Ph.D. Program in Education
We prepare leading scholars and educators who engage in research focused on needs of students from linguistic and cultural groups that have historically not fared well in U.S. public schools. To achieve this, our innovative, integrative program applies methodological tools and academic perspectives from a range of disciplines, including psychology, anthropology, sociology, philosophy, linguistics, and cognitive science. At the same time, it integrates research and theoretical analysis with the practices of classroom teaching and school reform, and provides research experiences in K-12 classrooms with diverse student populations. In reflecting the growing awareness that education must be studied in sociocultural contexts that reflect the increasing diversity of today’s society, coursework and apprenticeship experiences focus on the following topics:

- Diversity as a value in education
- Equity issues in learning and teaching
- Language learning as it emerges through social interactions
- Ways that language and culture are implicated in learning and teaching
- Cognitive studies of learning and teaching in content areas such as mathematics, science, and reading
- The larger forces, social structures, and institutions in which teaching and learning are embedded

Program Features
- An apprenticeship and immersion model: students join existing research projects early because we believe that graduate students learn best by working alongside faculty and researchers not just by learning about research and education.
- Explicit focus on equity, social change, and issues of culture in education
- Deep examination of the social structures and histories, language contours, and institutions in which learning, teaching, and education policy are embedded
- Our program provides a sequence of coursework and apprenticeships followed by dissertation research and writing. Expected time of completion is approximately 6 years, although exact time varies.
- Full-time study expected until student passes Qualifying Examinations (usually during year 3 or 4)
- Small cohorts (10 students max. admitted per year)

Program Overview
The goal of the Ph.D. in education is to support graduate students in becoming creative scholars who engage in research focused on the educational needs of students from linguistic and cultural groups that have historically not fared well in our nation’s public schools. To achieve this goal, this program provides students with grounding in the varieties of interdisciplinary theorizing, research methods, and applications needed to advance the study of learning and teaching for diverse student populations. The courses and research experiences are closely related to practice in K-12 classrooms. Students in this interdisciplinary program apply tools and perspectives from education, anthropology, linguistics, philosophy, psychology, sociology, cognitive science, and cultural historical activity theory. The program integrates theory and practice to examine learning and teaching within the multiple contexts of classroom, school, family, and community. Graduates of this program will be qualified to teach and to conduct the kinds of educational research demanded by tenure-track positions in research and regional universities. Graduates may also work in non-university based institutions that focus on teacher professional development, curriculum development, and related areas of educational research and development.
Together with his or her faculty academic adviser, each student develops an integrated program of study that includes advanced coursework, seminars, and electives within the five program concentrations: language, literacy and culture; teachers and teacher development; mathematics and science education; learning and teaching; and social and cultural contexts of education. Students learn through an apprenticeship model in which they develop expertise through active participation in research. Courses may be taken in other departments, when appropriate.

**Program Requirements**
During the first two years of study, all students are expected to enroll in a set of required courses, including core seminars, and methodology courses. The student and his/her adviser will design a course of study. The overall number of courses and seminars taken varies depending on the student’s preparation, interests, and plans, which are determined in consultation with relevant faculty and the department chair. The program encourages interdisciplinary study.

To achieve Ph.D. candidacy, students are expected to pass an annual review of their written work, maintain satisfactory academic progress, complete all required courses, attend department colloquia, complete a second-year research project, complete a TAship or teaching internship in education, pass a qualifying examination (QE), and meet the specific requirements of the Division of Graduate Studies.

The QE is intended to assess a student’s depth and breadth of knowledge in his or her areas of concentrations and his/her competence to do extended dissertation-level research and analysis. Normally taken during the third year of enrollment, the QE consists of both written and oral components. For the written portion, the student prepares three papers, two of which are position papers on a theoretical topic; the third is a dissertation prospectus. The student presents and defends his/her work to at the oral examination. A dissertation based on original research is required. After the dissertation has been completed and submitted, students must defend the dissertation in an oral exam.

**Second-Year Research Project, Proposal**
Working with the faculty advisor, each student prepares a second-year project proposal and brief project abstract.

**Second-Year Research Project, Paper**
Under the close supervision of the faculty advisor, students will assume major responsibility for all aspects of the second year project. The paper should reflect original data collection and/or analysis, as well as a substantial literature review and discussion of the theoretical implications of the research.

**Second-Year Research Project, Oral Presentation**
Second Year Students are expected to report on their second-year project at the end of spring quarter.

**Qualifying Examination**
After satisfying all formal course and research requirements, a student must take a two-part Qualifying Examination (QE): a written file and a three-hour oral examination. The QE is intended to assess a student’s depth and breadth of knowledge in area(s) of study and competence to carry out the proposed dissertation research.

**Dissertation Proposal**
The dissertation proposal intends to meet two objectives: offer a clear, coherent, and systematic research plan to be followed; and demonstrate scholarly competence in the student’s area(s) of study.

**Dissertation**
A dissertation whose content is based on original research is required. The Ph.D. dissertation is a sophisticated,
The dissertation has been described as “a unified work with a single theme, including an introduction and literature review, a description of methods and procedures used, a presentation of results and a concluding discussion of the meaning of the results” (Council of Graduate Schools, 1991, p. 12).

**Timeline for Degree Milestones**

**Year 1**
- Coursework

**Year 2**
- Coursework
- 2nd Year Project Proposal (end of fall quarter)
- 2nd Year Project Research Paper and Oral Presentation (end of spring quarter)

**Year 3**
- Remaining Coursework
- Qualifying Exam (preferably by end of 3rd year)

**Year 4**
- Qualifying Exam (required by end of 4th year)
- Dissertation Proposal Defense (required 1 quarter after passing Qualifying Exams)

**Year 5**
- Dissertation Work
- Defend dissertation (potentially by end of 5th year)

**Year 6**
- Dissertation Work,
- Defend Dissertation (required by end of 6th year)
Admission Guidelines
The minimum grade-point average (GPA) established by the University of California for admission to graduate school is 3.0. In general, the Ph.D. in education program looks for potential excellence in graduate students, whether this manifests itself in a high grade-point average, strong letters of recommendation, or a high Graduate Record Examination (GRE) scores, or a strong statement of purpose. Applicants will be evaluated on their individual merits and also with regard to how well their proposed doctoral research can be supported by the existing resources of the program.

Admission Requirements
- Bachelor's degree, or its equivalent, from an accepted university prior to the quarter for which admission is sought
- 3.0 GPA or above
- Official GRE scores (https://www.ets.org/gre) taken within the last five years
- Experience working with culturally and linguistically diverse communities
- Statement of Purpose
- Personal History Statement
- A writing sample, preferably in education or a related field. The sample can be a term paper, a field report, a research proposal, or an essay written especially for the application.
- Official transcripts from each college-level institution attended, regardless of time in attendance or if a degree was received. For purposes of review, unofficial transcripts are used, but official transcripts are required for anyone who accepts an offer of admission.
- Three current recommendation letters specifying potential for scholarly productivity
- Current resume
- Application fee
  o For information about fee waivers or exemptions, see the Graduate Division FAQs (https://graddiv.ucsc.edu/prospective-students/faqs.html#applicationfee). International applicants are not eligible for fee waivers.
- Demonstration of English Language Proficiency
  o The requirements for admission and to qualify for TAships are different.
  o International applicants must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System test (IELTS).
    ▪ For admissions, a minimum score of 550 on the TOEFL (paper), 220 on the TOEFL (computer), 83 on the TOEFL (internet), or 7 on the IELTS is required.
    ▪ To be considered for TAships, a speaking score of 26 or higher is required on the internet-based TOEFL or an overall IELTS score of 8 is required.
Waivers of the language exam
  o If you think you might qualify for a waiver of the TOEFL or IELTS (for Admissions and/or for Teaching Assistantships), review the information and follow the instructions under English Language Testing (https://www.gradadmissions.ucsc.edu/international-applicants).
  o TOEFL/IELTS waivers for admissions purposes may be requested by applicants who have completed a four-year bachelor’s degree at an English-speaking institution.
  o Applicants with a Master’s degree earned in the U.S. at an accredited university, and with experience as a Teaching Assistant at that university, may be eligible for an exemption of the English language requirement for TA purposes only (not admission). A final transcript indicating the degree was awarded, as well as a letter form the TA supervisor confirming the applicant’s position, their level of classroom responsibility, and their English proficiency can be uploaded to the online application in the English Competency section.

Prior to completing your application, we highly recommend a personal interview with at least one of our faculty members. Please contact an education faculty member whose research interest is similar to your own (see the Education faculty directory at https://education.ucsc.edu/people/faculty.php).
Faculty Contacts

Lora Bartlett - Associate Professor of Education  
Ph.D. in Education  
University of California, Berkeley  
Email: lorab@ucsc.edu  
Phone: (831) 459-1893  
**Research Interests:** Educational policy and school reform; schools as workplaces for teachers; the conditions of teachers' commitment; the social and policy contexts of teachers’ work.

George Bunch - Professor of Education  
Ph.D. in Educational Linguistics  
Stanford University  
Email: gbunch@ucsc.edu  
Phone: (831) 459-1828  
**Research Interests:** Education of language minority students in U.S. schools; language and literacy for academic purposes; preparation of teachers for linguistic diversity; language policy; preparation of teachers for linguistic diversity; second language acquisition; bilingualism.

Ron Glass - Professor of Education  
Ph.D. in Philosophy of Education  
Stanford University  
Email: rlglass@ucsc.edu  
Phone: (831) 459-5188  
**Research Interests:** Moral and political philosophy of education; education as a practice of freedom; ideology and education; race and education; critical theories and education; urban school reform; culturally and linguistically diverse

Cynthia Lewis – Professor and Chair of Education  
PhD in Language, Literacy, and Culture  
University of Iowa  
Email: cylewis@ucsc.edu  
Phone: (831) 459-4701  
**Research Interests:** Critical sociocultural theory; Identity, Emotion, and learning; Critical (media) literacy; Critical and mediated discourse analysis; Classroom ethnography; Classroom discourse; literary response and English education.

Judit N. Moschkovich – Professor of Education  
Ph.D. in Mathematics Education  
University of California, Berkeley  
Email: jmoschko@ucsc.edu  
Phone: (831) 459-2004  
**Research Interests:** Mathematics cognition and learning; student conceptions of linear functions; discourse in mathematics and science classrooms; everyday mathematical practices; bilingual mathematics learners; the transition from arithmetic to algebraic thinking, especially representations of functions; mathematical discourse practices; learning and teaching mathematics in classrooms with bilingual Latino students and English learners.
Eduardo Mosqueda – Associate Professor of Education
Ph.D. in Administration Planning and Social Policy
Harvard Graduate School of Education
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Phone (831) 459-5467
Research Interest: Mathematics education of English learners; large-scale dataset quantitative analysis; urban education issues; how school context factors such as academic tracking and the segregation of low-income students impact the mathematics achievement of English learners.

Brad S. Olsen – Professor of Education
Ph.D. in Education
University of California, Berkeley
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Research Interests: Teacher Education (with emphases on knowledge and identity); English education; critical theory and critical pedagogy; sociolinguistics; philosophical perspective on education; qualitative research methods.

Judith A. Scott - Professor of Education
Ph.D. in Educational Psychology with a Learning and Instructional Emphasis
University of Illinois, Urbana-Champaign
Email: jascott@ucsc.edu
Phone: (831) 459-5066
Research Interests: Literacy and language learning; academic language; curriculum and instruction; reading, writing, vocabulary development; teachers' professional development through collaboration and inquiry.

Samuel Severance – Assistant Professor of Science Education
Ph.D. in Learning Sciences & Human Development with Cognitive Science (combined)
University of Colorado, Boulder
Email: sseveran@ucsc.edu
Phone: (831) 459-3850
Research Interests: I develop education innovations and study how they may support all students and teachers in having more meaningful and empowering science learning experiences. When organizing design work for science materials, I explore how to optimally arrange diverse forms of expertise within research-practice partnerships to achieve more inclusive design spaces. I also examine how to support the implementation of science innovations, particularly how to sustain innovations over time and bring them to scale across large education systems.

Kip Téllez - Professor of Education
Ph.D. in Teacher Educational Linguistics
Claremont Graduate School
Email: ktellez@ucsc.edu
Phone: (831) 459-2208
Research Interests: Teacher education, preparation of teachers for linguistic and cultural diversity, second language learning, studies of the school curriculum, educational assessment

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