in-depth knowledge of a broad range of scholarship in their chosen field of study. Second exams also help frame the courses that students should be prepared to teach and should establish a student's deep understanding of these distinct courses.
- Students will initiate and sustain a dialogue with their committee about salient academic work relevant to their chosen field of study (as the field is agreed to by the student's supervisory committee).
- Students will demonstrate high levels of written and oral competence regarding theories, methods, and research that are germane to their dissertation topic. This may include conducting, analyzing and writing up a pilot project to prepare for the dissertation.
- Students will initiate and sustain a dialogue with their committee regarding the salient values, ethics and morals associated with the research they propose to undertake for the dissertation. Where appropriate, a student will demonstrate an in-depth understanding of the tenets of informed consent and the necessity to conduct research involving human subjects to provide participants with a sense of autonomy, beneficence, and social justice.
- While trajectories may vary depending on the student, committee, and type of research, given the 5-year program timeline, students generally begin planning their second exam in the fall of the third year and complete their oral defense during the spring of the third year or fall of the fourth year. The main purpose of the second exam is to help scaffold students in the process of gaining conceptual clarity and knowledge of the theoretical legacies that shape their research topic. Students may aim to collect data during their 4th year and plan to write the dissertation during the 5th year.
- The following are acceptable types of second exams, and samples of these may be available for review. Length can vary, starting with 40 pages and above, including references, depending on the type of second exam:
 1. literature reviews that establish the student's chosen field of study and provide the significance and rationale for the student's particular line of inquiry
 2. a conceptual framework paper that explains the theoretical lenses/concepts that are driving the line of inquiry
 3. a pilot study
 4. a combined exam and dissertation proposal, that includes material expected in types 1 and 2 above, as well as the research design and

methodology.

ADVANCEMENT TO CANDIDACY

Upon successful completion of the second examination, and the filing of appropriate paperwork, the student can advance to doctoral candidacy in Urban Education, assuming all Graduate Center and program requirements are fulfilled.

These include the following: the student must be currently registered; have a clear financial account; and have completed all required coursework (with a B average or better), the First Examination, and the Second Examination. (For further details, see The Graduate Center Student Handbook available from the Student Affairs Office or on the Graduate Center Web.)

The Provost will notify the student upon approval of the online Advancement to Candidacy to the Doctoral Degree form, which is certified by the Registrar, and the Registrar will forward instructions for preparing the dissertation to the student. The student is required to register for every subsequent semester (unless a leave of absence is granted) until the degree is awarded.

THE DISSERTATION

Although students may have a general idea of a dissertation topic early on in their doctoral career, the time to strengthen this is after the Second Examination is passed. There are two parallel tasks: 1) the identification of a topic and the elaboration of ideas and methods that will result in a dissertation proposal, and 2) deciding on a committee of faculty who will guide the student's work and ultimately evaluate the dissertation itself.

Deciding on a topic, and finding within this topic a delimited manageable area for research, is rarely simple. One needs to read widely in the literature to decide what is already known and what is not (i.e., where the research frontier lies). Students are encouraged to brainstorm and obtain the widest possible range of advice from faculty and student colleagues in this initial phase. In some cases this includes searches for existing datasets or obtaining access to field research sites. Formulating research questions may also require exploratory or pilot research.

Please note that all students, regardless of their dissertation topic, must consult with their adviser regarding requirements concerning Institutional Review Board procedures and the protection of human subjects prior to beginning dissertation research. Students should also contact the Office of Sponsored Research at 212- 817-7520 to obtain more information on these procedures. <http://web.gc.cuny.edu/orup/humansubjects.html>

Goals for the Dissertation Development and Defense:

- A. Students will demonstrate that they can initiate and sustain a dialogue concerning a written proposal for a dissertation research project that will be presented to their committee in partial fulfillment of the requirements for receiving the doctoral degree in urban education.
- B. Students will demonstrate that they can complete a dissertation research project in written form to their committee and participate with their committee in an oral dialogue about their research in partial fulfillment of the requirements for receiving the doctoral degree in urban education.

DISSERTATION COMMITTEE

The search for suitable scholars to guide your research and to sit on the dissertation committee parallels the completion of coursework and examination requirements. The role of a dissertation committee is to guide the preparation of a dissertation proposal, to oversee the subsequent research and writing of the dissertation, to examine the candidate in an oral defense, and to approve the completed dissertation. A dissertation committee in the Ph.D. Program in Urban Education must be constituted according to Graduate Center regulations that:

- 1) All dissertation committees must contain at least three members of the CUNY Doctoral Faculty.
- 2) At least two of the three Graduate Center dissertation committee members are on the Doctoral Faculty in Urban Education.
- 3) The above conditions are met before students may add outside members. These may be members of The Graduate Center doctoral faculty in disciplines outside Urban Education; CUNY faculty members who are not on the doctoral faculty; or professors from other institutions.

A student should consult with her/his adviser and/or the Executive Officer prior to proposing potential members of the dissertation committee. A Validation of Dissertation Committee form signed by the adviser and the student indicating the proposed members must be filed with the Executive Officer. This form is signed at the conclusion of the Second Examination.

There are additional informal considerations. Members of one's dissertation committee provide both technical assistance and advice to the student working on a dissertation, and later often become the most important people in assisting a student in finding a job. For both roles one wants helpful, supportive people. In the former role one seeks specific kinds of expertise, relevant knowledge, and methodological skills. In the latter role, one is concerned with scholars' reputations and stature and their links within networks: committee members speak for new Ph.D.'s at the beginning and often throughout their careers.

The implication of these remarks is that students should think carefully about dissertation committee membership. Some may wish to invite a distinguished expert from outside CUNY onto their committee, in addition to members of the Doctoral Faculty. This may require some advance planning, initiating a correspondence about common intellectual interests, or taking a course from that person before deciding whether to ask s/he to serve on the committee. These issues should be discussed with one's adviser and others. Students are well advised to select a committee that can work together to support their learning, goals, research interests and induction into the academy. If a committee, including the adviser, is not functioning appropriately, the student or any member of the committee can request a change of membership. Effective communication about the functioning of a committee is a desirable feature of a doctoral degree.

DEVELOPING A DISSERTATION PROPOSAL

Because each proposal is to some degree unique, it is up to the candidate and the dissertation committee to shape the proposal to a point that it is finally acceptable to all members of the dissertation committee. The committee chair has the task of negotiating differences among the members, including the student, about what the dissertation should cover and how the work

should be described in the dissertation proposal. There are, however, certain areas that all proposals should cover.

We generally expect a concise statement at the beginning of the proposal that states the thesis problem, major proposition, theme(s), and the research question(s) that organize the proposed research. This introduction should also briefly situate the proposed research in the education literature, and it should briefly mention the kind of data or evidence that will be used to develop and substantiate the thesis. A second section of the proposal develops in more detail the theoretical framework of the thesis, with further reference to relevant literature in education and concern for the problems of substantiation. The third section of most proposals focuses directly on research methods and attempts to answer questions of evidence and analysis that were raised in the previous section on theory and background. A concluding section of the proposal returns to the question of how the proposed thesis will make a contribution to urban education, as well as other contributions to knowledge it may afford. Normally there is a proposed but quite tentative table of contents for the dissertation and a formal bibliography as ending material.

DISSERTATION DEFENSE

When you and your dissertation committee believe that you have completed your dissertation, you may schedule a defense date in consultation with your committee. The Urban Education Office must be notified no later than four weeks before the defense date. We shall notify the

Provost's Office, and they will officially notify the members of the student's committee of the date and place of the defense. Generally, readers should receive your dissertation at least six weeks before the defense.

In the defense you will be asked to summarize the central themes and findings of your dissertation, and to respond to questions from committee members and others. You must defend your dissertation within 8 years or 16 semesters of entry into the program. **Please see the official Graduate Center information on the new dissertation deposit process on the library web site: http://library.gc.cuny.edu/INFO/doc_diss_ltr.htm well in advance of the submission date.**

PROGRAM COMMITTEES

The Ph.D. Program in Urban Education is administered by the Executive Officer, but major policy and personnel decisions are made by the program's faculty-student committees. The Executive Committee is the governing body of the Urban Education Program. The standing committees are the Faculty Membership Committee, Admissions and Awards Committee, and Curriculum and Examination Committee. Their charges and composition are as follows.

EXECUTIVE COMMITTEE

The Executive Committee shall be responsible for making policy decisions regarding the program, acting on the recommendations of standing committees, recommending faculty appointments, promotions, and tenure, and advising the Executive Officer.

The Executive Committee shall consist of:

1. The Executive Officer, who shall chair the meetings of the committee.
2. One faculty member at each CUNY College that has six or more members of the Urban Education doctoral faculty appointed at that college, to be elected by those

- members.
3. One faculty member whose primary appointment is at the Graduate Center in a program other than Urban Education and who is also on the Urban Education doctoral faculty elected by those members whose primary appointments are at the Graduate Center in a program other than Urban Education and who are also on the Urban Education doctoral faculty.
 4. Two faculty members whose primary appointments are at the Graduate Center in the Urban Education program elected by faculty members whose primary appointments are at the Graduate Center in Urban Education.
 5. Three student members, at least one of whom shall be a Level I student, and one student alternate (who may only vote in place of an absent regular student member), elected at large by the program's students. A fourth student member shall be elected in any year in which there are more than seven faculty members on the committee. Student members shall have voice and vote in all matters except decisions affecting individual faculty members or individual students, in which cases they shall have voice and not vote, but their preferences shall be recorded in the minutes.

Faculty are elected by the program faculty for three-year terms. Student representatives are elected by the program students for a one-year term. Elections are generally held in April of each year.

STANDING COMMITTEES

Faculty Membership Committee: The Membership Committee shall be responsible for recommending to the Executive Committee the nomination of members of the CUNY faculty to the Urban Education doctoral faculty and for periodically reviewing the composition of the faculty and making appropriate recommendations, including for the removal of inactive members.

The Membership Committee shall consist of: the Executive Officer, three faculty members elected at large by the program faculty, and two student members elected at large by the program's students, who shall have voice but not vote and whose preferences shall be recorded (anonymously) and forwarded to the Executive Committee.

Admissions and Awards Committee: The Admissions and Awards Committee shall select the students to be admitted to the program each year and nominate students for fellowships and awards. It shall advise the Executive Officer regarding the need and merit of individual students for available fellowship funds and financial aid.

The committee's membership shall consist of: the Executive Officer, three faculty members elected at large by the program faculty, and three student members elected at large by the program's students. Student members shall have voice and vote on general admissions and awards policy and on recommendations of individual students for non-financial awards, and voice and an advisory vote on admission of individual students, but shall not participate in recommendations regarding financial awards or aid to individual students.

Curriculum and Examination Committee: The Curriculum and Examinations Committee shall be responsible for making recommendations to the Executive Committee in all matters regarding the curriculum of the program and the content and format of the First and Second Examinations.

The committee's membership shall consist of: the Executive Officer, three faculty members elected at large by the program faculty, and three student members elected at large by the program's students. Student members shall have voice and vote in all curriculum matters and in matters of general policy regarding examinations, but shall not participate in the construction of specific examinations.

Elections Committee: The Elections Committee shall conduct and certify the results of all elections.

The committee shall consist of three faculty members elected at large by the program faculty and three student members elected at large by the program's students. It shall be chaired by the Executive Officer.

AD HOC COMMITTEES

Search Committee: Search committees are ad hoc committees established to make recommendations to the Executive Committee when a search for a new faculty member is being conducted. At least one student member serves on a search committee.

FACILITIES AND SERVICES

COMPUTER FACILITIES

Information Technology is the division of The Graduate Center responsible for voice, video and data systems and services. Its mission is to facilitate access to technological resources, to support The Graduate Center community in its use of technology, and to promote technology in instruction, learning, research and administration.

There are computer clusters available throughout the Graduate Center building for your personal computing needs. Each program has a small collection of desktops and a networked printer available to its students. In addition, larger computer labs are located on the Concourse level in the library and on the fifth floor of the building. To contact IT please go to <http://it.gc.cuny.edu/>. The Urban Education maintains two computer facilities. In the Urban Education Lounge area, general-purpose MS-Windows and Apple Macintosh machines are available during any hours that the Graduate Center is open. These machines have a full complement of software programs and high-speed Internet access. Room 4209 houses two high-end Macintosh multimedia machines. These machines are specifically designed to assist students conducting media-based research. For access privileges to Room 4209, please see the Assistant Program Officer. In order to use any of these facilities, however, students must have an account from Information Technology.

An account is automatically created after your register for the first time. Information Technology offers regular introductory workshops that deal with the basic and advanced computer skills and students are encouraged to check on line to view what workshops are being given and attend those workshops.

MAILBOXES & LOCKERS

Students who request a mailbox will be granted one on a “first-come-first-serve” basis. The program office will send an email to a student who does not have a mailbox if mail is received. We will only send one email. If the student does not pick it up, or let us know when they will be able to claim it, it will be discarded.

There are a limited number of lockers available to students in the Urban Education Lounge. Please see the APO to secure one. In addition, there are lockers available on the fifth floor; for these, please go to the Doctoral Student Council (DSC) office in room 5495.

CHANGE OF ADDRESS

Please notify the Urban Education office promptly of any change of address or phone number. Also please inform the Office of the Registrar and Financial Aid.

COMPLAINTS, DIFFICULTIES, HASSLES

If you encounter some difficulty in the course of your time here, seek advice from your adviser or fellow students and/or meet with the Executive Officer to discuss the matter.

FINANCIAL AID

Financial aid applications are due February 1st; award notices are sent out after April 15th for the following academic year. A small number of *fellowships*, *research assistantships*, and *college work study grants* are distributed by the Urban Education Program. Other forms of financial aid, including educational loans, state aid for qualifying students, and special fellowships, are administered through the Office of Financial Aid. Some types of aid have service-related requirements. For more information, consult the Financial Aid or Urban Education Office. If you apply for financial aid, please make sure you fill out **all** the application forms, including work study. For more information: http://www.gc.cuny.edu/admin_offices/finaid/index.htm.

Although the program has a strong commitment to assist continuing students, and makes every effort to fund them in accordance with need and demonstrated merit, this is not always possible, given budget limitations. Therefore, students, particularly more advanced students, are encouraged to investigate additional sources of funding, some of which are described below.

Please note that a student’s academic record/standing are taken into account when the department allocates financial aid. In accord with GC regulations, it is necessary for students to maintain good academic standing, as defined on pages 5-6, to obtain such aid.

In addition to the financial aid available there are adjunct teaching positions within CUNY and research assistantships available.

Advanced students can apply for a *yearly research grant* (about \$200) to help with the cost of manuscript reproduction, travel to conferences, travel for research, or other research costs. These funds are administered by the Student Affairs’ Office (7301); application forms are available in these offices and also online, http://www.gc.cuny.edu/admin_offices/student_affairs.htm.

The Graduate Center has a number of fellowships to support graduate students during their dissertation research. Typically application deadlines are early in February; it is important to plan well ahead for these. They usually require that the student has been advanced to candidacy

(completion of the First and Second Exams, plus program approval of the dissertation proposal). Second and third year students should start planning with these fellowships in mind.

Similarly, *pre-doctoral dissertation fellowships* are available from various external sources (e.g., the Social Science Research Council, the National Science Foundation, Frank Guggenheim Foundation, and others.) Once you have identified a topic for your dissertation research, talk to your adviser about funding sources. Additionally, the Office of Sponsored Research maintains a library of information on funding sources, as well as, a database and a monthly Calendar of Deadline Dates that are published. These fellowships have various deadlines and require considerable advance planning. Doctoral students may consult the reference sources and receive assistance in applying for support for student research, dissertation research, and postdoctoral research. A manual called Sources of Support for Doctoral Students is also available. The Office of Sponsored Research is located in room 8306 (212-817-7520).

Students who have particular financial difficulties are encouraged to explore all available sources of funding and are advised to consult the Financial Aid Office directly for further assistance.

RESEARCH AND RESEARCH CENTERS

To enhance their ability to qualify for research and teaching opportunities, students are encouraged to develop as broad a background in research skills as possible. Faculty and students carry out research in a variety of settings, organized, as well as, unorganized. The Graduate Center houses the following research centers and institutes engaged in a wide range of projects and ongoing activities; students may contact their offices to inquire about programs and research opportunities.

Bildner Center for Western Hemisphere Studies
Ralph Bunche Institute on the United Nations
Center for Advanced Study in Education (CASE)
Center for Advanced Study in Theatre Arts
(CASTA) Center for Cultural Studies
Center for the Humanities
Center for Human Environments
Center for Jewish Studies
Center for Lesbian and Gay Studies (CLAGS)
Center for Media and Learning
Center for Music Research and Documentation
Center for Research in Speech and Hearing Sciences
Center for Social Research
Center for the Study of Philanthropy
Center for the Study of Women and Society
Center for Urban Education Policy
Center for Urban Research
European Union Studies Center
Henri Peyre Institute for the Humanities
Howard Samuels State Management and Policy Center
Institute for Research on the African Diaspora in the Americas and the Caribbean (IRADAC)
Stanton/Heiskell Center for Public Policy in Telecommunications and Information Systems

GRADUATE CENTER ORGANIZATIONS AND GOVERNANCE

Graduate students participate actively in the running of the Urban Education program as well as The Graduate Center at large. Governance and the implementation of academic policies are determined jointly by faculty and students; all Graduate Center committees have student members who are elected by the student body.

Governance of the program is according to the bylaws (on file in the Urban Education Office), which may be amended only by vote of the Executive Committee **and** a majority vote of all members of the program (and then must be approved by the GC Committee on Structure and Graduate Council). Students have voting rights on the committees as provided by the bylaws. Students vote each year to elect their representatives to the committees.

GRADUATE COUNCIL

The academic governing body of The Graduate Center is The Graduate Council, which is chaired by the President of The Graduate Center. The Urban Education Program is represented on The Graduate Council by the Executive Officer, two elected faculty members and an elected student for every 100 or fewer students in the Ph.D. Program in Urban Education, which at present means two student members. The Graduate Council meets four times a year. Most of its work is carried out by standing committees, which include a Committee on Curriculum and Degree Requirements, Structure Committee, Student Services Committee, Student Academic Appeals Committee, Research Committee, Library Committee, Computer Committee, and a Committee of Committees which recommends members of the standing committees.

DOCTORAL STUDENTS' COUNCIL (DSC)

The Doctoral Students' Council (DSC) is the sole policy-making body representing students in doctoral and master's programs at the Graduate Center. The DSC and its officers are charged with representing student interests before the administration and external bodies. In addition to informal and ongoing communications, the DSC officers meet with members of Graduate Center administration to report activities and exchange information. Students may have issues presented by their DSC representatives or the DSC Executive Committee before the Doctoral Students' Council, or can personally address the Council by requesting to be put on the DSC agenda for an upcoming meeting. This may, in turn, result in discussion or actions taken within the DSC or between the DSC and the administration.

The DSC members also act as advocates for graduate student interests at the Board of Trustees, University Student Senate, University Faculty Senate, New York State Assembly, the Mayor's Office, and with Graduate Center administration.

The DSC is located in the Robert E. Gilleece Student Center on the fifth floor. The main office is Room 5495; telephone: 212.817.7888 or 212.817.7845; email: dsc@cunydisc.org, web: <http://www.cunydisc.org>

Each program has representatives to the Council who are elected on a proportional basis according to the number of students enrolled in the program. In addition, At-Large Representatives are elected from the student body as a whole.

A listing of DSC Program Representatives and At-Large Representatives is available at the DSC

website. The DSC election for representatives is held in April. Nominees are solicited from and voted for within each discipline in February. The newly elected council elects [Executive Officers](#) and [At-Large Steering Officers](#) members at the May meeting. (No more than three officers shall be from the same program.) For more information on elections, visit the DSC website. All officers, representatives, and committee members serve from July 1 to June 30 of the academic year.

OTHER GRADUATE CENTER STUDENT ORGANIZATIONS

The student organizations chartered by the DSC include: Association of Latino and Latino-American Students; African, Latin, Asian, Native-American Social Science and Support Group; Black Student Alliance; Business Ethics; Caritas; Chinese Students and Scholars Association; Cultural Studies Student Association; Democratic Socialists of America at CUNY; Feminist Students' Organization; International Socialists Organization; International Students Association; Korean Student Association; Medieval Study; Organization for Lesbian, Gay, and Bisexual Concerns; The Marxist Working Group; Project Chiapas; Students for Educational Rights; Taiwanese Students Association; and West Hall Organization. Students may obtain information about these organizations from the DSC office at 212-817-7888.

PROFESSIONAL ORGANIZATIONS

The program encourages doctoral students to be aware of, and participate in, professional organizations. Some of the organizations also have state and/or regional sections as well. These organizations provide you opportunities to: attend professional conferences; develop contacts in the field; present your research; and find paths to publication. Some of the wide-range of organizations that exist are listed here.

Education-Specific Professional Organizations:

American Association of Colleges for Teacher Education (AACTE)

<http://aacte.org/>

American Education Research Association (AERA)

<http://www.aera.net/>

Association of Math Teacher Educators (AMTE)

<http://www.amte.net/>

Council for Exceptional Children (CEC)

<http://www.cec.sped.org>

International Society for Technology in Education (ISTE)

<http://www.iste.org/>

National Art Education Association

<http://www.naea-reston.org>

National Association for Bilingual Education (NABE)

<http://www.nabe.org/>

National Association for the Education of Young Children (NAEYC)

<http://www.naeyc.org/>

National Association of Multicultural Education (NAME)
<http://nameorg.org>

National Association for Music Education (MENC)
<http://www.menc.org/>

National Association for Research in Science Teaching (NARST)
<http://www.narst.org/>

National Council for the Social Studies (NCSS)
<http://www.socialstudies.org/>

National Council of Teachers of English (NCTE)
<http://www.ncte.org/>

National Council of Teachers of Mathematics (NCTM)
<http://www.nctm.org/>

Sloan Consortium of Institutions and Organizations Committed to Quality Online Education
(Sloan-C)

<http://sloanconsortium.org/>

Teachers of English to Speakers of Other Languages, Inc. (TESOL) <http://www.tesol.org>

Related Professional Organizations:

American Anthropological Association (AAA)
<http://www.aaanet.org/>

American Sociological Association
<http://www.asanet.org/>

National Association of Ethnic Studies (NAES)
<http://www.ethnicstudies.org/>