

Education Designated Emphasis

Introduction

The Designated Emphasis in Education enables doctoral students in other departments to pursue interests in education and obtain formal certification of competence in the field of education. Most Education Department Ph.D. courses are offered every other year; the Education Department welcomes D.E. students from other departments to take courses in education. Students should work closely with their education adviser to develop a plan for taking the coursework in a timely fashion.

Education is an institutional field in which scholars from a wide variety of disciplines—including sociology, psychology, politics, economics, mathematics and science—have scholarly interests. A Designated Emphasis in Education enables graduate students from other departments to ground their work in theory and research on important issues in education.

Requirements

The requirements for obtaining a designated emphasis in education are the following:

Committee Composition and Departmental Approvals

Obtain a designated faculty adviser from the faculty in the Education Department. This faculty adviser will be in addition to the faculty adviser from the student's home department. The education faculty adviser must serve on the student's qualifying examination committee and, as appropriate, may also serve on the student's dissertation committee.

Course Requirements

Complete at least five EDUC doctoral courses, and 25 credits, from the following list, with no more than two in research methods. Any requests for substitutions must be approved by the Education Department graduate director.

Choose five courses from the following options:

EDUC 235 Introduction to Educational Inquiry	5
EDUC 236 Quantitative Research Methods	5
EDUC 237 Qualitative Research Methods	5
EDUC 250 Teaching and Teachers	5
EDUC 255 Intermediate Quantitative Methods	5
EDUC 256 Intermediate Qualitative Analysis	5
EDUC 261 Thinking and Learning	5
EDUC 262 Social and Cultural Context of Education	5
EDUC 263 Educational Reform	5

EDUC 264	Research on Teacher Development and Teacher Education	5
EDUC 268	Schools, Communities, and Families	5
EDUC 272	Language in Education and Society	5
EDUC 280	Language and Literacy Across Disciplines	5
EDUC 286	Research in STEM Education	5
EDUC 295	Critical Perspectives on Education	5

With no more than two courses from the following group:

EDUC 235	Introduction to Educational Inquiry	5
EDUC 236	Quantitative Research Methods	5
EDUC 237	Qualitative Research Methods	5
EDUC 255	Intermediate Quantitative Methods	5
EDUC 256	Intermediate Qualitative Analysis	5

And the remainder from this group:

EDUC 250	Teaching and Teachers	5
EDUC 261	Thinking and Learning	5
EDUC 262	Social and Cultural Context of Education	5
EDUC 263	Educational Reform	5
EDUC 264	Research on Teacher Development and Teacher Education	5
EDUC 268	Schools, Communities, and Families	5
EDUC 272	Language in Education and Society	5
EDUC 280	Language and Literacy Across Disciplines	5
EDUC 285	Culture and Learning	5
EDUC 295	Critical Perspectives on Education	5

Writing, Research and/or Teaching Requirements

Prepare a significant piece of writing in some area of education. This writing may take the form of a substantial position paper (QE paper) grounded in the literature of educational research, as determined by the graduate adviser in education. In the event the education faculty adviser serves on the dissertation committee then the writing may instead be a dissertation chapter.

For Further Information

Contact the doctoral student adviser by sending an email to edphd@ucsc.edu or view [the Education Department's home page](#) where potential applicants can obtain full details about the programs.