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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUC 222</td>
<td>Research Epistemologies and Methodologies</td>
</tr>
<tr>
<td>EDUC 265</td>
<td>Applied Regression Analysis for Education and Social Research</td>
</tr>
<tr>
<td>EDUC 283A</td>
<td>Qualitative Research Methods in Education I</td>
</tr>
<tr>
<td>EDUC 283B</td>
<td>Qualitative Research Methods in Education II</td>
</tr>
<tr>
<td>EDUC 288A</td>
<td>Educational, Social, and Behavioral Statistics</td>
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Additional Research Methods Courses (not required but strongly encouraged)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDUC 221</td>
<td>Longitudinal and Advanced Structural Equation Modeling</td>
</tr>
<tr>
<td>EDUC 234</td>
<td>Measurement and Psychometrics</td>
</tr>
<tr>
<td>EDUC 259</td>
<td>Community Research and Action</td>
</tr>
<tr>
<td>EDUC 266</td>
<td>Design-Based Implementation Research</td>
</tr>
<tr>
<td>EDUC 279</td>
<td>Advanced Qualitative Methods</td>
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<tr>
<td>EDUC 280</td>
<td>Research Methods: Hierarchical Linear Modeling</td>
</tr>
<tr>
<td>EDUC 287A</td>
<td>Quantitative Data Analysis in Education Research and Evaluation</td>
</tr>
<tr>
<td>EDUC 287B</td>
<td>Causal Inference: Methods for Program Evaluation and Policy Research</td>
</tr>
<tr>
<td>EDUC 288B</td>
<td>Structural Equation Modeling for Edu, Soc &amp; Behavioral Analysis</td>
</tr>
<tr>
<td>EDUC 289</td>
<td>Use of Video in Educational Research</td>
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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.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDUC 208</td>
<td>Reading and Writing Development</td>
</tr>
<tr>
<td>EDUC 220</td>
<td>Developing Adolescent Literacy</td>
</tr>
<tr>
<td>EDUC 223</td>
<td>Oral Language Acquisition and Education</td>
</tr>
<tr>
<td>EDUC 225</td>
<td>Learning, Development, and Culture</td>
</tr>
<tr>
<td>EDUC 229A</td>
<td>Theories and Issues in Human Development - Part I</td>
</tr>
</tbody>
</table>
EDUC 232  Mathematics Cognition and Learning
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 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 211  Writing Theory and Practice
- EDUC 212  Literacy and Technology
- EDUC 220  Developing Adolescent Literacy
- EDUC 223  Oral Language Acquisition and Education
- 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
### 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/).