University of California, Irvine School of Education

Ph.D. in Education
Student Handbook

UC Irvine Ph.D. in Education Student Handbook

The information presented in this student handbook is guided by the UC Irvine Academic Senate, Graduate Council and Ph.D. in Education program proposal.

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WELCOME MESSAGE FROM THE DEAN

Congratulations on your acceptance into the Ph.D. Program in Education at the University of California, Irvine. You are beginning your doctoral studies in the most prestigious university system in the nation at a time of exciting advances in educational research and practices.

The UC Irvine School of Education is nationally recognized for its cutting-edge educational research – grounded in scientific methods – that is designed to inform education policy, advance educational practice, and improve the lives of others.   We are deeply committed to providing you with the high-quality training necessary for you to be successful and contribute, as well as develop deep expertise, in this area.

Both faculty and staff in the UC Irvine School of Education are awaiting your arrival. We are looking forward to supporting you in your studies and benefiting from the contributions you will be making to the field of education.

To help you navigate the school and the program, we have prepared the following Student Handbook. Revised periodically, this handbook is intended to provide foundational knowledge about courses, procedures, policies, and resources that you will experience during your time as a doctoral student.
Please read thoroughly and keep as a reference.

I very much look forward to interacting with you personally in the months ahead. If you have any questions or concerns, please feel free to contact me directly (richard.arum@uci.edu).

Welcome to the program.

Frances Contreras,
Ph.D. Professor and
Dean

Mission Statement of UC Irvine School of Education

The mission of UC Irvine's School of Education is to promote educational success and achievement of ethnically and economically diverse learners of all ages through its research, teaching, and service activities that foster learning and development in and out of school. The School achieves its mission through delivery of undergraduate, teacher education, and Ph.D. in Education programs; an array of research activities; and collaborative work with K-16 schools and community organizations.

GETTING STARTED

Once the university has sent notification of program acceptance, students should proceed as follows:

Statement of Intention to Register (SIR)

Complete the Statement of Intention to Register (SIR) and return it by email or regular mail.
https://www.grad.uci.edu/admissions/admitted-students/index.php

Statement of Legal Residence (SLR)

All students are required to submit a Statement of Legal Residence (SLR). The SLR is an important step used to make a determination of residence classification for tuition fee purposes. Students must file an SLR with the Office of the Registrar regardless of whether the student expects to be classified as a California resident or not. It is very important to complete your SLR in a timely manner. Your fees and tuition amounts are determined on the basis of your SLR information. Therefore, you cannot enroll in classes before your SLR is completed, received and processed by the University. Students can file an SLR online at https://www.reg.uci.edu/stlr/Welcome.do

Establishing California Residency

All nonresident students must establish California residency before the start of Fall Quarter of their second year. California residents receive preferential tuition rates. If you fail to establish residency, you may be asked to pay the difference between resident and nonresident tuition rates. The requirements for establishing California residency are included on the Petition for Resident Classification form: https://www.reg.uci.edu/residency/classification.html

International Student Information

International students should visit the following websites for information about university requirements:

- Graduate Division checklist for your Pre-Arrival and Post-Arrival to UC Irvine

- US Citizenship and Immigration Services: http://www.uscis.gov

- UCI International Center: http://www.ic.uci.edu/

- GLACIER: International students must submit tax information through GLACIER for every calendar year in which they receive fellowship stipends. https://www.online-tax.net/

UCInetID

Each student who enters UC Irvine is assigned a unique UCInetID, which becomes the entry through the gateway of UC Irvine's various electronic services and resources. Students can activate their UCInetID here: https://activate.uci.edu/activate/menu.php

UCI Student ID Card

A [UCI Student ID Card](#) is required when conducting business with many University offices, e.g., the UCI Libraries and UCI Recreation Facilities. The first ID card is free. Students should consult the [website](#) for current costs to replace lost, stolen, or damaged cards.

Financial

FAFSA
All U.S. Citizens and U.S. Permanent Resident graduate students who wish to receive any form of financial support (including university fellowships) from UC Irvine are required to submit a Free Application for Federal Student Aid (FAFSA) each year. Students applying for need-based financial aid and/or federal loans must also submit any documents as requested by the Office of Financial Aid and Scholarships. FAFSA Information and form: http://www.fafsa.ed.gov/

Please note, international students do not complete a FAFSA. However, they must submit tax information through GLACIER for every calendar year in which they receive fellowship stipends. https://www.online- tax.net/

Fellowship Acceptance
Students who have been admitted and awarded a UC Irvine Fellowship (e.g., Eugene Cota Robles Fellowship, Graduate Opportunity Fellowship) must fill out and submit a UC Irvine Fellowship Acceptance form. Students who receive School of Education issued fellowships or financial support do not need to complete the university fellowship acceptance form.

Direct Deposit (DEFT)
There are two different ways of signing up for direct deposit at UCI. All students are recommended to sign up for direct deposit from their ZOT Account to receive disbursements and refunds electronically. Students who are employees should also consider signing up for direct deposit of their paycheck using the University of California's payroll system, UCPath.

[ZOT Account](#) – for all students
To receive payments from your ZOT Account (including refunds and financial aid disbursements), access DEFT by clicking the "Electronic Refunds" link in the navigation sidebar. Financial aid recipients are required to select a delivery option prior to disbursement with mail becoming the default option when no selection is made. Choose "Electronic Fund Transfer" for direct deposits to your bank account, or "Paper Check" for postal mail delivery. Complete the requested information carefully. DEFT does not verify your banking information with your bank before attempting a direct deposit. You will receive a message confirming your choice at your UCI e-mail address.

[UCPath Online](#) – for student employees
To receive payments from the Payroll system, students with work-study funding and graduate students with employment appointments (e.g., teaching and research assistantships) must [UCPath Online](#). For more information, see the direct deposit information on the [Payroll Office website](#).

IT IS CRITICAL that you keep your student contact information current to transact and communicate with the University. Only you know about changes to your personal situation, such as moving to a new apartment or switching banks.
Therefore, you are responsible for providing up-to-date information to the campus, in a prompt and accurate manner.

Please review information on the UCI Financial Services Student website.

Tax Information

The Internal Revenue Service (IRS) and the California Franchise Tax Board (FTB) consider graduate fellowships taxable income to the recipient and, therefore, you may be required to complete various tax forms depending on your individual situation and you are required to file a tax return(s) with the appropriate agency each year. Fellowships may include payment of fees; non-resident supplemental tuition; or stipends. However, a portion of a fellowship may be excludable from gross income. More information can be found here: https://www.grad.uci.edu/funding/tax-information.php

International students can find resources and information about filing taxes on the International Center website https://ic.uci.edu/resource-pages/international-taxpayer-information.php

GRADUATE STUDENT ENROLLMENT

Enrolling in Classes

WebReg is an interactive enrollment system that allows all students at UC Irvine to enroll in classes via the web. Students cannot enroll until Graduate Division has received and processed the Statement of Intent to Register (SIR) and the Registrar has received and processed the Statement of Legal Residence (SLR). Students need to provide their UCInetID to access WebReg and the student portal. Information about WebReg: http://www.reg.uci.edu/registrar/soc/webreg.html

Enrollment Deadlines

UCI posts yearly schedules for enrolling and paying fees by the enrollment deadline. Calendar information: http://www.reg.uci.edu/navigation/calendars.html

Paying Fees

Zotbills are detailed quarterly billing statements itemizing University charges and credits, including financial aid and graduate support, account adjustments, and payments posted to the account during the billing period. Students need to enter their Student ID number, UCInetID, and password to access their ZOT account through student access. Credit card payments are not accepted. More information: https://zotaccount.uci.edu/

Academic and Administrative Calendars

UC Irvine publishes yearly academic and administrative calendars. The UCI Quarterly and Ten-Year Academic Calendar can be found here http://www.reg.uci.edu/navigation/calendars.html

Student Responsibility

Students are responsible for remaining informed, fulfilling registration and fee payment responsibilities, and   knowing and following relevant policies and procedures.

GRADUATE STUDENT SUITE

Student Resources in the Graduate Student Suite Study/Workroom

Space for doctoral study and research has been set aside for student use. The Education Doctoral Student Suite includes a classroom (Room 2005) with technology for doctoral dissertation presentation, and a study/work area with student mailboxes, computers, printer, and basic office supplies (Room 2007). The workroom is also stocked with select books, journals, and other publications specific to the field of Education. The main library and online resources are typically preferred methods of locating a broader selection of academic resources. Although school course scheduling and doctoral events take priority in the 2024 classroom, students may reserve the classroom for various doctoral study purposes. Students should contact the School of Education Administrative office(http://admin.education.uci.edu/office-services.html) to arrange room reservations or to suggest additional resources. Please note that the Suite is for doctoral student use only; Teaching Assistant consultations should be scheduled in Education room 2012.

Shared office for Adjunct Lecturers and TA's

If you do not have your own office space and need to hold office hours with students, the School of Education offers room 2012 in the Education building as a shared office space/work space for adjunct lecturers and TA's. This space must be reserved and reservations are on a first come, first serve basis. More information: http://admin.education.uci.edu/office-space.html

Obtaining a Key to the Graduate Student Suite

Shortly before the first quarter of the program, students are supplied with one key to the rooms in the Doctoral Student Suite. Students sign for and retain the key for the duration of the program and return the key prior to graduation. There is a charge to replace lost or stolen keys (currently $50). Students are asked to keep the rooms locked when unoccupied, in order to assist the school in securing resources.
Daily maintenance of the suite is a student responsibility.

Ordering Business Cards

Students interested in purchasing business cards can order through the Converge website (https://secure.cgconverge.com/login.aspx?SiteID=347). Business cards will have the UCI seal.

Student Mailboxes

Student mailboxes are located within the Graduate Suite Study/Workroom (2007). Students should regularly check and empty boxes when on campus. Faculty, colleagues, and the Graduate Program Coordinator/Counselor place course materials in the mailboxes, post notices, and communicate program information. In general, confidential materials should not be placed in mailboxes. If you would like to use the school's address to have mail delivered to you there you may use:

<div align="center">

<Student Name> 401
401 E. Peltason Dr.
Ste. 3200
Education Building
Irvine, CA 92617

</div>

Computers/Printer

For students who are not in possession of a laptop or need quick access to computing resources, two Windows PCs, are provided in the Study/Workroom (2007). Internet access is available on the computers.

Hours

The administrative office hours for the School of Education are 8:00 a.m. to 5:00 p.m. Monday through Friday. In general, the Education building is open until 10:00 p.m. Monday through Friday and most Saturdays from 9:00 a.m. to 4:00 p.m. Entry into the building at other times may not be possible. For needs beyond set hours of operation, students should check with school facilities personnel.

GRADUATE STUDENT ON-CAMPUS RESOURCES

Graduate & Postdoctoral Scholar Resource Center

Dedicated to supporting the academic and professional success of all UC Irvine graduate students and postdoctoral scholars, the Graduate & Postdoctoral Scholar Resource Center (GPSRC) has everything you need to succeed. The GPSRC offers workshops and programs designed to support professional development; writing support; communication; preparation of grant and fellowship funding applications; wellness and work- life balance; mentoring and much more! More information: https://www.grad.uci.edu/services/gpsrc/index.php

Health & Wellness

Graduate school can be tough, so we provide support along the way. Many services offered facilitate work/life balance.
- Student Health Center
- Counseling Center
- Support Groups
- Health Education Center
- Lactation Stations
- Campus Assault Resources & Education (CARE)
- LGBT Resource Center
- Disability Services Center
- Anteater Recreation Center
- Child Care Services
- Campus Safety
- Emergency Services
- FRESH basic needs hub

Visit https://www.grad.uci.edu/services/health-and-wellness.php and http://studentaffairs.uci.edu/beWell.php to learn more about all the on-campus resources available to you!

Graduate Student Housing

The University of California, Irvine guarantees four years of on-campus housing to every newly admitted, full- time Ph.D. student. There are four apartment communities on the UCI campus that serve graduate students. Palo Verde and Verano Place are part of Student Housing and serve graduate students and families. Vista del Campo and Vista del Campo Norte are privately owned and managed communities that serve single students. Graduate Student Housing information: http://www.housing.uci.edu/graduate/

Graduate Student Health Insurance (UC SHIP)

Health insurance coverage is mandatory for all graduate students. UC Irvine offers 12-month coverage; premiums are assessed each quarter on the registration fee statement. Students who are covered by an approved health insurance plan through work, parent, or spouse can apply for a UC SHIP waiver prior to paying fees.

Information and forms for the UC SHIP health insurance: http://www.shs.uci.edu/health_insurance_privacy/insurance.aspx#Shipplan
Online waiver form for domestic graduate students: http://www.shc.uci.edu/insurance/waiving-ship

Parking and Transportation

All students who park vehicles on the UC Irvine campus are required to display parking permits. Parking permits may be purchased at the Parking and Transportation Office using cash, check, Visa, or MasterCard or purchased online. Parking information:
http://www.parking.uci.edu/

UC Irvine Library Access

The UC Irvine campus has two major library facilities. The Langson Library and the Science Library with more than 2.7 million volumes and subscriptions to more than 47,000 print and online journals and scholarly resources. The libraries also maintain a collection of 2.3 million microforms -- as well as more than 114,000 cartographic and graphic materials, computer files, audio recordings, films, and videos.

ANTPAC (online catalog) provides access to licensed Web-based bibliographic and full- text resources (including electronic journals, e-books, reference works, and other useful subject resources). The MELVYL catalog connects users at UCI with the vast resources of the University of California library system.

Desktop computers are available for general use in the libraries, and wireless access is available throughout all library facilities.

Library users must have a valid library card to check out material. An individual library card is for personal use only and may not be loaned or transferred. Students must activate their library card in person at any of the UC Irvine Libraries Loan Desks using their UCI student ID card. Information for activating a library card is available at: http://www.lib.uci.edu/services/borrowing/getting-a-library-card.html

Document Delivery Service (DDS)

Document Delivery Service (DDS) delivers library materials to eligible UCI faculty, graduate students, and administrators on the UCI campus. Ph.D. in Education students may receive their materials at their School of Education mailbox (see section on Graduate Mailboxes on page 9). Information for signing up for DDS: http://www.lib.uci.edu/services/dds/document-delivery-service.html

SCHOOL OF EDUCATION CLIMATE COUNCIL

The climate council was formed as part of the School of Education's commitment to inclusion, diversity, equity, and advancement. We celebrate the diverse tapestry of people and experiences. We seek to empower and value each member of our community. We acknowledge that certain communities and voices are traditionally marginalized and work to dismantle power differentials that silence, limit, alienate, and harm. We strive to promote excellence through open inquiry, inclusion, honesty, knowledge, diversity, dialogue, and respect. http://admin.education.uci.edu/climate-council.html

FUNDING RESOURCES

Graduate students may qualify for a range of fellowships, financial aid, employment, and other awards to help defray the costs of graduate education. These include:

Teaching Assistant positions	Graduate Student Funding Opportunities & Resources
Graduate Student Researcher positions	FAFSA
Teaching Associate positions	PACE
Supervisor of Teacher Education positions	Dissertation Research Support
School of Education Support	

A student must be making satisfactory progress (https://grad.uci.edu/academics/academic-policies.php) towards their degree in order to be eligible for employment as a Teaching Assistant, Graduate Research Assistant, Teaching Associate or any student employee title.

Teaching Assistantships

Teaching Assistantships, when available, are offered by the School of Education for 25% or 50% employment. A quarter time position typically involves assisting the instructor of the course for an average of 10 hours per week with grading, preparation of exam materials, and helping with study guides and office hours. A half-time position typically involves working more closely with the instructor of the course for an average of 20 hours per week on all aspects of the course. Benefits for TAs include full remission of tuition and registration fees, payment of Graduate Student Health Insurance Program (UC SHIP – see page 7) fees, participation in the UC Defined Contribution Plan (DCP) for Retirement, and a monthly paycheck commensurate with the percentage of employment. General information about employment as a teaching assistant can be accessed at: https://grad.uci.edu/funding/teaching-assistantships/

International students wishing to serve as a teaching assistant who are citizens of a country where English is neither the primary nor the dominant language must demonstrate oral English proficiency.

Information about the English Language Proficiency Requirements for International TAs is available at: https://grad.uci.edu/funding/teaching-assistantships/#eng

Graduate Student Researcher (GSR) Positions

When available, the School of Education offers graduate student researcher positions to outstanding graduate students who are registered as full-time students.   Typically, these positions are for half time and involve working directly with a faculty member for 20 hours per week.

Benefits for GSR positions include full remission of tuition, registration fees, and student fees; payment   of Graduate Student Health Insurance Program (UC GSHIP) fees; participation in the UC Defined Contribution Plan (DCP) for Retirement; and a monthly paycheck commensurate with the percentage of employment and the levels of employment. Levels of GSR employment range from I through VI,
depending upon the student's year in graduate school, whether a student has a master's degree, and whether the student has advanced to candidacy for the Ph.D. degree. General information about Graduate Student Researcher positions is available at: https://grad.uci.edu/funding/research- assistantships/

Teaching Associate Positions

The School of Education has limited funding for Teaching Associate positions.   Therefore, opportunities to apply for these positions are only offered when necessary, as determined by the Director of the Undergraduate Programs. Teaching Associate positions will go to qualified doctoral students who have content knowledge and teaching experience in the required subject area. The academic qualifications and criteria (https://ap.uci.edu/ase/teaching-associate-associate-in/) for appointment as a Teaching
Associate is set by the University and include a master's degree or equivalent training and at least one year of teaching experience (such as Teaching Assistant) within or outside of the university. When an opportunity to hire a Teaching Associate arises, a call will be emailed to all SoE doctoral students.
Interested students will reply to the call by completing an application and submitting a CV and TA evaluations to the Director of Undergraduate Programs by a specified deadline. General information about Teaching Associate positions is available at: https://grad.uci.edu/funding/teaching-assistantships/

Pedagogical Fellow Program

The UCI Division of Teaching Excellence and Innovation Pedagogical Fellows Program (https://dtei.uci.edu/ opportunities/grads-postdocs/pedagogical-fellows-program/) is designed to provide Fellows with advanced pedagogical, pre-professional, and program development in an interdisciplinary community that emphasizes professional and personal support. In addition, Fellows receive personalized assistance with preparing for the academic job market.
Goals of the PF Program:
By the end of their year in the PF program, Pedagogical Fellows will be able to:

1. Develop and refine advanced pedagogical skills for use in higher education.
2. Create and implement a discipline-specific TA Professional Development Program (TAPDP) for new graduate student TAs.
3. Foster an interdisciplinary community of graduate students focused on improving pedagogical practices.

4. Prepare competitive application materials for the academic job market.

Criteria for Selection:

To be eligible to apply for the PF Program, applicants must complete of one (1) of the following:

- Certificate in Teaching Excellence
- University Studies 390X: Note, you will be eligible to apply for the PF Program if you are taking the course at the time of the application deadline (Fall quarter). In addition, if you are taking the online self-paced version, you are eligible to apply for the PF Program so long as you complete the self-paced version by the end of Fall quarter.

Students can be even more competitive if you become a Pedagogical Liaison. Liaisons' applications are fast- tracked to the interview stage, which is the final stage of the application process. For information on becoming a Pedagogical Liaison, please visit this webpage: http://dtei.uci.edu/pedagogical-liaisons-program/

Supervisor of Teacher Education Positions

When available, the School will offer Supervisor of Teacher Education positions to qualified Ph.D. students. Typically, these appointments are for 50% time. Qualified students will have earned a teacher credential and taught in a K-12 classroom, generally within the past five years. Supervisors visit their assigned student teachers a minimum of six times during a two-quarter appointment, communicate with the program coordinator about student teacher progress, attend meetings, and perform other duties as required by the position. Supervisors normally are hired during winter and spring quarters to cover a student teaching assignment of one semester in a school.

Childbirth Accommodation and Childcare Reimbursement

Teaching Assistants, Teaching Associates and Graduate Student Researchers appointed for a minimum of 25% time for the duration of the quarter can get up to eight weeks paid leave for childbirth. A central Childbirth Accommodation Fund has been established to pay the salaries of eligible ASEs and GSRs during the time they are on leave. The university offers a Childcare Reimbursement program for eligible Academic Student Employment (ASE) positions, Graduate Student Researchers (GSR) and certain graduate fellows appointed for a minimum of 25% time for the duration of the academic quarter. During the academic year (fall, winter, spring quarters) the reimbursement limit is $1,400 per quarter for eligible childcare expenses incurred during the appointment period. During the summer, the reimbursement limit is $1,375 irrespective of the number of summer sessions in which a graduate student is employed. A central Childcare Reimbursement Fund has been established to pay for reimbursable childcare expenses. More information can be found here along with the appropriate forms: https://grad.uci.edu/funding/childbirth-accommodation-childcare-reimbursement/

Funding for Conference Travel and Professional Development

School of Education Conference Travel and Professional Development funds

The UCI Ph.D. in Education encourages student presentation at conferences and participation in other professional development activities. Ph.D. in Education students may receive a maximum total of $2,500 toward conference funding and professional development combined during active doctoral studies at UCI.

$800 maximum is designated for each Professional Development activity or Conference Presentation.

Approval Process for Conference Presentation or Professional Development Activity.

Step 1: Get approval from your advisor on the Conference Presentation Approval form or Professional Development Request form available on the Ph.D. in Education advising website (http://advise.education.uci.edu/conference--professional-development-funds.html) and submit the form to the Graduate Coordinator prior to any commencement of planned activity. You also have the option of applying for additional funding from AGS and DECADE.

Step 2: Please keep all your travel, hotel and other receipts from the conference presentation or professional development activity along with your name badge and program to receive the educational stipend.

DECADE Student Travel Awards

Graduate students who actively participate in DECADE are eligible and encouraged to apply for funds to support their travel to professional development or research conferences. Active participation includes, but is not limited to, holding leadership positions in campus-wide and school-based councils, organizing diversity and inclusion-based programs with DECADE Faculty Mentors, and holding mentoring positions for Graduate Division programs including DECADE PLUS, Summer Undergraduate Research Program, and Competitive Edge. Awards of up to $500 are available. The DECADE Student Travel Award application can be found at https://www.grad.uci.edu/about-us/diversity/decade/

AGS Travel Grants

AGS has created a Travel Grant program to award graduate students small grants of up to $250 to help graduate students travel to conferences where they will be presenting their own professional work. This program is funded by AGS, Graduate Division, and the Office of the Chancellor. Four rounds of applications will be held each year, one during each quarter. Funding will be awarded randomly from the full pool of eligible applications. Preference will be given to students who have not received an AGS travel award during the current academic year, defined as running from the first day of school to the last day of the following summer. Applicant Ph.D students must be presenting a paper or giving a talk on their own original research.

Any questions about the Travel Grant program can be directed to financial.coordinator@ags.uci.edu. The AGS Travel Grant application and more information can be found at https://ags.uci.edu/services/conference/

DTEI Travel Grants

The Division of Teaching Excellence and Innovation (DTEI) offers travel grants (up to $1,000 each) for graduate students and postdoctoral fellows attending conferences or institutes related to pedagogy in higher education. Two rounds of applications will be held during the year. The DTEI Travel Grant eligibility criteria and application can be found at https://dtei.uci.edu/opportunities/grads-postdocs/graduate-student-and-postdoc-travel-grant/

Graduate Student Funding Opportunities and Resources

Each student receives a funding guarantee as part of their offer of admission and should retain this letter for future reference. Prior to the end of their guaranteed funding, students are encouraged to work with their advisor to identify options for funding the remaining years of their education. Information about graduate student funding opportunities and resources is available at the following web sites:

Graduate Division: https://grad.uci.edu/funding/index.php

Office of Financial Aid and Scholarships: http://www.ofas.uci.edu/content/Scholarships.aspx

Dissertation Research Support

Opportunities for dissertation research support through fellowships, grant support, and internships are offered on a competitive basis by various organizations and foundations. Information is available at: https://advise.education.uci.edu/phd-funding.html

FACULTY ADVISOR ASSIGNMENT AND ROLE

When students enter the program, they are assigned a faculty advisor whose research study/practice closely relates to the student's academic/research interests. Some students are assigned two advisors. An advisor assumes the role of a mentor and works with the student, guiding their satisfactory progress with the program coursework, research projects, milestone activities, and reports on their ARSP. The faculty advisor meets regularly with the student to offer support and guidance for any concerns the student may have. Changing advisors is considered a normal procedure for students who believe a different advisor can better guide their research as it evolves. Please notify Ph.D. program staff of advisors changes by email.

PROGRAM OF STUDY

Course Requirements

The Ph.D. in Education program of study provides training for all students in critical core knowledge in educational theory and research. Typically, this training is provided through required courses, brown bag seminars, invited addresses, and direct research experience. In addition, the program provides more in-depth training through the areas in Educational Policy and Social Context (EPSC); Human Development in Context (HDiC); Teaching, Learning, and Educational Improvement (TLEI).

Over the course of their five years in training, students are expected to take twelve 4-unit courses prior to advancement to candidacy, which typically is achieved by the fall quarter of one's fourth year in the program. These 12 courses are:

- Five required research methods courses
  - o EDUC 222: Research Epistemologies & Methodologies
  - o EDUC 288A: Educational, Social, & Behavioral Statistics
  - o EDUC 265: Applied Regression (prerequisite: EDUC 228A)
  - o EDUC 283A: Qualitative Research Methods in Education I
  - o EDUC 283B: Qualitative Research Methods in Education II
- Five area courses
- "Other-Area" Courses: Each student must take one course from the two other areas they are not majoring in. These can be fulfilled by the following:
  - o HDIC: any HDiC Course (signified by a Course number that includes a D)
  - o TLEI: any TLEI Course (signified by a Course number that includes a T)
  - o EPSC: any Core EPSC Course (listed below)

Educational Policy and Social Context CORE Courses:
  - o EDUC 264E Economic Foundations of Education and Social Policy
  - o EDUC 251E Educational Policy and Politics
  - o EDUC 254E College Access and Persistence
  - o EDUC 276E Early Childhood Education Policy Structure and Social Context of Schools
  - o EDUC 261E Social and Cultural Foundations of Education
  - o EDUC 252E Social Organization of Schools and Classrooms
  - o EDUC 251 Educational Policy and Politics
  - o EDUC 254 College Access and Persistence

- o   EDUC 255 Immigration and the New Second Generation
- o   EDUC 258 Special Topics in Educational Policy and Social Context
- o   EDUC 261 Social and Cultural Foundations of Education
- o   EDUC 264 Economic Foundations of Education and Social Policy
- o   EDUC 258E Special Topics in Educational Policy and Social Context* (By Assoc Dean approval only)

Students are expected and strongly encouraged to continue 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 of their interest 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. Courses taken at other UC campuses must be pre-approved by the faculty advisor and Ph.D. program faculty director. EDUC 298: Independent study courses are also acceptable (pending approval by general petition) when taken for a letter grade and syllabus is provided.

Research Methods Courses

All students are required to take five courses in research methods and statistics – these courses are listed below in ALL CAPS. Students are strongly encouraged to take these courses in their first year in the program. Additional courses in methodology, professional development and other School of Education general courses are strongly advised. Students are also encouraged to take advantage of on-site and off-site training workshops to further develop their research and methodological skills. Courses in statistics or research methodology offered in the Department of Statistics, School of Social Ecology, School of Social Science, or elsewhere on campus, with the permission of the instructor, are recommended.

Course #	Title
EDUC 210	Language, Literacy, and Discourse
EDUC 221	Advanced Longitudinal Data Analysis
EDUC 222	RESEARCH EPISTEMOLOGIES AND METHODOLOGIES
EDUC 224	Special Topics in Educational Research Methods
EDUC 224B	Learning Analytics Practicum
EDUC 234	Measurement and Psychometrics
EDUC 250	Research Practice Partnerships in Schools and Communities
EDUC 259	Community Research and Action
EDUC 265	APPLIED REGRESSION ANALYSIS FOR EDUCATION AND SOCIAL RESEARCH
EDUC 266	Design-Based Implementation Research
EDUC 267	Classroom Research Methods
EDUC 279	Advance Qualitative Methods
EDUC 280	Research Methods - HLM
EDUC 283A	QUALITATIVE RESEARCH METHODS IN EDUCATION I
EDUC 283B	QUALITATIVE RESEARCH METHODS IN EDUCATION II
EDUC 284	Mixed Methods in Education Research
EDUC 287A	Quantitative Data Analysis in Educational Research and Evaluation
EDUC 287B	Causal Analysis: Methods for Program Evaluation and Policy
EDUC 288A	EDUCATIONAL, SOCIAL, AND BEHAVIORAL STATISTICS
EDUC 288B	Structural Equation Modeling for Educational, Social, & Behavioral Research

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 Science, or elsewhere on campus, with the permission of instructor	

Area Courses

Our curricular courses are organized under three areas. As noted above, some of the specific courses offered in each area are required and are referred to as core courses. The area core courses are listed below in ALL CAPS. Substitutions for core courses are rarely made, unless the course has not been offered for some time or there are extenuating circumstances. Students must take the required courses in their own area and one course in each of the other two areas. They must also take two to three additional courses in their own area or approved alternatives.

Human Development in Context (HDiC) Area Courses

Students must take 4 total HDiC courses, defined as Educ course numbers labeled with a D (Development). They must take one additional EDUC course, which can be any Ph.D course offered in the school including methods.

NOTE: Each student's courses must secure internal approval by the Associate Dean to satisfy a breadth of specializations within HDiC. Specifically, of their four D courses, they must take one course in three of the four following specializations (for a total of 3 courses), selected out of a menu of courses under each category. The specialization course menus include the following courses, but the lists are not exhaustive.

Developmental Processes (including biological development)	
Course #	Title
EDUC 208D	Reading and Writing Development
EDUC 211D	Writing Theory and Practice
EDUC 218T	Special Topics in Teaching, Learning, and Educational Improvement
EDUC 220D	Developing Adolescent Literacy
EDUC 223D	Oral Language Acquisition and Education
EDUC 228	Science Education for the 21st-Century Classroom
EDUC 229D	Foundations of Human Development
EDUC 236D	Applied Linguistics and Literacy
EDUC 238D	Special Topics in Human Development in Context

Social Emotional Development	
Course #	Title
EDUC 238D	Special Topics in Human Development in Context
EDUC 268D	Out of School Learning and Youth Development

Cognitive and Neurological Development	
Course #	Title
EDUC 208D	Reading and Writing Development
EDUC 211D	Writing Theory and Practice
EDUC 220D	Developing Adolescent Literacy
EDUC 223D	Oral Language Acquisition and Education
EDUC 229D	Foundations of Human Development
EDUC 232D	Mathematics Cognition and Learning
EDUC 236D	Applied Linguistics and Literacy
EDUC 238D	Special Topics in Human Development in Context
EDUC 239D	Cognitive Neuroscience and Human Development

Cultural and Environmental Contexts of Development	
Course #	Title
EDUC 208D	Reading and Writing Development
EDUC 211D	Writing Theory and Practice
EDUC 220D	Developing Adolescent Literacy
EDUC 223D	Oral Language Acquisition and Education
EDUC 225D	Language Development and Culture
EDUC 228D	Science Education for the 21st-Century Classroom
EDUC 229D	Foundations of Human Development
EDUC 232D	Mathematics Cognition and Learning
EDUC 236D	Applied Linguistics and Literacy
EDUC 238D	Special Topics in Human Development in Context
EDUC 268D	Out of School Learning and Youth Development
EDUC 274D	Studies of Professional and Staff Development

Educational Policy and Social Context (EPSC) Area Courses

EPSC students are required to take five Educ courses labeled with an E (EPSC), or these may include Econ 249, Soc 279, Soc 237E, or Soc 279E (for a total of five courses).

NOTE: Each student's five area courses must secure internal approval by the Associate Dean to satisfy a breadth of specializations within EPSC. Specifically, EPSC students are required to complete 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. These courses are listed below within each specialization but this list is not exhaustive.

All ESPC students are required to complete:

- EDUC 229A: THEORIES AND ISSUES IN HUMAN DEVELOPMENT Part 1
- EDUC 237: FOUNDATIONS OF TEACHING AND LEARNING
- EDUC 253: FOUNDATIONS OF EDUCATIONAL POLICY

- At least one course in the Structure & Social Context of Schools content area
- Four total courses in the EPSC area (not counting EDUC 253)

Economics of Education	
Course #	Title
ECON 249	Special Topics in Microeconomics
EDUC 258E	Special Topics in Educational Policy and Social Context
EDUC 264E	Economic Foundations of Education and Social Policy

Education Policy	
Course #	Title
EDUC 251E	Educational Policy and Politics
EDUC 254E	College Access and Persistence
EDUC 261E	Social and Cultural Foundations of Education
EDUC 276E	Early Childhood Education Policy Structure and Social Context of Schools
EDUC 258E	Special Topics in Educational Policy and Social Context

Social and Cultural Foundations of Education	
Course #	Title
SOCL 237	Educational Inequality
EDUC 252E	Social Organization of Schools and Classrooms
SOCL 279	Special Topics: Social Organizations and Institutions
EDUC 258E	Special Topics in Educational Policy and Social Context

Electives	
Course #	Title
EDUC 258E	Special Topics in Educational Policy and Social Context

EPSC does not require its students to take more than the set of quantitative courses required by the School, but it does strongly urge its students to take additional methods courses within or outside of the School of Education.

Course #	Title
EDUC 287A	Quantitative Data Analysis in Educational Research and Evaluation
EDUC 287B	Causal Analysis: Methods for Program Evaluation and Policy

Teaching, Learning, and Educational Improvement (TLEI)

TLEI students are required to complete Four EDUC courses labeled with a T (TLEI), and one additional course that can be any EDUC course including methods.

NOTE: Each student's T courses must secure internal approval by the Associate Dean to satisfy a breadth of specializations within TLEI. Specifically, they must take two courses in a single TLEI specialization, two other TLEI courses (which can be in the same specialization or in a different TLEI specialization).

Specialization courses within TLEI. The following list of courses are included in each of the specializations, but the list is not exhaustive.

Digital Learning and Media	
Course #	Title
EDUC 212T	Literacy and Technology
EDUC 217T	Foundations of Digital Learning
EDUC 218T	Special Topics in Teaching, Learning, and Educational Improvement

Language and Literacy	
Course #	Title
EDUC 208T	Reading and Writing Development
EDUC 211T	Writing Theory and Practice
EDUC 212T	Literacy and Technology
EDUC 220T	Developing Adolescent Literacy
EDUC 223T	Oral Language Acquisition and Education
EDUC 236T	Applied Linguistics and Literacy
EDUC 218T	Special Topics in Teaching, Learning, and Educational Improvement

Sociocultural Perspectives on Learning and Educational Improvement	
Course #	Title
EDUC 225T	Learning, Development, and Culture
EDUC 231T	Interrogating Race and Education
EDUC 250T	Research Practice Partnerships in Schools and Communities
EDUC 255T	Immigration and the Second Generation
EDUC 266T	Design-Based Implementation Research
EDUC 289T	Use of Video in Educational Research

STEM Teaching and Learning	
Course #	Title
EDUC 217T	Foundations of Digital Learning
EDUC 228T	Science Education for the 21st Century
EDUC 232T	Mathematics Cognition and Learning
EDUC 218T	Special Topics in Teaching, Learning, and Educational Improvement

Teacher Learning and Professional Development	
Course #	Title
EDUC 226T	University Teaching: Concepts and Practices
EDUC 237T	Foundations of Teaching and Learning
EDUC 274T	Studies of Professional and Staff Development
EDUC 218T	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 courses for degree requirements.

Electives

Students are expected and strongly encouraged to continue to take courses beyond the 12 courses required throughout their five years of doctoral study. These courses may come from their own area, from the other two areas, an interdisciplinary course, from other appropriate courses of their interest in the School of Education or in other departments on campus. Courses taken at other UC campuses must be pre-approved by the faculty advisor and Ph.D. program faculty director. Elective courses must be graduate level courses taken for a letter grade. Independent study courses (e.g., Education 298: Individual Study) are also acceptable, pending approval, when taken for a letter grade and syllabus is provided and as long as it meets the minimum 12-unit quarter requirement.

Further information regarding the Ph.D. program, courses, and application requirements is available at the School of Education website.

Additional Research Methods Courses (not required but strongly encouraged)
- o EDUC 221   Longitudinal and Advanced Structural Equation Modeling
- o EDUC 234   Measurement and Psychometrics
- o EDUC 259   Community Research and Action
- o EDUC 266   Design-Based Implementation Research
- o EDUC 279   Advanced Qualitative Methods
- o EDUC 280   Research Methods: Hierarchical Linear Modeling
- o EDUC 287A   Quantitative Data Analysis in Education Research and Evaluation
- o EDUC 287B   Causal Inference: Methods for Program Evaluation and Policy Research
- o EDUC 288B   Structural Equation Modeling for Educ, Soc & Behavioral Analysis
- o 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.

Special Courses

Pre-dissertation Research: EDUC 295

Students who wish to engage in pre-dissertation research may enroll in EDUC 295 for 1-12 units for a S/U grade. EDUC 295 is designed to support the dissertation proposal and is not recommended for students who have yet to submit a second-year research paper. All activities during the quarter should be focused on the dissertation with clear goals towards advancement to candidacy. Students may only take EDUC 295 until they defend their dissertation proposal. EDUC 295 counts towards the university's requirement, which states that students must be enrolled full-time (i.e. minimum of 12-units per quarter); however, it cannot be used to fulfill our program's course or elective requirements. EDUC 295 can be taken unlimited times under the direction of a faculty member who guides the student's research. This may include guidance on data collection, methodology, human subjects' protocols, conference presentations, and scholarly publication. This course requires authorization from the faculty instructor in order to enroll, please contact the faculty member for the course code. Once enrolled, a course syllabus must be submitted to the Ph.D. program staff.

Independent Study: EDUC 298

Students may wish to study directly with a School faculty member, perhaps in a course not currently offered or to make progress on research. Students can take 2-8 units. EDUC 298 counts toward the 12-unit requirement and will impact GPA. This course may be repeated for credited unlimited times. This course requires authorization from the faculty instructor in order to enroll, please contact the faculty member for the course code. Once enrolled, a course syllabus must be submitted to the Ph.D. program staff.
When taken for a letter grade, as determined by instructor based on content, EDUC 298 can be petitioned to meet a course elective. When using an independent study course to waive out of a regular course, please provide a syllabus or a detailed outline of the course along with documented topics covered and assignments completed. Each course request must be approved in writing by the student's advisor and the Associate Dean of Graduate Program.

EDUC 295 and EDUC 298 Syllabi

Per UCI Graduate Council academic policy, faculty are required to provide written expectations for all graduate research units. Any Ph.D. in Education student enrolled in EDUC 295 and/or EDUC 298 will need to obtain a syllabus or outline of work expected to be completed by the student. This is to ensure that both the faculty member and graduate student have a clear understanding of the goals and expectations of work to be completed within the quarter in which the student is enrolled. Students are required to submit their faculty-approved syllabus for EDUC 295 and/or EDUC 298 to the Ph.D. program staff by week 2 of the quarter enrolled. All syllabi submitted will be placed in the student's file.

Dissertation Research: EDUC 299

This course is specifically designed for students researching and writing their dissertations. Students typically enroll after Ph.D. Advancement to Candidacy, although the course may fit a bit earlier depending on progress. Taking EDUC 299 is a way to count units

toward the 12-unit requirement and may not be used to fulfill course or elective requirements. EDUC 299 can be taken for 1-12 units, an unlimited number of times, for credit.

Professional Development

We offer several professional development courses associated with our milestones, with preparation for moving into the job market, and/or with general professional development. These courses are designed to extend students' knowledge of conducting and publishing educational research, as well as becoming an
educational research professional. These courses cannot be used to fulfill the program's required courses but they do contribute the full time 12-unit requirement each quarter. Because they are graded with S/U grading only they do not impact on one's GPA.

Each year, we offer EDUC 296A and 296B - Professional Writing in Educational Research (2 units each, S/U grade only). This course is designed to help second year students prepare and complete the second-year milestone research paper.

Other such courses include EDUC 298 (First Year Research Writing), EDUC 238 (Preparation for the Job Market), EDUC 399 (TA-ships), and EDUC 238 (Dissertation Proposal Writing). 399 is a course students may enroll in while serving as a TA in order to deepen their academic growth and learning to teach. These courses vary across years and can be taken for 2-4 units, multiple times depending on the instructor. Students should check each year's Ph.D. course schedule for specific offerings, number of units, and instructor.

Exceptions

Exceptions to any of the above requirements are allowed with the signed approval of the student's faculty advisor and the Ph.D. faculty program director and confirmation by the Graduate Dean. Refer to the UC Irvine General Petition. Some exception requests are also subjected to approval by the Steering Committee.

Exceptions are usually for one of two reasons. First, students may wish to substitute or waive a course requirement due to having taken an equivalent or highly similar graduate course previously or if a course requirement has not been offered in the year in which the student must advance to candidacy. Review of requests is based on the comparability of the scope of material covered in the substitution course and original course. If such an exception is granted, the specific course requirement will be substituted or waived, but the total number of courses required will not be reduced.

A second reason for an exception request is to redesign a program of study to better match a student's research interests. For example, a student might have research interests that cross two areas, and thus wishes to decrease courses in one area and add to the number taken in a second area. Requests along these lines will also be considered and require approval of the student's faculty advisor and Ph.D. faculty program director. Once again, the total number of courses required will not be reduced.

All requests should be submitted in writing via an email to the Ph.D. faculty program director with a cc to the student's faculty advisor and Ph.D. program staff. Students who are requesting a waiver of a particular course requirement (i.e., reason number one above) should attach a copy of the syllabus of the course taken previously.

Program Milestones

First Year Research Project

A first-year research project is a required component of the Ph.D. in Education program. Students during their first year are expected to carry out a small study under the leadership of their advisor. In most cases the study will make use of data already available from the advisor or elsewhere, but the student may collect individual data if he or she wishes. The project will be presented at a poster presentation in fall quarter at the beginning of students' second year of study. Students are required to participate in the poster presentation and to write a paper or proposal suitable for submission to an academic conference. The first-year research project

requirement will be considered filled when the faculty advisor and Ph.D. faculty program director have signed a form indicating that the student's project is suitable for presentation at an academic conference.

Second Year Research Paper (SYRP)

During their second year, students must complete a research paper of sufficient quality to merit consideration for publication in a journal in the field of Education (submitted for publication, but not necessarily published). It is expected that this work will be done under the supervision of each student's advisor who will approve the paper for submission to the graduate office for evaluation.

Satisfaction of this requirement will be determined by the Ph.D. faculty program director, considering the assessments/evaluations of the paper done by two assigned Ph.D. faculty readers. Any concerns will be discussed with the Ph.D. Steering Committee. Completion of the requirement will be certified by a letter from the Dean of the School advising the student that the paper has received a score of provisional pass.

Students whose papers receive a provisional pass are expected to continue to meet with their advisor to further refine their paper for publication. Students who do not pass the second-year research paper requirement are not eligible to continue in the program and will be recommended to the Dean of Graduate Division for disqualification from continuation in the doctoral program. In such instances, a student may request that the Steering Committee evaluate his or her paper as fulfilling the comprehensive examination requirements for a terminal master's degree, provided the student has fulfilled the remaining requirements for a terminal M.A.

Guidelines and Scoring Policy for Second Year Research Papers is available on the Ph.D. program advising page under the program milestone section. The timeline for submission or revisions of the SYRP must be met according to the deadlines provided in the Guidelines and Scoring Policy for the said year.

In accordance with the Graduate Council and the University policy, completion of this benchmark requirement conforms with timeline of the Ph.D. in Education Program of Study. The SYRP must be submitted to a journal prior to advancement to candidacy, which is fall quarter of the student's fourth year.

Master's Degree En-Route

Students in the Ph.D. in Education program have the option of receiving a Plan II: Comprehensive Examination M.A. degree in Education en route to the Ph.D. To qualify for a M.A. under Plan II, the student who has at least provisionally passed the second-year research paper requirement described above also must have completed a total of 36 units, including all the required area core courses, with a grade of B or better in each course. Obtaining the M.A. in Education degree is not a requirement for completion of the Ph.D., but rather an option for those who wish to complete an M.A. en route to the doctorate or those who elect to complete a terminal M.A., having successfully completed coursework and met the comprehensive examination requirement.

Students who did not pass the second-year research paper requirement but who have completed a total of 36 units, including all the required area core courses, with a grade of B or better in each course, can petition the Steering Committee to evaluate their second-year research paper as meeting the comprehensive examination requirements for a terminal M.A. degree.

Advancement to Candidacy: Master's Degree
Students who are deemed eligible for a master's degree will file paperwork to advance to candidacy for a master's degree prior to the deadline set by UC Irvine Graduate Division: https://grad.uci.edu/academics/filing-deadlines.php

As part of the preparation for filing, students should complete the program requirements checklist (available on the Ph.D. program advising page) and meet with the Ph.D. program staff for a program requirement audit.

Students may not advance to candidacy and receive their master's degree in the same quarter. Students receive their master's degree the quarter following their advancement to candidacy or once all M.A. requirements have been met.

Note: If you advance in the spring quarter and want to confer your M.A. degree in the summer, you must be enrolled in at least one unit during summer session.

THIRD YEAR THEME PAPER / DISSERTATION PROPOSAL

This milestone consists of two components: (a) a through and critical review of the research and theoretical literatures relevant to the proposer's dissertation, and (2) a dissertation proposal based on conclusions reached in the literature review. This proposal will consist of:

(A) A clear justification for the proposed research. i.e., a through and critical review of the research and theoretical literatures relevant to the proposer's dissertation,

(B) the hypotheses or questions to be addressed,

(C) a comprehensive justification and delineation of the methods to be used in both collecting/preparing and then analyzing the data, including as appropriate such matters as selection of research sites and subjects/participants, development of instruments or description of data sources, and explanation of how data will be collected and analyzed, and

(D) a comprehensive discussion of the ways in which the proposer will assess the robustness of their findings and conclusions including a discussion of the limitations of the methods the proposer has selected.

The paper/dissertation proposal (henceforth referred to as the dissertation proposal) should be developed in close consultation with the student's dissertation advisor and will be orally defended at a meeting of the student's three-person advancement to candidacy committee, formed in accordance with UCI regulation. This committee will be chaired by the presumed dissertation chair. Because the defense of this paper serves as the School of Education's comprehensive exam, passing it, along with completion of the required courses, will result in advancement to candidacy.

The dissertation proposal and its defense are to be completed no later than the end of the fall term of the proposer's 4th year. However, completion by the beginning of the fall term of one's 4th year is strongly encouraged. To meet this goal, students, in conjunction with their dissertation advisor should constitute the 5- person committee by the end of the spring term of the proposer's third year in order to allow for consultation with committee members as the paper is being finalized. Students are advised to work closely with their committee so that they get high quality mentoring on this very important task.

If a student cannot complete the dissertation proposal by the end of their fall term in their fourth year and their dissertation advisor agrees, the student may petition the Ph.D. steering committee for an extension of no more than one term. Under normal circumstances, this petition may not be further extended and failure to complete the work in accord with the agreed upon timeline will result in not being advanced to candidacy. In this case, the student must leave the program with a terminal master's degree.

If the committee decides that the proposal and defense are not passable, they need to specify what must be done by the student to achieve a pass. The student will have two months to satisfactorily complete and defend their response to these requirements. The committee will then decide on either passing or failing of this requirement.   If the student does not receive a pass at this point, they are not advanced to candidacy and must leave the program with a terminal master's degree.

Dissertation proposals must be given to the committee at least 2 weeks before the scheduled defense date. It   is the student's responsibility to compose their committee.

ADVANCEMENT TO CANDIDACY: PH.D.

To advance to candidacy for their Ph.D., students must:
- meet the twelve area course requirements;
- satisfactorily complete the first-year research project and second-year research paper milestones;
- complete and satisfactorily defend their third-year theme paper / dissertation proposal.

Requirement	Evaluating Body	Oral Defense?	Stage Achieved
Completion of 12 required coursework with a grade of B or better	Program staff	No	University and school requirement
First Year Research Project	Faculty reviewers and Ph.D. Steering Committee	No	School requirement
Empirical Paper (SYRP) with proof of submission for publication	Faculty reviewers and Ph.D. Steering Committee	No	Can be used for M.A. degree (either terminal or stepping stone)
Theme Paper/Dissertation Proposal	Advisor review prior to submitting paper for defense	Yes – see below	
Dissertation proposal defense	five-person advancement to candidacy committee (must include at least 3 SoE faculty and at least 1 outside member)	Yes	Advancement to candidacy for Ph.D. (no later than fall quarter of the student's 4th year in the program)

Dissertation Proposal (see section on Third Year Paper/Dissertation Proposal)

The dissertation proposal requirement for advancement to candidacy consists of a comprehensive dissertation proposal (ordinarily at least 30 double-spaced pages, plus references) that introduces the background and significance of the proposed dissertation research; presents the theoretical and conceptual framework of the study, including how it builds on prior research on the topic; and thoroughly explains the methodological approach of the study, detailing matters such as selection of research sites and subjects/participants, development of instruments or description of data sources, and explanation of how data will be collected and analyzed. The proposal should be developed in close consultation with the student's dissertation advisor and will be defended at a meeting of the student's advancement to candidacy committee.

Chair of the Advancement to Candidacy Committee

As the student prepares to advance to candidacy, they may either confirm their current faculty advisor as the Dissertation Advisor/Chair of the Candidacy Committee or request a different faculty member to serve in that role. There is the option to add a co-Chair to the Committee, if needed. The dissertation advisor plays a strong role in the development of the dissertation proposal and assists with the selection of the five-member candidacy committee. The advisor also determines when the student is prepared to go before the candidacy committee to defend the proposal and when the student is prepared to present and defend the final dissertation.

Changing advisors is considered a normal procedure for students who believe a different advisor can better guide their research as it evolves. Please use the Change of Advisor form (http://advise.education.uci.edu/phd-students--advisor-info.html) to submit changes to your faculty advisor(s). Ph.D. program staff will notify the student and faculty advisors by email of changes submitted.

Committee Formation

The candidacy committee will be composed of three faculty members who are voting members of the University of California Academic Senate as follows:

- TWO SCHOOL MEMBERS: At least two members of the candidacy committee (the Chair and one others) must be UC Irvine Senate Faculty Members who hold either a primary or joint appointment in the UC Irvine School of Education. No exceptions to this requirement will be considered.
- The third member of the Candidacy Committee may be any Senate Faculty member within the University of California, including in the UC Irvine School of Education, in any other unit at UC Irvine, or from any other UC campus. Faculty from other universities or non-Senate UC faculty with equivalent scholarly standing can be considered as a third member on an exception basis only. Students who wish to initiate an exception request should consult with the Ph.D. program staff.
- Faculty from other universities or non-Senate UC faculty with equivalent scholarly standing can be considered as a third member on an exception basis only. Students who wish to initiate an exception request should consult with the Ph.D. program manager/counselor. Exception requests must be received by Graduate Division at least 4 weeks before the proposal defense date.

The Ph.D. program staff is available to review proposed committee membership for compliance with University of California regulations.

Candidacy Examination: Defense of Dissertation Proposal

General Procedures[1]
The candidacy examination (oral qualifying examination) is the step within the Ph.D. program that results in advancing to candidacy. The examination covers the student's[1] dissertation proposal. During the examination, the student will make an (illustrated) oral presentation of the dissertation proposal. In evaluating the basis for advancement to candidacy, the candidacy committee will consider the student's dissertation proposal, as well as the more general disciplinary, content, and methodological knowledge required to undertake successful dissertation research.

In advance of the candidacy examination, the student will send the dissertation proposal to the three candidacy committee members at least three weeks prior to the date of the exam.[2]

The student should be prepared for the candidacy examination to be up to two hours in length. The components of the examination are listed below, although the order may depart from this on occasion.

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[1] The precise form and content of each Candidacy Examination are determined by the student's Candidacy Committee.
[2] Students should be advised that scheduling a day and time that meets the needs of five Committee members and the student could take up to two months.

1. Student summarizes and discusses dissertation proposal (approximately 15 minutes). The presentation should include:
   a) topic and its significance
   b) review of literature
   c) questions/hypotheses to be explored and their significance
   d) data collection procedures
   e) data analysis methods
   f) anticipated contribution to the field

2. Student responds to questions from committee members about dissertation proposal (45 minutes to 1.5 hours).

3. Student leaves the room while committee discusses student's performance (10-30 minutes).

4. Student returns and is given the committee's response. In some cases, student is asked to summarize changes to be made based on the committee's responses.

The final vote and recommendation of the committee must be unanimous. If the committee votes to recommend candidacy, each member signs Ph.D. Form I (see section following on Advancement to Candidacy).

In the event that the committee requires substantive changes to the dissertation proposal, which it wishes to review, or for some other reason is not prepared to immediately recommend candidacy, the signatures will be postponed. The committee may request changes in the proposal that it considers to be of a technical nature and which it does not deem necessary to review. The student may be asked to produce a memorandum of understanding (MOU) that incorporates a description of these revisions. Once the members of the committee have accepted the student's MOU, the signatures are obtained. If there are more important, substantive changes requested by the committee, the student will be asked to modify the original proposal and submit it to the committee members, and the candidacy examination will be re- convened to conclude the examination. This re-convening must occur within three months.

If the committee does not believe that even a revised proposal is likely to be acceptable, it may choose to fail the candidate. The candidate has three months from that point to produce a new dissertation proposal, convene a new committee, and retake the candidacy examination as specified in Regulation 467 of the Irvine Division of the Academic Senate.

Students who fail the second attempt of their candidacy examination will be recommended for disqualification from the program. Their paper will be re-reviewed by the Ph.D. Steering Committee to see if it meets a lower bar of M.A.-level work (but not eligible for Ph.D. continuation).

Filing for Advancement to Candidacy

When all three members of the candidacy committee have voted to recommend advancement to candidacy, each member signs Ph.D. Form I, as does the Graduate Faculty Advisor and the School Dean.

On the Ph.D. Form I, indicate who will serve on the student's three-person doctoral committee, in accordance with UC Irvine Senate regulations as stated above. The student pays the Advancement to Candidacy Fee. The Cashier validates the Ph.D. Form I, and this signed and validated form serves as the formal application, submitted by the student, for advancement to candidacy.

The student submits the validated form to Graduate Division, 120 Administration Building. Graduate Division notifies the student of their formal Advancement to Candidacy.

For additional information, please review pages 4-7 on the Ph.D. Form I or contact PhD Program Staff.

Information about filing deadlines for Advancement to Candidacy is available at:
https://www.grad.uci.edu/academics/filing-deadlines.php

DEFENSE OF DISSERTATION

Dissertation Committee
Following advancement to candidacy, the student commences or continues work on a dissertation of original research under the guidance of a dissertation committee composed of three or more faculty members, at least two of whom will be members of the UC Irvine School of Education (including the Chair of the Candidacy Committee). The Chair of the Dissertation Committee is the dissertation advisor. It is the student's responsibility to compose their dissertation committee.

Dissertation and Defense Procedures
Final dissertation papers must be given to the committee at least 2 weeks before the scheduled defense date.

The dissertation defense consists of an announced and public oral defense of the dissertation during which the candidate addresses the theoretical and conceptual framework, methodology, findings, and implications of the study. All members of the committee must approve the dissertation for it to pass and for the candidate to receive the doctoral degree.

The dissertation defense is typically conducted within a two-hour time period. Approximately the first half hour is devoted to the presentation of the dissertation by the candidate. Another hour or so is for questions from the committee members. The remaining half hour is time in which the committee discusses its recommendation(s) and communicates them to the candidate.

1. Presentation of Dissertation by Candidate: Twenty-five (25) Minutes
The candidate is expected to provide a concise description of the dissertation. In doing so, the candidate is expected to describe:
   a. Problem examined and its importance
   b. Research methodology (e.g., sample, data collection, data analysis)
   c. Findings of the study
   d. Study conclusions and implications

2. Questions Asked by Dissertation Committee Members: Sixty to Ninety Minutes
Dissertation committee members ask the candidate questions that they consider warrant discussion with the candidate prior to approval of the dissertation. These questions may pertain to such matters as why particular approaches were or were not taken by the candidate, the meaning of the data contained in the dissertation, or the relationship of the dissertation findings to other studies.

3. Concluding Statement by Candidate: Ten (10) Minutes
During this period, the candidate may be asked to make concluding comments. This is an opportunity for the candidate to clarify unresolved issues. The candidate may wish to return to specific questions asked by committee members if he or she has more information to add. In addition, the concluding statement might address areas for future research. As applicable, this might relate to

both (a) further analyses to address issues raised by the committee and (b) additional questions for study that derive from the dissertation research and which the candidate considers important. Finally, the candidate should end with a brief concluding statement. It should summarize the significance of the dissertation in terms of the contribution it makes to the area of study.

4. Closed Discussion: Dissertation Committee Members Only (20 Minutes)

Committee members discuss the candidate's dissertation and defense of it and will vote on whether to (a) approve it, (b) approve it with minor modifications, or (c) request additional work on it. Approval of the dissertation (a or b) requires a unanimous vote of the three committee members. In the event that additional work is needed, an MOU or similar written agreement should be considered.

The committee's decision is communicated immediately to the candidate.

At the conclusion of a successful defense, the candidate and the committee members sign Ph.D. Form II, which subsequently is delivered to Graduate Division in hard copy along with other required degree filing documents.

Dissertation Submission Deadlines
Once the student has successfully passed their defense and all committee members have signed off with their approval, the timeline for the student to submit final degree paperwork and graduate is that quarter.

Students must submit their dissertation by the deadline for the quarter in which the degree is to be conferred. Friday of the tenth week of classes is the deadline for submitting theses and dissertations during each quarter. Information about university deadlines is available at: https://www.grad.uci.edu/academics/filing-deadlines.php

Dissertation Approval
After successfully defending your dissertation, you must submit your dissertation and all final degree paperwork by the degree deadline for that quarter.

Submitting your final degree packet starts your final degree check. Additional final degree submission forms, a step by step manual as well as a submission instruction flow chart can be found at the appropriate link below:
- Thesis/Dissertation Electronic Submission (https://grad.uci.edu/academics/degree- completion/electronic-submission.php)
- Thesis/Dissertation Paper Submission (https://grad.uci.edu/academics/degree-completion/paper- submission.php)

Dissertation Manual
Procedures for submitting the dissertation are available online through the UCI Library Archives: http://special.lib.uci.edu/dissertations/electronic/tdmanuale.html

Satisfying Degree Requirements for Graduation
The School of Education Program staff are available to review compliance with UC Irvine Ph.D. degree requirements.

Filing Fee

Under certain circumstances, Ph.D. students who have completed all requirements for the degree except "official" submission of the dissertation may be eligible to pay a filing fee in lieu of registration for only one academic quarter or summer during the student's entire graduate career. Students applying for Filing Fee status must be registered in the preceding academic session.

To establish eligibility to pay the Filing Fee, the student must submit a Graduate Division Filing Fee petition. The petition must be approved by the School of Education Associate Dean and Chair of the doctoral committee and must certify that all other requirements for the degree have been met.

International students must secure approval from the International Center to on Filing Fee status.

It is important that applications for Filing Fee be submitted to the Graduate Division Dean prior to or at the very beginning of the quarter.

Additional information and the Filing Fee Petition form can be found here: https://www.grad.uci.edu/forms/index.php

COMMENCEMENT INFORMATION

Commencement information is available at: http://www.commencement.uci.edu/

UNIVERSITY POLICIES

Academic requirements and standards for students, time to degree policies, eligibility for funding and other campus resources, and all other academic aspects of graduate education are the purview of the Graduate Council. Please refer to the Graduate Policies and Procedures for more detailed information on what is presented in this handbook.

Time to Degree Policy

Students will be admitted on a full-time basis and will typically complete course work requirements in two years. Average time for advancement to candidacy will be three years and, for completion of dissertation, five years. The following table indicates the normative time for completion of coursework and the normative and maximal times for advancement to candidacy and completion of the doctoral degree.   These normative and maximal times for completion of a doctoral degree are consistent with that of Ph.D. programs within the University of California system.

Normative Time for Completion of Coursework	Advancement to Candidacy		Completion of Doctoral Degree	
	Normative Time	Maximum Time	Normative Time	Maximum Time
2-3 years	3 years	5 years	5 years	7 years

For timelines for the Ph.D. and other degree programs, please see our Time-to-Degree listing (https://grad.uci.edu/academics/time-to-degree.php)

A sample program of study in conformance with a normative time to degree would be as follows:

	Fall	Winter	Spring	Summer
Year 1	Three courses	Three courses	Three courses	Complete first year research project (poster)
Year 2	Three courses	Three courses	Three courses Submit second year research paper	Revise second year paper
Year 3	Optional course(s) Complete second year research paper	Optional course(s)	Optional course(s) Complete third year paper/dissertation proposal	Complete and defend dissertation proposal and advance to candidacy
Year 4	Optional course(s) Dissertation research	Optional course(s) Dissertation research	Optional course(s) Dissertation research	Dissertation research
Year 5	Optional course(s) Dissertation research	Optional course(s) Dissertation research	Optional course(s) Dissertation research	Complete and defend dissertation and graduate with Ph.D. degree

Because the areas of the program are unlikely to map out closely with students' prior graduate work, there will be no general reduction of requirements or time to degree for students with a prior master's degree. However, students may request to have individual courses substituted or waived by submitting a petition requiring the approval of the Ph.D. faculty program director, the school associate dean and the graduate dean. It is anticipated that students who have already completed a master's degree may be able to complete their dissertation research in less than two years. Therefore, the normative time to degree for students who have completed a prior master's degree in an area closely related to their doctoral studies may be four years.

Academic Standards for Students: Progress Toward Degree

Academic standards for students can also be found here: https://grad.uci.edu/academics/academic-policies.php

Satisfactory Progress
A graduate student is expected to maintain satisfactory progress toward an approved academic objective as defined by the faculty of the program, and in accordance with policies of the Graduate Council and the University. It is important that the academic record of the student be assessed each quarter to confirm satisfactory progress.

Satisfactory progress is determined on the basis of both the student's recent academic record and overall performance. Criteria for determining satisfactory progress toward degree are:
- GPA - the student must maintain at least a 3.0 cumulative grade point average.
- Normal Time to Degree – the student must advance to candidacy and complete the degree within the limitations established by UC Irvine's Graduate Council (March 2004). A student exceeding the maximal time to degree shall be deemed not to be making satisfactory progress toward their degree; moreover, they shall not receive University resources (e.g., financial aid, TA-ships, housing, etc.). Normal time to degree for each graduate program is listed at https://grad.uci.edu/academics/time-to-degree.php
- Grade Reports - all I, W, or NR grades should be reviewed and appropriate action taken as needed.

- P/NP - no courses graded "Pass" are to be included as part of the advanced degree program, nor are they to be considered as satisfying academic criteria for University-administered fellowships and academic appointments/employment.
- Enrollment Units - students must be enrolled for at least 12 graduate or upper- division units of credit each quarter, including credit for supervised teaching and research, unless part-time status, filing fee, or an academic leave of absence has been approved in advance by the Graduate Dean. In cases of approved part-time status, enrollment in eight (8) or fewer units of credit toward the degree is expected each quarter.
- Distribution of units - the number of upper-division and graduate-level units of credit completed toward degree requirements each quarter should be at least eight and no more than 16 units, unless an exception has been approved in advance.
- Residency - time in residence prior to advancement to candidacy for the Ph.D. or professional doctorate degree should be within acceptable limits (ordinarily, no more than four years).

Unsatisfactory Progress

A graduate student who has not demonstrated satisfactory academic progress is not eligible for any academic appointment/employment and may not receive fellowship support or other awards. Criteria for determining unsatisfactory progress include:
- An overall grade point average below 3.0; or
- A grade point average below 3.0 in two successive quarters; or
- Fewer than 24 units completed and applicable toward the advanced degree requirements in the last three quarters; or
- Failure to complete required courses or examinations satisfactorily within the period specified by the graduate program; or
- Failure to pass a required examination in two attempts; or
- Failure to progress academically within the Normal Time to Degree framework specified for the student's graduate program; or
- The appropriate faculty committee's evaluation that there has not been satisfactory progress toward completion of the thesis or dissertation.

Continuous Registration Policy

A graduate student is expected to register full time for each regular academic session (Fall, Winter, and Spring quarters) until all requirements for an advanced degree have been completed, including final examinations and the submission of an approved thesis or dissertation. Registration at UC Irvine consists of two separate steps, payment of fees and enrollment in classes, and both must be completed for a student to be officially registered.

Registration may be accomplished either in person, or online via WebReg (http://www.reg.uci.edu/registrar/soc/webreg.html). The option to enroll in classes via WebReg is available through the second week of classes only. Beginning the third week of classes, Add/Drop/Change require school level approvals.

Graduate Standards for Grading

For a graduate student, only the grades A+, A, A-, B+, B, and S represent satisfactory scholarship, and only coursework in which these grades are received may be applied toward degree requirements. If the student has a grade point average of at least 3.0 in all courses applicable to the degree, one UC Irvine course in which a grade of B- is earned may be accepted by the petition process in partial satisfaction of the degree requirements. Graduate students may not apply courses graded Pass/Not Pass toward any degree or satisfactory progress requirements. A grade point average below the B level (3.0 on a 4.0 scale) is not satisfactory, and a student whose grade point average is below that level is subject to academic disqualification. The minimum grade point average standards, as stated in this manual, are minimum UC Irvine requirements.

Individual academic unit faculty retain the prerogative to apply stricter standards for graduate students within their academic unit.

Incomplete (I)

The grade Incomplete (I) should be given only when a student's work is satisfactory but is incomplete because of circumstances beyond the student's control, and when the student has been excused in advance from completing the quarter's work. The I grade should not be assigned when the student is working on a long- term project that is scheduled over more than one quarter of enrollment. In such cases, if the project is on schedule, the In Progress (IP) grade should be assigned. When no action is taken to replace an IP notation with a final grade, the IP will be changed to an Incomplete. Incompletes arising in this manner may not be replaced by another grade or notation. Finally, the grade I should also not be assigned when the student has completed no significant amount of work, or when it was unsatisfactory. The number of Incomplete grades accumulated by a student should be monitored and limited carefully, and should be removed as soon as possible. Incomplete grades are an important factor in evaluating academic progress as well as in determining eligibility for employment. The maximum amount of time that an instructor may allow for making up incomplete work is three quarters of enrollment, but stricter limits may be applied. When work is completed within the time allowed, the student should ask the instructor to submit a change of grade notice to the Registrar. The general procedure is to process such requests with the approval of the Associate Dean for Graduate Affairs of the school in which the course was offered. If not made up within the time allowed, an I grade is recorded permanently. Ordinarily, "I" grades do not affect GPA. However, when computing GPA to determine whether the student meets the minimum GPA requirement for graduation (3.0), I grades are counted as "F."

Academic Leave of Absence

A student is expected to enroll for each regular academic session unless a formal Academic Leave of Absence is granted. A Leave of Absence may be granted for up to one academic year (3 quarters) if, following review of the student's academic record, it is deemed consistent with the student's academic objectives and progress toward degree. Written approvals are required of the Faculty Graduate Student Advisor and/or the school's Associate Dean for Graduate Affairs and the Graduate Dean. It is important that applications for Leave of Absence status be submitted to the Graduate Dean (120 Aldrich Hall, Attn: Student Affairs Officer) prior to the beginning of the quarter for which approval is sought, so that a student whose application is not approved will be able to enroll prior to the deadline.

If an Academic Leave of Absence request was approved and the student subsequently becomes ineligible for LOA status (e.g., GPA falls below 3.0 in the quarter prior to leave), approval for LOA status will be rescinded. The student who will be absent from the campus while continuing to pursue graduate research outside the State of California should register in-absentia. The student who must leave the academic program for more than three quarters should withdraw and apply for readmission at the time he or she expects to resume graduate study at UCI.

Purpose

An Academic Leave of Absence is intended to cover the temporary interruption of the student's academic program. The reason(s) for requesting an LOA must be consistent with University policy and guidelines as outlined below, and with the student's academic program guidelines.

Eligibility Guidelines

A leave may be granted when a student plans to be away from the University of California for one of the following reasons:

1) Serious illness or other temporary disability.
2) Concentration on an occupation not directly related to the student's academic program.
3) Responsibilities related to family obligations.
4) Temporary interruption of the student's academic program for other appropriate reasons.

Limitations to LOA

Leave of Absence policy does NOT apply under the following circumstances:

1) If a student will be absent from the campus and outside California while continuing to pursue graduate research or scholarly activity. (Students engaged in such activity outside California must register in-absentia.)

2) If a student must leave the academic program for more than three quarters.
   Under such circumstances students should withdraw and apply for readmission at the time he/she expects to resume graduate study at UCI.

3) If a student requests such action retroactively.

4) If a student has not completed at least one quarter of graduate study at UCI.

5) If a student has not demonstrated satisfactory academic progress. (Please refer to Satisfactory Progress above.)

Procedures for Requesting an Academic Leave of Absence

A request for a Leave of Absence requires submission of a Graduate Division Academic Leave of Absence form, available via DocuSign. Please contact the Ph.D. Administrative Staff for this form. The form should be submitted prior to the registration deadline for the quarter requested. A request for leave submitted after the end of the second week of classes will be granted by exception only. In such cases the school must submit a letter of exception attached to the LOA form, and signed by the school Graduate Faculty Advisor or Chair and Associate Dean for Graduate Affairs, as applicable. In cases where fees have been paid, a Cancellation/Withdrawal (C/W) form (submitted via student access) must also accompany the LOA form in order to obtain a refund. If the leave is not approved, the forms must be submitted prior to the registration deadline for the quarter requested in order to avoid payment of late registration fees. An Academic Leave of Absence may be terminated at the written request of the student before the end of the approved leave period. Prior to requesting LOA, consultation with the Program Manager/Counselor and/or Associate Dean of Graduate Program is recommended.

Senate Policy on Academic Honesty

The consequences of failing to uphold the Academic Honesty Policy are published in the UC Irvine General Catalogue. Students are expected to become familiar with this policy. Students who fail to uphold their fundamental academic obligation are subject to consequences that might range from lowering a grade to campus-wide sanctions, up to and including dismissal.

Examples of conduct that fall under the aegis of the policy on academic honesty include, but are not limited to, plagiarism, cheating, stealing of exams, falsifying the record of their work, or collusion in such dishonest activities.

When faculty suspect academic dishonesty, they need to follow due process guidelines and investigate their suspicions promptly and fairly. Minimally, due process requires that suspected students be given clear and prompt notice of the suspicion and the opportunity to confront or rebut the evidence that gave rise to the suspicion. Some procedures for implementing the policy can also be found in the UC-UCI document Policies Applying to Campus Activities, Organizations, and Students, available at: http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/toc.html

Career Resources

Versatile PhD is first-hand advice about nonacademic careers for humanities & social science Ph.D.s, including resume and cover letter samples, career autobiographies, and career panel discussions with Ph.D.s successfully employed outside the academy.

[ImaginePhD](#) is a free online career exploration and planning tool for Ph.D. students and postdoctoral scholars in the humanities and social sciences. ImaginePhD allows users to:

- assess their career-related skills, interests, and values
- explore careers paths appropriate to their disciplines
- create self-defined goals
- map out next steps for career and professional development success

List of School Forms and Advising Website Information

Forms and information are available on the School of Education Ph.D. Student Advising website (http://advise.education.uci.edu/phd-program.html) under the designated sections