School of Education

Urban Education Doctoral Program

Program Handbook

URBAN EDUCATION DOCTORAL PROGRAM

2016-2017

VERSION 2
(11/6/2017)

Check the UEDP Website for the most current version.

NOTE: The curriculum of specific specializations are not contained in this document and must be accessed through the doctoral program website:
www.phd.soe.uwm.edu

Forms, Policies, and Requirements for all Doctoral Programs at UWM (not specific to the UEDP) are at the:

Graduate School Doctoral Student Toolbox:
www.uwm.edu/graduateschool/doctoral-toolbox

Urban Education Doctoral Program
Enderis Hall 564, PO BOX 413
Milwaukee, WI 53202
Phone: (414) 229-4729  Fax: (414) 229-2920
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>2</td>
</tr>
<tr>
<td>Summary of Deadlines and Procedures for Students/Faculty</td>
<td>3-5</td>
</tr>
<tr>
<td>Major Advisor</td>
<td>6</td>
</tr>
<tr>
<td>Extensions and Readmission</td>
<td>6-7</td>
</tr>
<tr>
<td>Doctoral Committee Composition</td>
<td>8-9</td>
</tr>
<tr>
<td>Plan of Studies</td>
<td>10</td>
</tr>
<tr>
<td>Required Courses &amp; Course Schedules</td>
<td>11-13</td>
</tr>
<tr>
<td>General Program Requirements and Minor</td>
<td>14</td>
</tr>
<tr>
<td>Preliminary Examination</td>
<td>15-17</td>
</tr>
<tr>
<td>Prelim/Dissertation Proposal Combination</td>
<td>18</td>
</tr>
<tr>
<td>Dissertation</td>
<td>18-25</td>
</tr>
<tr>
<td>Graduate School Defense Guidelines and Procedures</td>
<td>26</td>
</tr>
<tr>
<td>Additional Defense Guidelines Procedures</td>
<td>27-28</td>
</tr>
<tr>
<td>Registration and Length of Study</td>
<td>29</td>
</tr>
<tr>
<td>Residency Requirement</td>
<td>29</td>
</tr>
<tr>
<td>Governance</td>
<td>30</td>
</tr>
</tbody>
</table>
Applications

Applicants for the Urban Education Doctoral Program should begin their application online at:

graduateschool-apply.uwm.edu

For program information, requirements, and deadlines, please visit:

uwm.edu/education/academics/urban-education-doctoral/
MILESTONE PROCEDURES

NOTE:
ALL Milestone applications are now submitted through the online system: www.uwm.edu/graduateschool/doctoral-milestones

See also the general Doctoral Student Toolbox website: www.uwm.edu/graduateschool/doctoral-toolbox

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DEADLINES</th>
<th>STUDENT PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program of Study</td>
<td>Full-time student: End of 2nd Semester</td>
<td>Complete program of study form at: <a href="http://uwm.edu/education/academics/urban-education-doctoral/">http://uwm.edu/education/academics/urban-education-doctoral/</a></td>
</tr>
<tr>
<td></td>
<td>Part-time student: End of 4th Semester</td>
<td>Submit completed form and vita to UEDP office.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work with student to complete form.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Carefully examine prepared coursework for program requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sign and return form to student</td>
</tr>
<tr>
<td>Student Status Report</td>
<td>Biannually</td>
<td>Submit to Major Professor (format: TBA)</td>
</tr>
<tr>
<td>Doctoral Committee</td>
<td>At least 3 members appointed by the time the program of study is filed.</td>
<td>Submit committee members to Milestones</td>
</tr>
<tr>
<td></td>
<td>All 4 members (the entire committee) must be appointed by the time of Prelim Exam.</td>
<td>Consult with major advisor regarding appointment of members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide rationale for each member [not in Milestones]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide consultation to students regarding committee membership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review and approve submission in Milestones</td>
</tr>
<tr>
<td>Enrolling for One Credit</td>
<td>For one semester, students preparing for their prelim exam may enroll for only one credit and still be will be given full-time status.</td>
<td></td>
</tr>
<tr>
<td>Receiving Full-Time Status</td>
<td>For two semesters, students in specializations that combine the prelim exam and the proposal may enroll only one and still be given full-time status.</td>
<td></td>
</tr>
<tr>
<td>ITEM</td>
<td>DEADLINES</td>
<td>STUDENT PROCEDURE</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Preliminary Exam or Proposal (for “Proposal Only” Specializations)</td>
<td>The Preliminary Examination Milestone Application must be completed at least two weeks prior to the written portion of exam. Students in specializations that combine the proposal and the prelim should apply for BOTH the prelim AND the proposal defenses in milestones. According to the Graduate School “proposal only” programs are combining the prelim and the proposal. All milestone applications are submitted online. See above.</td>
<td>Students must apply to defend the prelim or the prelim/proposal in Milestones. Students must begin the process in Milestones. Confer with major advisor and committee members on the format of the exam and the date of the defense.</td>
</tr>
<tr>
<td>Residency</td>
<td>Any time prior to dissertator status</td>
<td>Residency form can be obtained online from the Doctoral Program Forms link at the Doctoral Student Toolbox link above.</td>
</tr>
<tr>
<td>Proposal Defense</td>
<td>At least two weeks prior to the hearing, inform the UEDP office of the date, time, and location of the hearing. Apply for the proposal defense through Milestones. Students in “proposal only” specializations apply for both the prelim and the proposal at the same time.</td>
<td>Apply through Milestones and enter the proposal hearing date. Confer with major advisor and committee members to establish a hearing date.</td>
</tr>
<tr>
<td>Dissertator Status</td>
<td>Dissertator status can be obtained only after successful completion of the Prelim exam (or, in the case of specializations that combine both, after successful completion of the proposal). Other requirements for reaching dissertator status can be found at the Doctoral Student Toolbox web page.</td>
<td>Apply for Doctoral Dissertator status through Milestones.</td>
</tr>
<tr>
<td>ITEM</td>
<td>DEADLINES</td>
<td>STUDENT PROCEDURE</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Final Oral Dissertation Defense</strong></td>
<td>Final Oral Defense must be held two weeks prior to graduation, if the student anticipates graduating the semester of the oral defense. Inform the program two weeks prior to the defense date. The warrant will be created by the Graduate School after the defense date is established. See the official Graduate School deadlines at the Doctoral Student Toolbox web page to be certain.</td>
<td>Apply for Dissertation Defense online: <a href="https://www4.uwm.edu/grad_school/graduation_application/doctoral/application">https://www4.uwm.edu/grad_school/graduation_application/doctoral/application</a> This application can also be accessed through the Doctoral Student Toolbox web page.</td>
</tr>
<tr>
<td><strong>Graduation</strong></td>
<td></td>
<td>You must provide a copy of your dissertation to the UEDP office.</td>
</tr>
</tbody>
</table>

*Note: The above information is extracted from the document provided.*
Goals for 801 Literature Review Course

Students should:

Develop a research question. Students usually come into the class with a “topic.” This may not actually be the topic for their actual dissertation depending on the stage students are in their program.)

- Identify an empirical problem
- Identify how this problem is related to an urban context
- Develop a focused research question
- Check with major professor about question

Learn the purpose and importance of a literature review for a dissertation.

Establish a framework/scope (identify areas relevant to the literature review) for a literature review of the 

- Educational problem and research question(s) used in the literature,
- Conceptual framework (e.g., if using a social justice framework in Administrative Leadership, how has this framework been used in the past),
- Theoretical framework, and
- Methodological approaches for the proposed study.

Learn to use sophisticated electronic library search and reference tools and other approaches to identifying literature.

- Usually this will involve a workshop with a librarian.
- Students should also learn to look at reference lists in scholarly publications to identify key scholars in the field and other literature.

Learn how to set boundaries of inclusion and exclusion around what will and will not be included in review, based on the research question.

Demonstrate the ability to go beyond summary to analyze and synthesize the literature, looking for:

- gaps, limits, issues in analysis, patterns, key scholars, core branches or “schools” in different sub-areas, development over time, areas of agreement, etc.
- Questions emerging from the literature that could be used to frame a student’s argument for pursuing dissertation Theoretical framework, and
- Methodological approaches for the proposed study.

Learn to use sophisticated electronic library search and reference tools and other approaches to identifying literature.

- Usually this will involve a workshop with a librarian.
- Students should also learn to look at reference lists in scholarly publications to identify key scholars in the field and other literature.

Learn how to set boundaries of inclusion and exclusion around what will and will not be included in review, based on the research question.

Demonstrate the ability to go beyond summary to analyze and synthesize the literature, looking for:

- gaps, limits, issues in analysis, patterns, key scholars, core branches or “schools” in different sub-areas, development over time, areas of agreement, etc.
- Questions emerging from the literature that could be used to frame a student’s argument for pursuing dissertation research.

Students should emerge from 801 with a draft of their literature review.
Goals for 901 Research Design Course

Requirements: Must have taken Ed Pych 724, Currins/Admin Lead 729, and one other research course (10 credits).

Students should:

Develop competencies in

Logic of inquiry

The relationship between specific research methodologies and different research questions.

The difference between the questions that can be asked in qualitative vs., quantitative, vs. mixed methods research.

How a research question points to the research methodologies. (Students frequently want to ask questions that cannot be answered with their methodology of choice, particularly efforts to determine answers about a “population” with qualitative research; or students may come in trying to use quantitative research without starting with a hypothesis.)

Understand a range of possible design options, e.g.: experimental design, quasi experimental design, case study, surveys, time sequence, narrative, theoretical, historical phenomenology (both qualitative and quantitative).

Be able to:

Design a sampling plan
Conduct data analysis
Interpret data
Write up and present data
Explain the considerations that led them to choose a particular design.
Understand the epistemology of their design.

Be able to articulate ethical conduct of research standards, including

Knowledge of IRB standards and procedures (including taking the IRB training; the IRB director could be invited to visit the course).

AERA standards for ethical research in the social sciences.

How research can be interpreted by different cultural groups (understanding local cultural norms and beliefs) and the implications of their research for these groups (see description in IRB documents).

Issues of power.
Goals for 901 Research Design Course (cont.)

Be able to

Assign a process to conduct a research study for the student’s dissertation research.

Assign research instrumentation/measures which translate into methodological tools that can address the specific question being asked (e.g., what can interviews tell you and not tell you, what can surveys tell you and not tell you, etc.).

Operationalize key measures and terms.

Apply quality control measures to their design (e.g., validity, reliability, generalizability, transferability, and dependability).

Design an appropriate methodology for their dissertation research

Students should emerge from the course with a draft of chapter 3
MAJOR ADVISOR

Selection of a Major Advisor

Temporary Advisor
Upon admission to the doctoral program, you are assigned a TEMPORARY advisor in your specialization. This person is available to discuss initial course selection and provide general advice about the program and specialization.

Major Advisor for Dissertation
After beginning the program and before filing a plan of studies, you should seek a MAJOR ADVISOR, a professor from within your specialization who will SUPERVISE THE COMPLETION OF YOUR DISSERTATION. The permanent major advisor may—but generally is not—the same person who was the temporary advisor. Selection of a major advisor is by mutual consent between you and the faculty member. Notify the Urban Education Doctoral Program (UEDP) through milestones when the major advisor has agreed to serve.

Students may have two co-major advisors. One major advisor must always be from the department where the specialization is located. The other major advisor can be from anywhere in the university. Often one co-advisor is the primary professor working most closely with an advisee on his or her dissertation.

All major advisors (and committee members, with the exception of an external member) must be official members of the Graduate Faculty of the university. It is your responsibility to check whether they are official members. When in doubt, please contact the Doctoral Director.

EXTENSIONS AND READMISSION

Extensions for Students Who Have Not Completed After Seven Years
Any student request for an extension beyond the 7 year limit or for readmission to the program must be submitted to the student’s advisor and then to the Doctoral Director. Requests must include:
1. A statement and any relevant documentation related to his or her progress as well as a justification for either continuation, an extension, or readmission.
2. Documentation of any work completed toward a preliminary exam, proposal, or final dissertation, depending on the requirements of a student’s specialization and status in the program.
3. A plan and timeline for completion of the dissertation.
4. A written statement from the student’s advisor explaining the referral or explaining his or her position on extension or readmission, with, when necessary, a plan for additional support toward degree completion.

The form requesting an extension after 7 years can be found on the UEDP website.

Requests not supported by a student’s advisor will not be considered.

Upon submission, the Doctoral Director will either approve the request or forward the materials to the
Requests for Extensions after Ten Years
Requests for extensions after 10 years must also be submitted to the Graduate School for approval. At this point, students will use the Graduate School form that can be located on Doctoral Student Toolbox web page.

Readmission
Students returning after an absence of two or more semesters must apply for readmission. Students and major advisors are advised that the UEDP will strictly enforce student re-entry requirements in order to relieve major advisors of heavy advising loads and to make certain that entering students and those actively pursuing their studies will have an opportunity to work with the major advisor of their choice. Students who have been inactive may not be permitted to re-enter the program.

An application for re-admission must be made through the "Reentry Application" link on the general application website: http://graduateschool-apply.uwm.edu/. Students can only use the reentry application if they meet the following requirements:

- Completion of at least one semester’s work on your UWM degree within the past five years
- A cumulative graduate GPA of at least 3.0
- Clearance of academic and administrative holds
- Be within the time limit for degree completion
- Receive approval from the UEDP Doctoral Director
- Pay a $20 fee.

Students who do not meet the above requirements must complete a new application to the program in full and will also need to have their previous credits in the program evaluated for transfer.

Student Progress Committee
In cases where an approval of extension or re-entry is uncertain, students may be referred to the Student Progress Committee.

The charge of the Student Progress Committee is to determine the status of a student’s progress in the UEDP program and to recommend whether a student referred to the Committee:

- Requires additional support
- Should be granted an extension beyond the 7-year time limit
- Should be readmitted to the program

Students may be referred to the Committee by the Doctoral Director. The student will be asked to provide to the Committee:

1. A statement and any relevant documentation related to his or her progress as well as a justification for either continuation, an extension, or readmission.
2. Documentation of any work completed toward a preliminary exam, proposal, or final dissertation, depending on the requirements of a student’s specialization and status in the program.
3. A plan and timeline for completion of the dissertation.
4. A written statement from the student’s advisor explaining the referral or explaining his or her position on extension or readmission, with, when necessary, a plan for additional support toward degree
DOCTORAL COMMITTEE COMPOSITION

Selecting a Doctoral Committee

It is your responsibility and choice to determine the membership of your doctoral committee. The committee consists of a minimum of four members:

The rule for representation on committees is that the Major Advisor (or Co-Advisor) must be from the Specialization Department.*

- No other members besides the major professor must be from the specialization department.
- No more than three members from the specialization department can be on a dissertation committee.
- One member of the committee must be from outside of the School of Education (students should consult with their major advisor if they wish to seek an exception). This member should have expertise in the subject area and/or methodology of the intended dissertation. Ordinarily, all individuals must be members of the UWM Graduate Faculty. The only exception is for an external member.
- Graduate School guidelines prohibit committees of more than five members.

External Members

One member may be appointed who is not a UWM faculty member. External members must be supported by your major advisor and approved by the director of the UEDP. You should submit a copy of the prospective member’s vita along with a completed External Member Approval Form [Appendix] to the Director of the UEDP. This form can be obtained from the UEDP website at www.phd.soe.uwm.edu.

An external member is one way to fulfill the ‘one member from outside the School of Education’ requirement. However, all professors at UWM should be members of the UWM Graduate Faculty.

Professors who have Retired from or Departed the University

A. Departed faculty members are automatically allowed to serve as Major Advisors for two years from the date of separation from UWM.
   a. Departed Major Advisors must have a Co-Advisor from UWM.
   b. It is recommended that Co-Advisors from UWM be from the specialization department, but this is not required, since the departed Advisor counts as a department member.

B. After two years, the Executive Committee of the specialization department must vote yearly to allow a departed faculty member to continue to serve as a Co-Advisor.
   a. As long as the Executive Committee votes yearly to support this, a departed faculty member can continue as a Co-Advisor on dissertation committees indefinitely.

When to Appoint a Doctoral Committee

Program of Study: 3 Members - You must file a plan of studies by the fourth semester after being admitted to the program. The plan of studies must be signed by your major advisor.

Prelims and Proposal: 4 Members - All four members of your committee must be appointed prior to your Preliminary Examination and Proposal.

It’s to your advantage to have a full committee prior to your Preliminary Examination.
Rationale for Your Doctoral Committee Membership

It is important you give careful thought to the selection of your doctoral committee members. Therefore, you are expected to provide a rationale for how the expertise of each member contributes to your plan of studies and proposed dissertation topic.

The written rationale is an important piece of your plan of studies. If all the members are not selected at the time of submission, you can provide the rationale as you appoint each additional person to your Committee.

All committee members (except for a possible external member) must be members of the graduate faculty.

Changes in Membership

You are free to change your committee membership as your academic plans change. A formal notification of the change must be submitted to the Director of the UEDP through Milestones.

Prior to achieving dissertation status, faculty members can remove themselves from a committee, or a student can decide to remove them.

After achieving dissertation status, only the student has the right to change committee membership (members cannot officially step down).
PLAN OF STUDIES

The purpose of the plan of studies is to assist you in carefully planning and executing a coherent program of coursework. You must complete a plan of studies by the fourth semester after being admitted to the Doctoral Program. Full-time students are advised to file by the end of their first year.

The specific courses which will be part of your program are agreed upon by your major advisor and doctoral committee members. You and your doctoral committees must be sure that the program satisfies the minimum requirements which are applicable to all students, outlined under required courses. The major and minor professors may require courses beyond the minimum.

The major advisor is urged to help you file your plan of studies as soon as possible. Delay in completing a plan of studies may lead to unnecessary courses being taken.

After the proposed plan of studies has been developed in conjunction with the major advisor and doctoral committee, you must submit your plan of studies. The Plan of Studies Form [Appendix] is available online at www.phd.soe.uwm.edu.

The Director of the UEDP will review your plan of studies for conformity with course distribution requirements and applicable standards. Your plan of studies must be approved by the Director, subject to appeal to the Urban Education Doctoral Committee.

When it is approved, the original of your plan of studies will be retained by the UEDP, and copies are forwarded to your major advisor and to you.

Changes in the Plan of Studies
Changes may be made at your discretion. These changes should be reviewed and approved by the major advisor. A formal written request for changes should be sent to the Director of the UEDP.

Changes which have not been approved may lead to the denial of authorization to take the preliminary examination. Therefore, students should submit requested changes in a timely manner, not after the substitutions have been made.

Program of Reading and Research Opportunities
You are advised that apart from coursework, you should also develop a program of reading around your research interests, particularly as it might apply to a possible dissertation. Availing yourself of informal opportunities for research and scholarly dialogue outside formal coursework can also contribute to your development in important ways. In short, the plan of studies reflects only one aspect of doctoral preparation and should be developed in conjunction with other plans for professional growth.
## REQUIRED COURSES

### Urban Seminar Requirements (9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 701</td>
<td>Urban Educational Issues</td>
<td>3cr</td>
</tr>
<tr>
<td></td>
<td>This Course will discuss major issues in urban education and the research methods used to address them, including an introduction to qualitative and quantitative research. <strong>Must be taken during first year of admission.</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 801</td>
<td>Urban Education: Doctoral Seminar</td>
<td>3cr</td>
</tr>
<tr>
<td></td>
<td>An advanced seminar focused on the development of literature reviews for dissertations.</td>
<td></td>
</tr>
<tr>
<td>EDUC 901</td>
<td>Advanced Seminar in Urban Education</td>
<td>3cr</td>
</tr>
<tr>
<td></td>
<td>This course focuses on the development of a research design for your dissertation.</td>
<td></td>
</tr>
</tbody>
</table>

### Research Methods Requirements (13-16 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSY 624</td>
<td>Educational Statistical Methods I</td>
<td>3cr</td>
</tr>
<tr>
<td></td>
<td>Overview of common statistical techniques used in educational research, including univariate and bivariate descriptive statistics, chi square, and linear regression. <strong>This is a prerequisite to ED PSY 724 and may be waived.</strong></td>
<td></td>
</tr>
<tr>
<td>ED PSY 724</td>
<td>Educational Statistical Methods II</td>
<td>4cr</td>
</tr>
<tr>
<td></td>
<td>Univariate analysis of variance, including one-way and n-way designs, repeated measures, and multiple comparisons.**</td>
<td></td>
</tr>
<tr>
<td>AD LDSP/ CurrINS 729</td>
<td>Qualitative Research and Field Studies in Education Settings</td>
<td>3cr</td>
</tr>
<tr>
<td></td>
<td>Examination of qualitative techniques as applied to educational research and evaluation in schools, classrooms, and other educational settings.</td>
<td></td>
</tr>
</tbody>
</table>

**Research Required Subtotal** 7-10 cr

All doctoral students select additional advanced level (700 or above) coursework (minimum 6 credits) from either a quantitative track or a qualitative track.

Work with your major advisor to determine the appropriate courses.

**Research Advanced Subtotal** 6 cr

*Specialization research requirements may exceed those specified here. See specialization program requirements pages for more information.

### Urban Seminar Total 9cr

### Research Methods Total 13-16cr

11
REQUIRED COURSES (continued)

Alternatives to Ed Psy 724
With the permission of their Major Advisor, students may request an alternative to Ed Psy 724 focused on reading and understanding quantitative research.

Ed Psy 724 is the standard and recommended requirement for the UEDP quantitative research requirement. However, for students whose focus is qualitative or on other non-quantitative methods, a course focused on reading and understanding quantitative research may be more relevant. Major advisors may recommend an alternative quantitative course for a student in this situation. This course must be approved by the Doctoral Director.

Eligible courses must equip students adequately to read and make sense of quantitative research in scholarly publications.

Students must still demonstrate quantitative skills at the level of Ed Psy 624, either by taking this course or by demonstrating they have completed equivalent coursework.

*Ed Psy 728 Techniques of Educational Research is recommended and automatically approved if chosen by the student and approved by the students’ major advisor.*

After major advisor approval, unless the course is Ed Psy 728, students must send an email listing the course and explaining why it meets the requirements for an alternative to Ed Psy 724.

*Note to students and advisors: Ed Psy 728 and likely other alternative courses will not prepare students to conduct quantitative research. There are a series of courses that prepare students for conducting such research. Students who later decide to use quantitative research approaches to address their research question will need to take Ed Psy 724 at a minimum.*
REQUIRED COURSES (continued)

REQUIRED COURSE OFFERING PLAN:
URBAN EDUCATION DOCTORAL PROGRAM

Note: Not all students will take 3 courses a semester. Cohort model assumes at least 2 per semester in most semesters.

<table>
<thead>
<tr>
<th>TERM</th>
<th>COURSE</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COHORT 1 BEGINS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>EDUC 701</td>
<td>M (evening)</td>
</tr>
<tr>
<td></td>
<td>ED PSY 624</td>
<td>Tu (evening)</td>
</tr>
<tr>
<td></td>
<td>Elective/Program Req.</td>
<td>W-R-F-S</td>
</tr>
<tr>
<td>Spring</td>
<td>Elective/Program Req.</td>
<td>M-W-R-F-S</td>
</tr>
<tr>
<td></td>
<td>ED PSY 724</td>
<td>Tu (Evening)</td>
</tr>
<tr>
<td>Summer</td>
<td>CURRINS/AD LDSHP 839</td>
<td>First Six Week Session</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COHORT 1, YEAR 2</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>EDUC 801</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>CURRINS/AD LEAD 729</td>
<td>Tu</td>
</tr>
<tr>
<td></td>
<td>Elective/Program Req.</td>
<td>Th-W-F-S</td>
</tr>
<tr>
<td>Spring</td>
<td>EDUC 901</td>
<td>M</td>
</tr>
<tr>
<td></td>
<td>CURRINS/AD LEAD 829 or ED PSY Methods (8xx)</td>
<td>Tu</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COHORT 1 REQUIRED COURSES COMPLETE</td>
<td></td>
</tr>
</tbody>
</table>
GENERAL PROGRAM REQUIREMENTS

1. You must meet all of the program requirements of the Urban Education Doctoral Program.
2. If you do not have a masters degree in a related field of your chosen specialization, you may be required to take appropriate course work as a prerequisite to the specialization.
3. You will be required to pass preliminary examination by demonstrating competence in urban education, research methods, your specialization, and your minor area. Some specializations accomplish this through a combined preliminary exam/dissertation proposal process.
4. A dissertation will be required in your specialization. The dissertation advisor (major advisor) must be an approved doctoral advisor who is a member of the specialization faculty.
5. Exit Requirements: Contingent upon the satisfactory completion of program requirements, the preliminary qualifying examination, and the successful oral defense of the dissertation, the Urban Education Doctoral Committee Chair will give final approval for the specialization inclusion on your transcript.

MINOR

See specialization information to see if minor is optional, and if not, what is required.
PRELIMINARY EXAMINATION

The Doctoral Preliminary Examination is taken at the end of your coursework. The examination consists of a written and oral portion. Its purpose is to indicate to the Doctoral Committee whether you demonstrate mastery of coursework and relevant subject matter and whether you are qualified to proceed with dissertation planning.

NOTE: the Educational Administration; Adult, Continuing and Higher Education; and Social Foundations Specializations no longer require a separate preliminary examination. For these specializations, the proposal and the preliminary exam are combined, and students achieve dissertator status only when the proposal has been approved.

The examination is administered by your Doctoral Committee and is subject to the following guidelines:

The written exam is composed by members of the committee. Each member of the committee is invited by the chair to submit questions for the examination. These questions will cover the following four areas: the urban knowledge base, the area of specialization, research methods, and the minor.

The members of your committee will determine the format of the written exam by selecting one of the following options:

- A two-day sitting in which you are provided with one question each morning and one question each afternoon. No books other than a dictionary or thesaurus are permitted. By special arrangement, a word processor may be used.
- OR
- A take-home exam arranged by your Committee. Students who are provided a take-home exam are allowed a maximum of 14 days to complete the exam.

Following the completion of the written portion of the exam, your committee will schedule an oral examination. The purpose of the oral examination is to provide the members of your committee an opportunity to more fully explore your responses to the written examination, and to determine your understanding of coursework and related bodies of knowledge that are necessary for your specialization of study and for the successful completion of the dissertation. A minimum of four members of the committee must be in attendance at the oral examination.

Qualifications to Take the Exam
You must have completed all coursework or be in your final semester. The Director of the UEDP will review your plan of studies to make certain that all requirements have been met and courses taken. At least four members of your doctoral committee must have been already approved by the UEDP.

Planning for the Exam
Approximately six months before the exam is scheduled, you should, in consultation with your major advisor, convene a planning meeting with you doctoral committee. Additional courses or readings may be recommended by your doctoral committee to help you plan for the exam.
Scheduling the Exam
At the beginning of the semester that you are eligible to take prelims, you must apply for the preliminary exam on Milestones. Please provide at least a **three-weeks notice**.

If the exam does not take place, you must file a new application on Milestones for the next semester.

**NOTE:** During the semester that you are preparing for doctoral prelims, you may enroll for a **minimum of 1 graduate credit of 990** with your major advisor and still be considered **full time for financial aid or grant purposes**. You will need to enroll for 3 credits of 990 for each subsequent semester.

Students who are in specializations that combine the proposal and the preliminary exam may enroll for a minimum of 1 graduate credit of 990 for **TWO** semesters and still be considered full time for financial aid or grant purposes.

This status does not fulfill residence requirements. To request this option, you must have already submitted your Application for the Doctoral Preliminary Examination on Milestones.

Teaching/Research/Project Assistants who are studying for the preliminary exam may also enroll for one credit. This reduced credit load is applicable for one semester only (two for “proposal only” students), and the Assistant MUST have an approved application for the preliminary exam on file with the Graduate School in order to qualify. If this application is not on file, the Bursar’s Office will remove the student’s tuition remission based on an insufficient credit load. See: [uwm.edu/graduateschool/graduate-assistant-policies-procedures/](http://uwm.edu/graduateschool/graduate-assistant-policies-procedures/)

Possible Rubrics for Responses to Questions in the Written Examination

**PASS WITH DISTINCTION**
In addition to the criteria for Pass, your responses meet the following criteria:
1. Demonstrate understanding of key concepts by synthesizing these into a new set of questions or analytical framework.
2. Creative and/or original approach to the topics.
3. Strong conceptual organization and clarity directed toward generalizations.

**PASS**
1. Analyzes the problem into its constituent elements.
2. Develops a line of logic that is carefully supported by references, studies, and reasoned thinking.
3. Studies and information are used to support a clear conceptually linked organization.
4. Accurately captures the central information relative to question topics.

**FAIL**
1. Inaccuracies, incomplete and/or inadequate coverage of question topic.
2. Unclear organization, linkages among ideas not clearly established.
3. Unclear logic--line of reasoning not developed.
4. Recitation (listing) mode of presenting studies and information.
Preliminary Examination (continued)

Prelim Evaluation Instructions - Major Advisor
The Major Advisor must indicate on Milestones that the student has passed the prelims. The Doctoral Director must also indicate approval.

Upon successful completion of your preliminary examination, you must submit a copy of the exam questions and responses to the UEDP office.

Revision/Retaking Portions of the Exam
If your doctoral committee decides that you have failed one or two questions but not the entire exam, it should allow no more than 30 days for revision or retaking the exam. If you pass after retaking the exam questions, the major advisor can indicate on Milestones that you have passed. If you fail the new question, your committee will deem that you have failed the preliminary comprehensive exam.

Repeating the Exam
You may take the preliminary comprehensive exam twice. A student failing twice will be dropped from the Program.

If you are failed by your doctoral committee, the committee should arrange for you to complete additional readings and/or coursework before repeating the exam.

Your doctoral committee should establish a reasonable timetable for retaking the exam. You have only one opportunity to retake the exam. If you are failed by your doctoral committee a second time, you will be dismissed from the Urban Education Doctoral Program.

Communications
All timetables and instructions to you should be communicated both orally and in writing.

Candidate for Degree
After passing the preliminary examination (or in the case of specializations combining the preliminary exam with the proposal, the proposal) you are formally recognized and congratulated as a Candidate for the Doctoral Degree. This stage recognizes your readiness to undertake independent research. The Graduate School will communicate to you and your major advisor the following requirements of the candidate for degree stage:
1. Conduct a proposal hearing, if a student is in a program requiring a separate preliminary exam (see Proposal Hearing requirements in the Dissertation section of this Handbook.)
2. Form a dissertation committee. (NOTE: The UEDP requires all students to already have a doctoral committee in place.)
PRELIM/DISSERTATION PROPOSAL COMBO

Students in Adult & Continuing Education Leadership, Educational Administration, and Social Foundations of Education will fulfill the Preliminary Examination requirement through the successful completion of the Dissertation Proposal Hearing process.

The Preliminary Examination information regarding qualifications for taking the exam, scheduling the exam, exam rubric, and candidate for degree also apply for the Prelim/Dissertation Proposal Combination.

Be sure to sign up on Milestones for both the prelim and the proposal at the same time.

DISSERTATION

Doctoral Dissertation Guidelines
Guidelines for students, major advisors, and doctoral committee members concerning the development of Ph.D. dissertations.

Advanced Planning for the Dissertation
Each student should begin planning for the dissertation soon after entering the Ph.D. Program and beginning course work. The Ph.D. Program in Urban Education is more than a series of course requirements. It is a period of intensive preparation and study, of which course work is one component. The most advanced stage of this preparation for earning the Ph.D. degree is completing the dissertation. It is important that students inform themselves early about what the dissertation entails and how to prepare themselves to undertake this task.

There are at least four advantages to beginning discussion of a possible dissertation topic early rather than deferring it until after the preliminary examinations are completed. First, course work can be selected more strategically. Second, some course requirements such as term papers may be tailored to explore emerging research interests if the course instructor agrees to its appropriateness in the context of the course. Third, students with a possible dissertation focus in mind may arrange an Independent Reading as part of their course work. Fourth, a student who has done prior thinking about the dissertation is less likely to become that most unfortunate of all classifications "A.B.D." (All But Dissertation). The high attrition rate in doctoral programs often occurs at this stage among students who are overwhelmed by the responsibility of designing and completing a dissertation.

In order to encourage early thinking on this matter, EDUC 801 requires students to conduct an in-depth review of the literature on a research topic mutually agreed upon, while EDUC 901 requires the student to develop a research design for a dissertation.

The student is should be in close consultation with the major advisor on selection of this topic. This and other course work may help the student begin a draft of the literature review chapter of the dissertation, and an initial draft of a research design. If the the proposal hearing has not yet taken place, this work can inform the development of the proposal.
DISSEhERTATION (continued)

Major advisors are strongly encouraged to help the student develop a program of reading on one or more topics of interest. This will be encouraged in EDUC 701, Urban Education Issues. A program of reading may be undertaken in a variety of ways—on one's own, via Independent Readings, through informal meetings with a major advisor, or even through a reading group with fellow students.

Informal opportunities to conduct research also are important ways to prepare for the dissertation. Exposure to actual practice in conducting research while moving through the doctoral program, will make the selection of a dissertation topic and the development of a research proposal much less challenging. Less Students are encouraged to seek out such opportunities, and major advisors have a responsibility to encourage students to pursue such activities and help them arrange appropriate experiences. While full-time students can most easily arrange such “practicum” experiences, there are a variety of ways part-time students also can avail themselves of such opportunities, sometimes at a work site itself.

Appropriate Dissertation Topics and Methods
The major advisor and doctoral committee will help a student select an appropriate, manageable topic

A dissertation should represent original scholarship which makes a substantial and significant contribution to knowledge. The dissertation should demonstrate the student's competency to conduct and report research in the field of education and in the Specialization in particular. For a student who is planning a scholarly career, the study represents the first step in a program of systematic inquiry and scholarship. However, regardless of a student's ultimate career objectives, it is important to understand that the dissertation is a beginning in a program of scholarship, not a culmination. As such, it will be helpful for each student to develop an accurate understanding of what constitutes a substantial, significant study which will be manageable as well.

In this context "original" research means some heretofore unexplored topic. Ordinarily the work will be done by the student independently. However, when a student's dissertation is part of a larger project, the student should clarify in the dissertation proposal what the student's original scholarly contribution will be, independent of other students or the faculty member who originated the project.

As stated above, the dissertation research should be substantial. "Substantial" means simply that the research is not minor, i.e., it has substance and depth. William Bowen in his 1981 President's Report at Princeton (quoted in The Role and Nature of the Doctoral Dissertation, Council of Graduate Schools, 1991) stated that the dissertation should be thought of "not as a final magnum opus, but as a demonstration that (the student) has mastered the tools of independent research and has made at least a modest contribution to knowledge."

A substantial dissertation should also be significant. "Significant" refers to the choice of a topic and to the impact of the research. The study should, at a minimum, be useful to scholars and practitioners working in a field. A dissertation of exceptional quality may affect the way scholars and practitioners think about that field. Moreover, an exceptional dissertation will represent not only high quality research, but will be a significant document, reflected in the way the study is reported and written. While not every dissertation may rise to this description of being exceptional, every dissertation should be significant enough that a student will be able to present the study's findings at a scholarly conference and ultimately publish it in a refereed scholarly journal.
DISSEPTION (continued)

Considerable thought should be given to the appropriateness of the research problem for the Ph.D. Program in Urban Education. At a minimum, a dissertation should deal with a problem or issue whose educational aspects would be recognized readily by most scholars and practitioners in the field of education. Because some topics fall outside this definition, students are urged to consult closely with their major advisor and doctoral committee in the early stages of selecting a dissertation topic. It is incumbent upon the student to explain in the dissertation proposal how a particular topic can be understood as educational. Moreover, the introductory chapter of the dissertation itself should address this issue. Each Specialization may wish to supplement these guidelines with more specific information.

A replication of earlier scholarship done by others can represent a potentially significant dissertation topic. However, the student and doctoral committee should ask what original knowledge the replication study would generate. For example, if the replication tests a theory, model, or practice with a new population, of what potential significance for scholarship and practice is this new information?

Questions arise as to whether "survey research" constitutes a significant dissertation. No straightforward answer to this question is possible, and each student and Doctoral Committee must be the final arbiter. As a general guideline, however, it is useful to ask whether the findings would contribute in important ways to a knowledge base in the field, preferably at the level of creating or confirming a concept, analytical framework, model, or theory. If the study merely describes some phenomenon from the perceptions of actors, it should be asked what the study will contribute beyond the description itself.

A critical component of all dissertations is a significant review of the literature. A literature review should be current and thorough, reflecting an attempt by the student to be exhaustive. The student's doctoral committee will expect the literature review to demonstrate the student's mastery of the existing knowledge base in the proposed area of inquiry. Further, the review should be structured so as to point to the need for the proposed dissertation research. A literature review is not simply a summary of what has been read. Students must be able to organize the literature into coherent set of themes. A list of summaries of studies is not a literature review. Students must be able to "synthesize" what they have read, discussing the literature's strengths and limitations, any key gaps, areas of research that most need to be pursued, etc. The synthesis provides a critical opportunity to "speak back" to the literature as a scholar instead of simply accepting it as established truth or avoiding its inevitable internal tensions. Ultimately, the task of writing a review of the literature may require many judgments as to what to include and exclude, what level of detail to provide, how to organize, and so on. These judgments are part of the process of defining the research problem which the dissertation will address.

Both the student and the major advisor have a responsibility to assure that the doctoral committee's membership reflects expertise concerning the subject matter as well as expertise on research methodology.

Considerable thought should be given to the fit between a research problem and the most appropriate design and methods for investigating that problem. A research problem should guide consideration of methods, not the reverse. Merely selecting a design because the student is familiar with particular research methods, or because a given design is convenient, irrespective of its appropriateness to the research problem, is not a desirable approach. The major advisor and doctoral committee should address this issue with the student at an early stage in dissertation planning, and EDUC 901 should help the student work on this design.
The UEDP is committed to the principle that there are diverse ways to conduct scholarly inquiry. Accordingly, course requirements in the area of research methods strive to provide each student with a breadth of exposure both to qualitative and quantitative methods, as well as depth of training in one of these areas. The requirement that students be informed about both areas reflects the view that some research problems may require a combination of methods, as well as the intention that graduates of this Ph.D. Program be broadly informed.

Students should select carefully whether to concentrate in the qualitative or quantitative track. Neither one nor the other approach to research is inherently easier. In some cases, for example, qualitative methods may require a study which is more difficult or more time consuming to execute, analyze, and report.

At the same time, it is important to emphasize that whatever research tradition one is working within, research methods must satisfy appropriate standards for the logic in use. Attention to research design considerations is as important as the prior selection of a research topic.

Students are advised that any study involving human subjects must receive Protection of Human Subjects Review approval prior to proceeding. Guidelines are available from the Institutional Review Board (IRB) on-line at https://uwm.edu/irb/.

The major advisor and doctoral committee members have a significant responsibility in helping ensure the student understands whether a proposed study meets acceptable research standards. Although some design modifications may occur once a student has begun to conduct research (particularly in qualitative studies), a study which begins with a fundamentally weak design almost never is improved significantly after the research is underway. Accordingly, the time to correct important design problems is before approval is granted to proceed. Proposed studies which are weak in research design should be strengthened until they are acceptable and only then presented at the dissertation proposal hearing. Doctoral committees should defer approval of dissertation proposals at a proposal hearing until the study is judged acceptable to all the doctoral committee members. Major advisors should consult all members of the doctoral committee in reaching such consensus, preferably before the hearing is convened.

Each specialization may wish to illustrate for the student the accepted modes of inquiry within the specialization, and examples of sound research.
Dissertation Proposal Structure
The UEDP suggests to the student and doctoral committee the following standard format for the dissertation proposal. Because of the diversity of research problems and methods undertaken for dissertation study, the items covered under these general headings are likely to vary. Here the student should consult closely with the major advisor and members of the doctoral committee. Students may wish to consult published guides to help them in their thinking.

Section 1: Introduction
The research problem is discussed and in general terms the need for the research. This section should include the theoretical framework, underlying research assumptions, and the significance of the problem and proposed study. The appropriateness of the topic to education, or particularly urban education, should be made clear wherever the linkage is not obvious.

Section 2: Review of the Literature
This section should demonstrate the student’s thorough familiarity with the research problem, what is known or not known about it, and should document the need for the research study which will be proposed in the following section.

Section 3: Design of the Study
This section outlines the research question(s) or hypotheses, the conceptual framework or theoretical constructs upon which the study draws, operational definition, the data collection methods (including sampling), a rationale for selecting these methods given the research problem, and methods of analysis. Procedures for protecting against bias and for protecting human subjects, where appropriate, should be addressed. Any instruments developed by the student may be appended to the proposal.

Section 4: Significance of the Study
This section should address why the proposed research would be an important contribution to knowledge and therefore is worth undertaking.

Dissertation Structure
There is no universal rule for the proper organization of a dissertation. The following guide is presented to advise the student and doctoral committee on a typical format. In some circumstances, particularly in the case of a study which has employed qualitative methods, a doctoral committee may approve a format which deviates from the standard set out below.
The dissertation will ordinarily consist of five chapters:

**Chapter 1: Introduction**
This chapter introduces the reader to the significance of the research problem and briefly summarizes the nature of the study which will be undertaken to address this problem. Where necessary, the relationship of the topic to education, or particularly urban education, should be clarified.

**Chapter 2: Review of the Literature**
This chapter parallels that in the dissertation proposal. It consists of a thorough review of previous research relevant to the study, leading to a demonstration that further research of the kind being undertaken will contribute important knowledge about the research problem. The literature review concludes with a discussion of how the literature relates to the study and how the core questions of the study grow out of and are informed by the literature, filling some "gap" in that literature. A literature review should always be tightly connected to the research design. In other words, Chapters 2 and 3 should not just be "next to" each other, they should inform each other, and changes in one should affect changes in the other.

**Chapter 3: Design of the Study**
Again, this section parallels and expands on the relevant section of the dissertation proposal.

**Chapter 4: Findings**
This chapter presents the findings of the study. The method of organization ordinarily follows the research questions or hypotheses.

**Chapter 5: Conclusions**
This chapter discusses the implications of the findings for theory and for practice. Where necessary, the study's relevance to education, or particularly urban education, is underscored. The significance of the research once again is reviewed, the specific contribution of the study, as well as its limitations, are pointed out, and suggestions for further research are offered.

**Appendices and References**
Students are advised to consult the Graduate School guidelines on technical aspects of layout and typing of the manuscript. Dissertations that do not follow those guidelines will not be accepted. Guidelines and rules can be found at the Doctoral Student Toolbox: http://uwm.edu/graduateschool/doctoral-toolbox/

**Dissertation Format**
At the time you begin to work on your dissertation, check with the Graduate School to make sure you check the requirements at the Doctoral Student Toolbox: http://uwm.edu/graduateschool/doctoral-toolbox/.

**Monitoring of Dissertation Progress**
The doctoral committee, under the leadership of the major advisor, should conduct at least once annually (after the passage of preliminary examinations) a formal review of the doctoral candidate's progress on the dissertation. This should begin after the preliminary exams are passed. This review process provides a forum both for accountability and for formative help for the student. The UEDP is committed to helping students complete their requirements for the degree in a timely manner.
The Role of the Major Advisor

The major advisor (or co-major advisors) plays a key role in suggesting to the student interesting issues and problems in the field prior to the completion of course work. The major advisor can help the student understand how to define an important topic, how to design a useful study, and how to carve out a manageable study which can be completed in a reasonable period.

The major advisor should work out in advance with the student reasonable expectations for how the advisor will respond to the student’s written drafts. Ordinarily, a student has as right to expect responses within several weeks after having shared them with the major advisor or a member of the doctoral committee, providing they have been given advanced notice and agree to be available.

A major advisor should work out a procedure in advance with members of the doctoral committee as to how and when they are to be consulted throughout the dissertation process. In no case should a proposal hearing or final oral hearing be scheduled until all members of the committee have been polled by the major advisor to determine that there is consensus that the student is ready to proceed to the next stage. When members are polled during a hearing, the student should be asked to leave the room.

In cases where a dissertation is part of a larger research project directed by the major advisor, the latter should clarify in advance the specific publication rights of the student.

Final Oral Defense of the Dissertation

A final oral hearing should be scheduled only when all members of the student’s doctoral committee agree that the dissertation is acceptable. As a rule of thumb, the final oral should be a forum for formally defending the student’s completed work, not a place to make extensive corrections, although some of these may emerge from the discussion at the Hearing.

A hearing should not be scheduled until all members of the committee have been provided with a penultimate draft of the dissertation well in advance to permit a final reading. This draft should reflect prior changes requested by the committee and not be merely a working draft.

Students are advised to consult with the major advisor on how to prepare for the final oral defense of the dissertation.
DISSENTATION FORMAT (continued)

The Dissertation Proposal and Hearing
In conjunction with the major advisor, the doctoral student formulates a research idea and develops that idea into a formal written proposal. The approved dissertation proposal becomes the official document which guides the doctoral dissertator's research. Any deviations from the proposal must be approved by the student's entire committee.

Dissertation Proposal Hearing Procedure
The student is responsible for providing the UEDP office with the hearing location and the title of the proposed study at least two weeks before the scheduled date of the dissertation proposal hearing. The hearing is open and the date, time and location must be announced by the UEDP. After the proposal is approved, a copy of the proposal must be returned to the UEDP office. A simple majority of all committee members is required. No absentee ballots are acceptable. Upon approval, the student will receive a letter from the Graduate School.

The Defense of the Dissertation
The dissertation oral occurs when the student, major advisor, and committee members believe the dissertation is completed and is of the expected quality demanded by the student's committee. The defense of the dissertation represents the final academic task for the doctoral candidate, and like the dissertation proposal hearing, the defense is public and open. It is expected that all members of the student's committee will be present at the final oral defense. Any anticipated exceptions must be approved by the UEDP before the oral is scheduled. After the oral defense, if the student has passed, the major advisor should obtain the signature of each member of the doctoral committee on the warrant and return the warrant to the UEDP office.

Extra Copy of Dissertation
An additional copy of the dissertation should be provided to the UEDP prior to graduation in order to be eligible for the SOE Outstanding Dissertation in Urban Education Award.

See the "graduation" section of the Doctoral Student Toolbox for more information: http://uwm.edu/graduateschool/doctoral-graduation/
Application
You will need to complete and submit Application for the Doctoral Dissertation Defense and Graduation in PAWS, no later than the end of the second week of the semester you expect to graduate. You must also pay a non-refundable $40 graduation processing fee, which will be billed by the Bursar's office during the semester. If you do not graduate when anticipated, another application must be submitted; an additional fee is not required. The Graduate School then reviews the application and refers it to the UEDP office to establish a date of defense and approval.

At the same time you apply on PAWS, send a draft of the dissertation to your major advisor, who is responsible for determining the readiness of your dissertation for defense and scheduling a tentative defense date.

In order to graduate in the semester you applied for, the dissertation defense must be held at least two weeks before the graduation ceremony date. The Spring and Fall semesters are the best for scheduling defenses; scheduling during the Summer may be very difficult.

Committee Evaluation
Next, submit a draft of the dissertation to each of the four members of the doctoral examining committee, which is your doctoral committee. All committee members must read the dissertation in its entirety. The time allowed for members to read the dissertation is determined by the individual program units. A member cannot keep the dissertation for an inordinate amount of time because of the press of other duties. Service as a doctoral committee member is an integral part of a faculty member's teaching assignment, fully comparable to conducting classes.

After the committee members have read the dissertation, they advise your major advisor on its readiness for defense. If substantial revisions are necessary, they must be completed before the defense date is confirmed. Your major advisor contacts you to confirm this date.

Defense Readiness Confirmation
By mid-semester, the defense date should be set. Your major advisor returns the application for defense and graduation to the Graduate School, confirming the date.

About a month before the defense, you must have dissertation format reviewed by the Doctoral Student Specialist for Graduate School requirements. Contact the Graduate School to make an appointment.

Readiness for defense does not indicate acceptance of the dissertation; it means the committee agrees that you have met the terms of your proposal and that the dissertation is defensible. The decision to hold a doctoral defense, moreover, is not solely that of the committee. If you insist on defending the dissertation before the committee believes it is ready, you may defend.

See the Doctoral Student Toolbox webpage for any other details.
Additional DOCTORAL DEFENSE GUIDELINES & PROCEDURES

At least a week prior to the defense, the Graduate School sends a warrant to your department’s graduate representative. This is the document the committee will sign on the day of the defense. If committee membership or the defense date changes, the Graduate School (and the UEDP) must be notified, and a new warrant will be issued.

Defense
The subject of the doctoral defense is the dissertation itself. The dissertation defense provides an opportunity for you to demonstrate your expertise after several years of preparatory coursework, research, and writing. You also will demonstrate your ability to explain ideas and methods embodied in the dissertation and to defend the implications and conclusions of your research.

The defense allows your committee members to verify your independent scholarly contributions. They may offer guidance regarding publication possibilities for the dissertation, and encourage further research efforts in your area of academic specialization.

Voting
All committee members are responsible for reading and voting on the dissertation.

At the conclusion of the defense, the committee may vote either pass or fail, or it may decide to defer the decision. The warrant (indicating pass or fail) or the deferral form must be returned to the Graduate School within 10 working days (this includes processing through the UEDP office) of the defense or a deferral is automatically assigned.

**Pass.** To pass the defense, a simple majority of the committee must vote to pass—in this case three out of five. No absentee ballots are allowed.

**Fail.** If you fail the defense, you may re-defend once after a waiting period, to be determined by the committee and communicated to you in writing. The Graduate School requires that this second defense take place within one calendar year of the original defense. A new application and warrant are required for the second defense.

**Defer.** If the committee determines that you need more than 10 working days to complete revisions to the dissertation, a deferral form must be so marked and submitted to the Graduate School within 10 working days of the defense.

Your major advisor must notify you and the Graduate School (and the UEDP) of the specific reasons for the deferral action and the completion date required by the committee (not to exceed 4 months from the original defense date). If satisfactory changes are not made within 4 months, the deferral turns into a fail. You then have 8 months from the deferral deadline to pass a second defense. You cannot graduate in deferral status and must register for the next semester if the deferral is not changed to a Pass by the Graduate School dissertation submission deadline.
Additional

DISSERTATION DEFENSE PROCEDURES (Cont.)

The entire committee is responsible for verifying that the dissertation revisions have been made to their satisfaction. At this point, the committee passes or fails the dissertation and the major advisor returns the signed warrant to the Graduate School.

Graduation
Please see the Graduate School website for up to date graduation procedures and deadlines.
http://uwm.edu/graduateschool/doctoral-toolbox/

Scheduling Your Defense
Students should carefully take note of the deadlines and policies laid out in the Doctoral Student Toolbox:
http://uwm.edu/graduateschool/graduation-dates-deadlines/

Students must contact the UEDP office as soon as their defense date is established. The warrant will not be created until the UEDP is informed.

Warrant Processing & Graduation Paperwork
Upon receipt of the Warrant, the UEDP will forward it to the major advisor. The Warrant is signed at the final oral hearing and is returned to the UEDP office by the major advisor. After approval by the Director and upon receipt of a copy of the dissertation, the Warrant is forwarded to the Graduate School.

To finalize the graduation paperwork, it is required that the grades designated "P" (progress) be changed to a letter grade. These must be cleared from the student's record before the awarding of the Ph.D. can be indicated on the student's record. This is the responsibility of the major advisor.

The Graduate School will notify the program and student of the results of the defense and when all the requirements have been met for the Doctoral degree.

Final Defense Announcements
A one-page abstract must be prepared covering design and findings and be approved by the major advisor. This must be submitted to the UEDP office by the student at least two weeks prior to the scheduled oral defense. If it is not submitted, an announcement cannot be prepared and the hearing will be postponed. The abstract will be attached to the announcement of the dissertation defense hearing sent to committee members and major advisors.
REGISTRATION & LENGTH OF STUDY

**Interruptions**
If for any reason a student interrupts doctoral coursework (even for one semester), the UEDP should be informed of the interruption and the reason why.

Students who interrupt their work for one or more semesters (excluding summer) must file an application for reentry with the Graduate School. This will require the approval of the UEDP Director. (Please see comments under "Major advisor" section concerning policies regarding reentry of students who have been inactive.) Students who have been inactive may be required, as a condition of reentry, to develop an acceptable timetable for progress toward degree completion.

**Minimum Registration**
It is a Graduate School rule that all doctoral students who are at dissertator status (having passed the preliminary examination) must register for three (3) credits each semester until the doctoral dissertation is filed in the University Library. A special dissertator per credit fee/tuition rate is charged. Enrollment should be in 990 in the department of your major advisor.

**Length of Study**
Students have seven years from the date of admission to complete their Ph.D. Appeals exceeding seven years but not more than ten years must be approved by the Director of the UEDP. Appeals exceeding ten years also require the approval of the Urban Education Doctoral Committee and the Dean of the Graduate School.

RESIDENCY REQUIREMENT

The residency requirement is satisfied through the successful completion of 9 or more credits in each of two consecutive semesters, or by completing at least 6 graduate credits in each of three consecutive semesters.

Since residency requirements may be satisfied at any point during the taking of coursework, it is the student’s responsibility to notify the UEDP office when residency requirements have been met. Such notification must be in writing and include the semesters, year(s) and number of credits taken during each of the applicable semesters. Please use the Residency Requirement Notification form [Appendix]. This form can be found online at www.phd.soe.uwm.edu.

Please see the Doctoral Student Toolbox which will announce any potential changes in the residency requirements.
GOVERNANCE

Faculty
Membership in the faculty is restricted to members of the UWM graduate faculty and is subject to the approval of the existing faculty. Those individuals who are doctoral advisors (major advisors) are explicitly recognized as the faculty of the program. Doctoral advisors represent cooperating departments within the School of Education and are also recruited from other departments.

Urban Education Doctoral Committee (UEDC)
Jurisdiction over the doctoral program is vested in the UEDC. The Urban Education Doctoral Committee serves as the policy making and administrative agency for the Ph.D. program. Jurisdiction of the UEDC includes the following:

1. Establishing the objectives, requirements, and content of the Program.
2. Establishing and monitoring of necessary administrative procedures.
3. Establishing and administering doctoral student personnel policies and procedures, including admission, advisement, manner of fulfilling residence requirements, programming, examinations and certification of satisfactory completion of doctoral studies, and others as required.
4. Liaison with other units of the University and with off-campus agencies related to urban education.
5. Review and modification of the objectives, structure, policies and operation of the Doctoral Program in Urban Education, provided that major substantive or structural changes shall always be subject to review and approval by the Graduate Faculty Council, and administrative review and approval by the Graduate School Administration.

UEDC Membership
The membership of the UEDC consists of one member from each School of Education department and from each specialization, two student members, the Associate Dean (ex-officio), and the Director of Doctoral Studies (Chair).

Term of Office
Faculty elected to the committee serve three-year overlapping terms. Members may serve succeeding terms. Student members serve a two year overlapping term.

Method of Constituting the UEDC
In April of each year, the UEDC conducts an election to fill vacancies.