STUDENT HANDBOOK

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Ph.D. Program in Urban Education

The Graduate Center, City University of New York
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Dear Urban Education Students:

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.

Wendy Luttrell
Professor and Executive Officer
Urban Education
Sociology
Psychology
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 online publications for official Graduate Center information. The Program in Urban Education is administered by a staff comprised of the Executive Officer (EO), the Assistant Program Officer (APO) and the College Assistant.

GENERAL PROGRAM INFORMATION

ADMISSION AND MATRICULATION

Students are admitted each Spring before their fall admission. Applications are due to the Admissions Office by December 15. Application materials and catalogs are available online.

The Urban Education program does not require a Graduate Record Examination (GRE). The Graduate Center requires international students to take the TOEFL examination to demonstrate language and written skills in English.

If a prospective student wishes to take a non-matriculated course in Urban Education, they must receive permission from the faculty member teaching the course and approved by the EO or APO. Core courses are not open to prospective students.

LIFE AT URBAN EDUCATION

The program encourages community participation. Students, faculty, alumni, 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 their 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, writing groups, advisory sessions, and research collaborations have been jointly organized by faculty and students who share interests in particular topics and common areas of discussion. They take on various formats and are occasions for discussing research, its role in social activism, change, and public engagement.

**Please provide the program staff with your current email and check it numerous times a day to keep apprised of events happening in Urban Education and relative programs.**

**PROGRAM OVERVIEW AND STUDENT LEARNING GOALS**

The Ph.D. Program in Urban Education is designed to prepare educational researchers with strong skills in theory, methods, interdisciplinarity, critical policy and historical analysis 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) research on broader social, political, historical, economic and policy 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. We understand the context of globalization, migration, and the expansion of digital technology and media and the program is up-to-date with dispensing information with a student leader in the media area.

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. These issues all benefit from being viewed through multiple lenses and interdisciplinary perspectives, which is why we encourage students to take courses in other programs if they wish.

**Student Learning Goals – Upon Successful Completion of the Program**

A. Graduates will need to demonstrate advanced knowledge of the historical, pedagogical, philosophical, epistemological, methodological and policy foundations of urban education.

B. Graduates will need to 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 need to be able to conduct and write a major critical literature review on a topic or issue relevant to urban education.

D. Graduates will need to 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, arts-based, historical and theoretical research genres.

E. Graduates will need to 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, then, 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. Through-out the program Urban Education students will demonstrate 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.
Planning your

**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**, **one colloquium**, and **three methods courses**), pass the **First and Second Exam** with the dissertation proposal, and complete the dissertation.

Each of the milestones are 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 **based on a 5 year time-to-degree schedule**.

**Advising:** When students enter the program, they are assigned a faculty advisor 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 act as guides throughout the entire program.

You should communicate with your advisor several times each year for help in choosing courses, recommending fellowships, and discussing other concerns you may have. As students clarify their research interests they may seek to change their advisor. In this case, ask the APO for the paperwork which is signed by your current advisor and your new advisor and approved by the Executive Officer.

You should know that faculty hold office hours and welcome the opportunity to talk about your ideas and research interests. You don’t need to be taking a course with a faculty to attend their office hours. Do not be shy and do not think you need to have a problem, a well thought out research topic, or a specific request before you approach a faculty member. Take advantage of these opportunities as a way to get to know the faculty.

**Course work:** You can complete your course work in 6-7 semesters, but many students extend their coursework to 8-9 semesters. Remember to work out your
trajectory with your advisor. The Executive Officer can also be of help. See below for planning your trajectory and page 13 for important information about tuition.

First Examination: To be eligible to take the first exam at the end of the first year, students must have completed all the core required courses and obtained grades of B or better in all of them. There are three dissemination dates for this exam: June, August, and January.

Second Examination: Students should be prepared to take this examination at the end of their third or fourth year of study in the program, near to or after completing coursework. A student is advanced to candidacy when all course requirements are met (61 credits and the program required courses are taken), that is, passing the second examination, dissertation proposal, 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. Ask the APO for links to examples of Dissertation proposals.

**VISUALIZING YOUR TRAJECTORY**

Students can structure their paths towards a degree in many ways. When choosing courses, students should speak with their advisor to determine a trajectory that will fit with their research goals, financial circumstances, and interests. It is important to note that both Graduate Center Fellowship (GCF) and Tuition Fellowship (TF) recipients only receive funding for 5 years. Therefore, students should work with their advisor to determine a trajectory where their coursework and dissertation can be completed in 5 years.

- For a breakdown of Graduate Center Fellowship (GCF)-based funding over five years, visit this page
- For information about the 5-Year Tuition Fellowships, visit this page
As described above, you must complete a total of 61 credits. Normally, students who enter the program with a Master’s automatically transfer 15 credits into the program. See below for a breakdown of how to obtain the required credits, assuming 15 credits are transferred upon entry to Urban Education.

Urban Education
Course Credit Arithmetic

Automatic Transfer of Master's Credits: 15
Urban Education Core Courses: 13
3 Methods Courses: 9
8 Elective Courses (incl. Independent Studies): 24
Total: 61

Note: Independent Study credits count towards your credit course load but WIUs do not.

You can find examples of two possible options for a program of study below. The two graphics provide a visualization of a trajectory where: (1) coursework credits are completed at the end of year 3 and (2) coursework credits are completed at the end of year 4. Students who expect to collect original data for their research should plan to follow a path similar to the first graphic to complete their coursework by the end of year three so that they can devote their fourth year to collecting data, and their fifth year to writing their dissertation. Note that since certain courses (e.g. Methods courses) are offered only in Fall or only in Spring, it is beneficial to map out your intended schedule a few semesters in advance.

Note: Each semester, all students with any financial package (Tuition Fellowship or GCF) must take a minimum of 7 credits, and a maximum of 16 credits. See the graphics below for examples of how to meet the 7 credit minimum each semester.
(1) See below for a trajectory where course credits are completed at the end of year 3.

(2) See below for a trajectory where course credits are completed at the end of year 4.
**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. 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**

A GPA of 3.0 or higher is required for our program, and anyone with a GPA below 3.0 is deemed not to be making satisfactory progress. 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 advisor and Executive Officer to work out a strategy for completing the work. The Registrar software platforms keep track of your open grades and will block your registration, sending you a notification that you are not in good standing (known as the Satisfactory Progress Review Form) by email. It is
imperative that we have information from you so that the Executive Officer can report back to the Vice President of Student Affairs and support you in moving forward with your work. already, to counter the Satisfactory Reports.

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 which can be only 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 (NC) 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.

LEVELS I, II, AND III

Tuition charges are based on the student’s level, which is determined by the number of credits completed, which include transfer credits accepted by the Urban Education program and, most importantly, the Registrar and specific academic accomplishments such as passing of the exams. These levels are defined as follows (taken from the GC Bulletin):

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 Status**

Students need to be registered full-time, 7 credits, to qualify for Financial Aid and Fellowships e.g. Tuition Fellowships (TFs) and Graduate Center Fellowships (GCFs). If the student’s course load does not meet the required number of credits, then a weighted instructional unit (WIU) should be added to the registration. Note that if you begin the semester registered for more than 7 credits but then drop one of your courses and dip below 7 credits, you must register for a WIU in order to obtain full-time status for that semester. A weighted instructional unit is an hour, not a credit, and will not be added toward the program’s required 61 credits.

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 automatically implemented by the Registrar’s Office. Movement to Level III commences the semester following Advancement to Candidacy which is facilitated by the program office staff.

**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.

It is important to remember that all Graduate Center Fellowship (GCF) and Tuition Fellowship (TF) recipients only receive funding for 5 years, so students who plan to complete their degrees over the course of more than 10 semesters will need to pay tuition after their 10th semester.

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 from the program, where you leave the program completely, you must contact the program staff. If a student does not register without requesting a leave, they 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 from the program 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 (contact program staff). 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 a leave of absence.

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 coursework, 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 and a Colloquium course:

1) U ED Colloquium 70001 (1 credit)
2) U ED 70200 - Historical Contexts in Urban Education
3) U ED 70400 - Pedagogy and the Urban Classroom
4) U ED 70600 - Introduction to Research in Urban Education
5) U ED 70500 - Educational Policy

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

REQUIREMENTS IN RESEARCH METHODS:

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. Students are required to take UED 74100 Quantitative Research and UED 75100 Qualitative Research, which are offered by the program each year. It is possible to substitute
these required courses with an equivalent from another program with permission of the Executive Officer. In this case, students will need to submit the course syllabi as part of the request.

Students must also fulfill one other advanced research methods course that include (but are not limited to): research design, statistical reasoning and analyses; ethnographic methods and data analysis; historical, narrative, and discourse analyses.

**ELECTIVE COURSES:**

There must be 24-39 credits selected in conjunction with advisor mentorship. 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.

Below is the list of Elective courses offered by Urban Education, proper. These courses can be repeated for credit when the subject changes.

- U ED 71100 Program Seminars in Selected Topics (Fall)
- U ED 71200 Program Seminars in Selected Topics (Spring)

- U ED 72100 Theory/Research Seminar in Selected Topics (Fall)
- U ED 72200 Theory/Research Seminar in Selected Topics (Spring)

- U ED 73100 Research Methodologies in Urban Education (Fall)
- U ED 73200 Research Methodologies in Urban Education (Spring)

- U ED 75200 Seminar in Scholarly Communication Selected Topics

- U ED 90000 Dissertation Supervision

Note that you are also able to select elective courses cross-listed or outside of Urban Education with approval from the professor teaching the course and after consulting your advisor. You can also see the Inter-University Doctoral Consortium section on pg. 19 for details about registering for an Elective course outside the GC.
INDEPENDENT STUDIES:

Independent studies enable students to work intensively on research, readings and writing with a faculty member. Students are allowed 2 independent studies as part of their course credits. In unusual circumstances (for example a student changes the topic of research), they can make an appeal to the Executive Officer for an exception to the 2-count rule.

Process for independent studies:
Students choose a faculty member from within the Graduate Center to discuss the goals of the independent study. The student writes a proposal that includes specifics such as a reading list, writing assignments, etc. Typically, independent studies are used to help prepare for the second exam and the dissertation proposal, but the reasons for an independent study can vary. Make sure to plan your independent studies requests wisely.

After the faculty member approves the proposal, the student submits the proposal to the Executive Officer who will review and approve the request. The APO will then provide the student with a course number to enroll in CUNYFirst. Independent studies are 3 credits.

FACULTY
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 faculty page on the Urban Education website.

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 the host institution by your advisor, 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 also downloadable from the Registrar’s website.

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 submit 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).

In order to drop a class after the add/drop period has ended, the Registrar will need an add/drop form that will be processed by the program office. It is the student’s responsibility to alert the program office as soon as the advisor and student are certain the decision is final. You must also inform the consortium 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 EXAM**

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 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 the signed declaration at the bottom of the title page where the student assures that the academic work is solely their own.
1) The exam is a *take home* exam with two weeks 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 advisor 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). The *Writing Center can be accessed for editorial support, should students be asked to make revisions after 1st exam*. 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 miscalculation 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 on page 70 of the **GC Student Handbook**.

**The Second Exam**

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.

Ask the APO for a link to examples of Second Examinations.

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 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 their advisor. 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.

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**

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 advisor regarding requirements concerning Institutional Review Board procedures and the protection of human subjects prior to beginning dissertation research.

To find more information about the IRB process, visit this page.

**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 advisor and/or the Executive Officer prior to proposing potential members of the dissertation committee. A Validation of Dissertation Committee form signed by the advisor and the student indicating the proposed members must be filed with the Assistant Program Officer and approved by 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 considerations 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 advisor 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 advisor, 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 topic, line of inquiry, and the research question(s) that organize the proposed research. This introduction should also briefly situate the proposed research in the relevant literature and its significance to the field of urban education. It should briefly mention the kind of data, evidence or source materials that will be used to develop and substantiate the thesis. A second section of the proposal develops in more detail the theoretical framework(s) of the thesis, with further reference to relevant literature in education and concerns or reflections about the researcher’s positionality, reflexivity, and ethics in conducting the proposed research. The third section of most proposals focuses directly on research design, methods, analytic strategies, and
attempts to answer questions of evidence and analysis that may have been 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. A formal bibliography is provided as ending material, as well as Appendices that provide specific details related to the research design.

Ask the APO for a link to examples of Dissertation Proposals.

**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. 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 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 members shall be appointed by the executive officer on an “as needed” basis.

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. 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 visual/arts/media-based research where protected data is being analyzed. For access privileges to Room 4209, please write a request to the Executive Officer and see the Assistant Program Officer for getting a key.

In order to use any of these facilities, however, students must have an account from Information Technology. An account is automatically created after you 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 online 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 MAILING OR EMAIL ADDRESS
When you change your address or phone number, please remember to update your information in CunyFirst. If you change your email address, immediately notify the program staff.

COMplaints, DIFFICULTIES, HASSLES
If you encounter any difficulties, please reach out to the Executive Officer, your advisor or program staff. The Wellness Center has many services and workshops they offer to students to make use of during such difficulties. Please make yourself comfortable with their website and remember they are a wealth of help.

FINANCIAL AID

Financial Aid is usually distributed to incoming students as either Tuition Fellowships or Graduate Center Fellowships. These are packages that cover the student for five academic years. As a reminder, to maintain eligibility for these packages, YOU MUST BE REGISTERED for 7 credits when Level I.

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 their own discretionary financial aid.
There are also adjunct teaching positions within CUNY that provide the opportunity to cover tuition costs during the course of the semester. There are also research assistantships available through program and departmental faculty.

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). The APO will diligently send out the application information. This is the reason why it is very important to keep the program aware of your current email address.

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 advisor about funding sources.

Additionally, the Office of Research and Sponsored Programs 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.

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.

Advanced Science Research Center
American Social History Project/Center for Media and Learning
Barry S. Brook Center for Music Research and Documentation
Bildner Center for Western Hemisphere Studies
Center for Jewish Studies
Center for Advanced Study in Education
Center for Human Environments
Center for Latin American, Caribbean, and Latino Studies
Center for Place, Culture and Politics
Center for the Humanities
Center for the Study of Women and Society
Center on Philanthropy and Civil Society
Center for Urban Research
CLAGS: The Center for LGBTQ Studies
CUNY Institute for Software Design and Development (CISDD)
European Union Studies Center
Gotham Center for New York City History
Henri Peyre French Institute
Human Ecodynamics Research Center
Institute for Language Education in Transcultural Context
Institute for Research on the African Diaspora in the Americas & the Caribbean (IRADAC)
Latin/Greek Institute
Leon Levy Center for Biography
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@cunydsc.org, web: http://www.cunydsc.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/

American Education Studies Association
http://www.educationalstudies.org/

Association of Math Teacher Educators (AMTE)
http://www.amte.net/

Council for Exceptional Children (CEC)
http://www.cec.sped.org

Education for Liberation Network (ELN)
https://www.edliberation.org

History of Education Society
https://www.historyofeducation.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/

Society for the Study of Social Problems
https://www.sssp1.org/