

Education, Ph.D.

The School of Education offers a Ph.D. in Education. The program seeks applicants from varied backgrounds and experiences who have the potential to become outstanding scholars and researchers in the field of education. The program currently offers three areas: (1) Human Development in Context; (2) Educational Policy and Social Context; and (3) Teaching, Learning, and Educational Improvement. Students enrolling in the program choose among these areas based on their research interests.

Course work for the program ordinarily takes two to three years to complete and involves a number of core courses, methodology courses, elective courses, and a directed research sequence. Before advancing, students are required to have successfully completed their first-year research poster project, second year research paper, and 12 courses as specified by the area requirements. Students should advance to candidacy in the fall quarter of their fourth year. The normative time for completion of the Ph.D. is five years, and the maximum time permitted is seven years.

Students are admitted to the program once per year to begin each fall quarter. Applicants must have completed a bachelor's degree with a grade point average of at least 3.0 and have prior course work or background related to the area for which they express interest. Applicants are required to submit a UCI application, transcripts, a statement of purpose, a personal statement, CV or resume, a writing sample, three letters of reference, and general GRE scores completed within the past five years. Applicants who are not citizens of countries where English is the primary or dominant language as approved by the UCI Graduate Division are also required to submit scores from either the TOEFL examination or the Academic Modules of the International English Language Testing System (IELTS).

Financial support will be offered in the form of teaching or research assistantships.

Students take a minimum of 12 4-unit courses, including five required research methods courses, five area courses, and one core course from each of the other two areas.

Required Methods Courses

A. Complete the following:

EDUC 222	Research Epistemologies and Methodologies
EDUC 265	Applied Regression Analysis for Education and Social Research
EDUC 283A	Qualitative Research Methods in Education I
EDUC 283B	Qualitative Research Methods in Education II
EDUC 288A	Educational, Social, and Behavioral Statistics

Additional Research Methods Courses (not required but strongly encouraged)

EDUC 210	Language, Literacy, and Discourse
EDUC 221	Longitudinal and Advanced Structural Equation Modeling
EDUC 234	Measurement and Psychometrics
EDUC 259	Community Research and Action
EDUC 266	Design-Based Implementation Research
EDUC 267	Classroom Research Methods
EDUC 279	Advanced Qualitative Methods
EDUC 280	Research Methods: Hierarchical Linear Modeling
EDUC 284	Mixed Methods in Educational Research
EDUC 287A	Quantitative Data Analysis in Education Research and Evaluation
EDUC 287B	Causal Inference: Methods for Program Evaluation and Policy Research
EDUC 288B	Structural Equation Modeling for Educ, Soc & Behavioral Analysis
EDUC 289	Use of Video in Educational Research

Other courses in statistics or research methodology offered in the Department of Statistics, the School of Social Ecology, the School of Social Sciences, or elsewhere on campus, with the permission of the instructor.

Area Courses

The area core courses are marked with an asterisk. Students must take these courses in their own area, and one of these courses in each of the other two areas.

Human Development in Context (HDIC)

HDIC students are required to complete EDUC 229A, EDUC 237, EDUC 253, and four courses within the HDIC area.

EDUC 208	Reading and Writing Development
EDUC 220	Developing Adolescent Literacy

EDUC 223	Oral Language Acquisition and Education
EDUC 225	Learning, Development, and Culture
EDUC 229A	Theories and Issues in Human Development - Part I *
EDUC 229B	
EDUC 232	Mathematics Cognition and Learning
EDUC 235	Psychology of Reading Acquisition
EDUC 236	Applied Linguistics and Literacy
EDUC 238	Special Topics in Human Development in Context
EDUC 239	Cognitive Neuroscience and Human Development
EDUC 268	Out-of-School Learning and Development
EDUC 274	Studies of Professional and Staff Development
EDUC 285	Theories of Learning Cognition

Educational Policy and Social Context (EPSC)

EPSC students are required to complete EDUC 253, EDUC 229A, EDUC 237, one course in the Economics of Education content area, one course in the Education Policy content area, one course in the Structure and Social Context of Schools content area, and one course within the EPSC area.

EDUC 253	Foundations of Educational Policy *
Economics of Education	
ECON 249	Special Topics in Microeconomics
EDUC 264	Economic Foundations of Education and Social Policy
Education Policy	
EDUC 251	Educational Policy and Politics
EDUC 254	College Access and Persistence
EDUC 276	Early Childhood Education Policy
Structure and Social Context of Schools	
EDUC 261	Social and Cultural Foundations of Education
EDUC 252	Social Organization of Schools and Classrooms
SOCIOL 237	Educational Inequality
SOCIOL 279	Special Topics: Social Organizations and Institutions
Other Educational Policy and Social Context courses	
EDUC 258	Special Topics in Educational Policy and Social Context
Educational Policy and Social Context does not require its students to take more than the set of quantitative courses required, but it does strongly encourage students to take additional methods courses within or outside the School of Education:	
EDUC 284	Mixed Methods in Educational Research
EDUC 287A	Quantitative Data Analysis in Education Research and Evaluation
EDUC 287B	Causal Inference: Methods for Program Evaluation and Policy Research

Teaching, Learning, and Educational Improvement (TLEI)

TLEI students are required to complete EDUC 237, EDUC 229A, EDUC 253, two courses in a single TLEI specialization, two additional TLEI courses (which can be in the same specialization or in a different TLEI specialization).

Specialization courses within TLEI:

Digital Learning and Media	
EDUC 217	Foundations of Digital Learning
EDUC 212	Literacy and Technology
Language and Literacy	
EDUC 208	Reading and Writing Development
EDUC 210	Language, Literacy, and Discourse
EDUC 211	Writing Theory and Practice
EDUC 212	Literacy and Technology
EDUC 220	Developing Adolescent Literacy
EDUC 223	Oral Language Acquisition and Education
EDUC 235	Psychology of Reading Acquisition
EDUC 236	Applied Linguistics and Literacy
Sociocultural Perspectives on Learning and Educational Improvement	
EDUC 225	Learning, Development, and Culture

EDUC 231	Interrogating Race and Education
EDUC 250	Research Practice Partnerships
EDUC 255	Immigration and the New Second Generation
EDUC 266	Design-Based Implementation Research
EDUC 289	Use of Video in Educational Research
STEM Teaching and Learning	
EDUC 217	Foundations of Digital Learning
EDUC 228	Science Education for the 21st-Century Classroom
EDUC 232	Mathematics Cognition and Learning
Teacher Learning and Professional Development	
EDUC 226	University Teaching: Concepts and Practices
EDUC 237	Foundations of Teaching and Learning *
EDUC 274	Studies of Professional and Staff Development
Other TLEI courses	
EDUC 218	Special Topics in Teaching, Learning, and Educational Improvement

S/U Research Courses

Students who wish to engage in pre-dissertation or research for credit but not for a letter grade, may enroll in EDUC 295 for 2-4 units (pre-dissertation research) or EDUC 299 for 2-8 units (dissertation research). Both courses may be repeated for credit and both are graded on a Satisfactory/Unsatisfactory basis. As with other S/U courses, EDUC 295 and EDUC 299 may not be used to fulfill course of elective requirements.

Elective Courses

Students are expected and strongly encouraged to take courses beyond the 12 courses required that provide training essential to the student's research interests and professional development throughout their five years of doctoral study. These courses may come from their own area, from the other two areas, from other appropriate classes in the School of Education, from other departments on campus, or from other campuses within the University of California. Elective courses must be graduate-level courses taken for a letter grade. Independent study courses (e.g., EDUC 298) are also acceptable when taken for a letter grade, pending approval and syllabus is provided.

Further information regarding the Ph.D. program, courses, and application requirements is available at the School of Education website (<http://www.education.uci.edu/>).