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## URBAN EDUCATION (Ph.D.)

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Graduate Center

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### FACULTY (AS OF JULY 2009)

Daisuke Akiba ■ Konstantinos Alexakos ■ Philip M. Anderson ■ Jean Anyon ■ Igor Arieviditch ■ Stanley Aronowitz ■ Alice F. Artzt ■ Paul A. Attewell ■ Juan J. Battle ■ David C. Bloomfield ■ Stephen Brier ■ David C. Brotherton ■ Roscoe C. Brown, Jr. ■ Stephen Brumberg ■ Alberto M. Bursztyn ■ Steven M. Cahn ■ Barry M. Cherkas ■ David John Connor ■ Laurel A. Cooley ■ Hector R. Cordero-Guzman ■ Frances R. Curcio ■ Colette Daiute ■ Eileen F. Donoghue ■ Terrie L. Epstein ■ Beverly Falk ■ Michelle Fine ■ Ofelia Garcia ■ Francis J. Gardella ■ David Gerwin ■ Kenneth M. Gold ■ David A. Goode ■ Mary Bushnell Greiner ■ Amita Gupta ■ Penny L. Hammrich ■ Helen Leos Epstein Johnson ■ Thomas Kessner ■ Kimberly Kinsler ■ Susan A. Kirch ■ Marcia Knoll ■ Carol Korn-Bursztyn ■ Stacey J. Lee ■ Wendy Luttrell ■ Irina Lyublinskaya ■ Sonya N. Martin ■ Michael Meagher ■ Kate Menken ■ Carmen I. Mercado ■ Nicholas Michelli ■ Eleanor A. Miele ■ Pamela Ann Mills ■ Ricardo L. Otheguy ■ George Otte ■ Janet Patti ■ Sondra Perl ■ Karen E.S. Phillips ■ Anthony G. Picciano ■ Gaoyin Qian ■ Bethany L. Rogers ■ Karel Rose ■ Laurie H. Rubel ■ Martin Dale Ruck ■ Greg Seals ■ Susan F. Semel ■ Beverly S. Smith ■ Michael I. Sobel ■ Joel Spring ■ Richard N. Steinberg ■ Anna Stetsenko ■ Despina A. Stylianou ■ Susan Sullivan ■ Judith Summerfield ■ William V. Sweeney ■ Liqing Tao ■ Kenneth Tobin ■ Jan Valle ■ Deborah L. Vietze ■ Julia C. Wrigley ■ Myra Zarnowski ■ Betina Andrea Zolkower ■ Mark L. Zuss

*For the most up-to-date faculty listings and specializations, see the program's Web site.*

### THE PROGRAM

The Ph.D. Program in Urban Education is designed to prepare leaders in educational research and policy analysis who have a broad understanding of the complex issues facing urban education. The unique focus of this program is at the intersection of two principal research agendas: (1) research on issues of curriculum and instruction in urban schools, and (2) policy analysis research on broader social, political, and economic issues that determine the context of urban education.

The intellectual challenges of investigating the processes and practices of urban education as a social and cultural institution require the broad intellectual base and diverse critical perspectives that only an integrated program of studies across a wide range of specialist disciplines can provide. The intellectual resources of the CUNY Graduate Center enable stu-

dents in this program to draw on elective courses and research faculty in many relevant partner disciplines, including History, Philosophy, Psychology, Sociology, Anthropology, Economics, and Political Science, as well as more broadly on expertise in the humanities, mathematics and computer science, and the natural sciences, when appropriate to their interests.

Five core courses are required of all students (see below). To ensure that students achieve a high level of disciplinary sophistication within at least one professional specialization, further course work is concentrated within one of three Studies Specializations:

Arts, Humanities, and Social Studies in Urban Education (AHSS)

Science, Mathematics, and Technology in Urban Education (SMT)

Education Policy Studies and Leadership (POL)

Examples of anticipated areas of research for student dissertations include: systemic renewal of urban education, including teacher education; new information and communication technologies in education; issues of language, representational media, and cultural diversity in urban education; mobilization of urban resources to prepare all students for full participation in global society.

Graduates of this program are prepared to take on a wide variety of important roles in urban education: research and teaching in universities, including teacher education programs; research and leadership positions in urban school districts and in state and federal government agencies; policy analysis positions for private foundations; and staff positions with legislators and legislative committees.

The program provides students with a unique access to and understanding of the New York City public schools, the nation's largest system of urban public education. The many teacher education and educational outreach programs of the CUNY colleges have long-established relationships with the city's diverse schools and districts. Through research mentoring, internship, and teaching fellowship arrangements for doctoral students at all the participating CUNY colleges, the Ph.D. program works to connect conceptual perspectives with the realities of urban schools and school systems.

### **SPECIAL REQUIREMENTS FOR ADMISSION**

All CUNY doctoral programs require that applicants for admission submit recent scores on the Graduate Record Examination, transcripts from all postsecondary institutions attended, and an application that includes: (1) two professional letters of recommendation, including at least one from a university faculty member familiar with the applicant's academic work; (2) an Applicant Statement, which should describe the specialized area within the field of Urban Education in which the applicant may wish to do research and his or her academic background, professional experience, and career aspirations beyond the doctorate. (See General Requirements for Admission elsewhere in this bulletin.)

In addition, applicants for the Ph.D. Program in Urban Education should normally have completed a master's or other relevant higher degree beyond the baccalaureate. (Exceptions are made for outstanding applicants or those with equivalent experience.) Applicants must also submit a portfolio of evidence of relevant accomplishments and a sample of written work, and may be requested to appear for an interview.

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Applicants should normally have at least two years of teaching or other relevant professional experience in education, preferably in urban settings and at the educational level at which they intend to do research. In some cases an applicant may be admitted without this experience, but must then subsequently complete it as a condition for advancement to candidacy for the Ph.D. degree.

Applicants who lack specific preparation in essential topics either in Education or in a content area relevant to their intended studies specialization may be admitted to the program, but will be required to complete graduate courses providing this preparation, usually in a master's degree program at one of the CUNY colleges, prior to undertaking the course work or research for which preparation is needed.

Applications for both part-time and full-time study will be accepted (see the University requirements regarding residence in the program in this bulletin).

### **SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY**

The following are requirements in addition to the general University requirements for the Ph.D. stated earlier in this bulletin.

*Course of Study* A minimum of 60 credits of approved course work are required for a Ph.D. in Urban Education. All students must complete the five core courses (totaling 15 credits, as listed below) and enroll in the two-semester, noncredit Core Colloquium in their first year. In addition, students are required to complete at least one additional, approved qualitative research methods course and one approved quantitative research methods course (totaling 6 credits), and a program of required area seminars and elective courses approved by their advisory faculty Studies Committee, totaling at least 24 credits in the studies specialization area.

Under general University regulations no more than 30 qualifying graduate credits may be offered as transfer credits toward a Ph.D. degree, but only credits that are programmatically relevant and have clear CUNY equivalents (as determined by the program) will be accepted toward the Ph.D. in Urban Education. (It is normally expected that no more than 15 credits will be accepted, except in the case of an applicant with prior doctoral study beyond the master's degree at another institution.) No more than 15 CUNY graduate credits required at the time of admission to prepare the student for doctoral-level work in the program may be applied toward the Ph.D. in Urban Education.

*First Examination* After successfully completing the core courses, students are eligible to take the First Examination. They must take all parts of the examination before completing 30 credits in the program (excluding transfer credits) and may not continue in the program beyond 45 credits until they have passed all parts of the examination. The First Examination covers the same general topics as the required core courses, including an announced list of specific readings drawn from the core course bibliographies.

*Second Examination* The Second Examination covers: (1) quantitative and qualitative research methodology, (2) the content areas of the student's studies specialization, and (3) such additional topics as the student's Studies Committee may designate as appropriate preparation for the student's research interests. The examination may be given in more than one part. Students must pass each part to pass the examination as a whole.

*Professional Experience* Students must have completed the equivalent of two years of teaching or other relevant professional experience, which prepares them for the area in which they wish to specialize, either prior or subsequent to admission, but in all cases no later than the semester in which the student is advanced to candidacy.

*Dissertation* The student is advanced to candidacy for the Ph.D. degree after completing all other program requirements, passing all parts of the Second Examination, and receiving approval of a written dissertation research proposal from a committee of three program faculty members approved by the Executive Officer, one of whom has agreed to supervise the candidate's research. The degree is awarded after the dissertation has been approved by the committee and has been successfully defended by the student in an oral examination.

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## Courses

Unless otherwise stated, all courses are *30 hours plus conferences, 3 credits*.

### *Core Courses and Colloquia*

U ED 70001 Urban Education Core Colloquium I

*0–1 credit*

U ED 70002 Urban Education Core Colloquium II

*0–1 credit*

U ED 70100 The Structure of Social Knowledge

U ED 70200 Historical Contexts of Urban Education

U ED 70300 Logics of Inquiry

U ED 70400 Pedagogy and the Urban Classroom

U ED 70500 Educational Policy

## AREA SPECIALIZATION SEMINARS

### *Seminars in Arts, Humanities, and Social Studies Education*

U ED 71100 Area Seminar in Arts, Humanities, and Social Studies Education (Various Topics)

U ED 71200 Research Seminar in Arts, Humanities, and Social Studies Education

### *Seminars in Science, Mathematics, and Technology in Education*

U ED 72100 Area Seminar in Science, Mathematics, and Technology in Education (Various Topics)

U ED 72200 Research Seminar in Science, Mathematics, and Technology Education

### *Seminars in Education Policy Studies*

U ED 73100 Area Seminar in Educational Policy Studies (Various Topics)

U ED 73200 Research Seminar in Educational Policy Studies

### *Program Seminars*

U ED 75100 Program Seminar in Urban Education I (Various Topics)

U ED 75200 Program Seminar in Urban Education II (Various Topics)

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**Research**

U ED 74100 Quantitative Research Methods in Urban Education

*Prerequisite: Two semesters total of graduate-level educational research or statistics*

U ED 80100 Independent Reading and Research

*1–3 credits*

U ED 90000 Dissertation Supervision

*1 credit, 1 hour*

*Note:* Students in the Urban Education Ph.D. program may register for courses offered by other CUNY doctoral programs with the permission of their Studies Committee and the Executive Officer of the host program.