



### **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 TAsip 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, scholarly contribution to some area of education. 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
- 2<sup>nd</sup> Year Project Proposal (end of fall quarter)
- 2<sup>nd</sup> Year Project Research Paper and Oral Presentation (end of spring quarter)

### **Year 3**

- Remaining Coursework
- Qualifying Exam (preferably by end of 3<sup>rd</sup> year)

### **Year 4**

- Qualifying Exam (required by end of 4<sup>th</sup> year)
- Dissertation Proposal Defense (required 1 quarter after passing Qualifying Exams)

### **Year 5**

- Dissertation Work
- Defend dissertation (potentially by end of 5<sup>th</sup> year)

### **Year 6**

- Dissertation Work,
- Defend Dissertation (required by end of 6<sup>th</sup> 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 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
- Experience working with culturally and linguistically diverse communities
- GRE scores are not required.
- 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
  - 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
  - The requirements for admission and to qualify for TAs are different.
  - 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 TAs, 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

- 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>).
- 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.
- 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 from 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

**Michelle Aguilera – Assistant Professor**  
**Ph.D. in Language, Reading and Culture**

University of Arizona

Email: [miaguile@ucsc.edu](mailto:miaguile@ucsc.edu)

Phone:

**Research Interests:** language and literacy practices of young children from diverse families and communities, language socialization, intersecting nature of race, language, and ideology in schooling context, language and identity, Spanish heritage learners, dual language education, language and education in the borderlands, funds of knowledge, anthropology of education, critical childhood studies.

**Lora Bartlett - Associate Professor of Education**  
**Ph.D. in Education**

University of California, Berkeley

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**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 and Chair of Education**  
**Ph.D. in Educational Linguistics**

Stanford University

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**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.

**René Espinoza Kissell – Assistant Professor**  
**PhD in Education Policy, Politics, and Leadership**

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**Research Interests:** political economy of urban education, policy analysis, school district governance and policymaking, school reform, school choice policies, privatization, philanthropy and education, neoliberalism, educational leadership, politics of education, race and class politics, community-school engagement, urban studies, critical theory, qualitative methods.

**Rekia Jibrin - Assistant Professor Critical Studies**  
**PhD in Social and Cultural Studies in Education**

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**Research Interests:** Anti-Blackness in education; critical social theory and education; violence and critical intersections of race, gender, and class in education; urban education; materialist and decolonial approaches to discipline, youth violence, school punishment, and care; the neoliberal context of restorative justice school reform; new racial projects under neoliberal school policies; the Black Radical Tradition; decolonial feminism.

**Cynthia Lewis – Professor of Education  
PhD in Language, Literacy, and Culture**

University of Iowa  
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**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  
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**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.

**Josephine Hoang Pham – Assistant Professor Critical Studies  
Ph.D. in Education, with emphasis on urban schooling**

University of California, Los Angeles  
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**Research Interests:** teacher of Color learning, leadership, and education; micro-interactional processes of social reproduction and social transformation; race, racial formation, racial literacy; critical race discourse and embodied analysis; justice-seeking and community-engaged co-design research.

**Emily Reigh – Assistant Professor of Science Education  
Ph.D. in Science Education and Race, Inequality, and Language in Education**

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**Research Interests:** K-12 Science Education, Cultural and Linguistic Diversity, Raciolinguistic Ideologies, Disciplinary Practices, Classroom Discourse, Social Justice Issues in Science, Research-Practice Partnerships, Teacher Learning, Teacher-Researcher Co-Design

**Roberto Santiago de Rook – Assistant Professor of Education**

**Ph.D. in Language, Reading, & Culture**

University of Arizona

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**Research Interests:** learning sciences, digital literacy, urban education, student marginalization, BIPOC and immigrant students, critical race science and technology studies (STS), critical sociocultural theory, intersectional Marxism, abolition, activism/social movements, Southeast Asia. Methodologies: ethnography, design-based research, critical (mediated/technocultural) discourse analysis, youth participatory action research.

**Kip Téllez - Professor of Education**

**Ph.D. in Teacher Educational Linguistics**

Claremont Graduate School

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**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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