Welcome Message from Dean Deborah Lowe Vandell, Ph.D.

Getting Started

Accepting Admission
  SIR (Statement of Intent to Register)
  SLR (Statement of Legal Residence)
  International Student Requirements
  Financial Support: FAFSA
  Fellowship Acceptance
  Electronic Funds Transfer
  Graduate Student Housing
  Graduate Student Health Insurance Program (UC SHIP)
  UCnetID
  UCI Student ID Card

Library Access

Document Delivery Service (DDS)

Parking and Transportation

Enrolling in Courses: WebReg

Enrollment Deadlines

Paying Fees

PACE Payment Plan

Academic and Administrative Calendars

Student Responsibility

Graduate Student Suite

2005a and 2007 Education Building

Obtaining a Key to the Graduate Student Suite

Student Resources in the Graduate Student Suite

Student Mailboxes

Graduate Suite Library

Computers/Printer

Hours

Financing Your Studies

Teaching Assistantships (TA)

Graduate Student Researcher (GSR) Positions

Teaching Associate Positions

Supervisor of Teacher Education Positions

School of Education Support

Graduate Student Funding Opportunities and Resources

FAFSA
PACe 9
Dissertation Research Support 9

Program of Study 10
Course Requirements 10
   Research Methods Courses 10
   Specialization Courses 11
   Electives 12
   Special Courses 13
      Pre-dissertation Research: EDUC 295 13
      Independent Study: EDUC 298 13
      Dissertation Research: EDUC 299 13
      Professional Development: EDUC 296A, 296B 13
   Exceptions 13
   Course Requirements Listed by Specialization 14
      Learning, Cognition, and Development Course Requirements 14
      Educational Policy and Social Context Course Requirements 15
      Language, Literacy, and Technology Course Requirements 16

First Year Research Project 16

Second Year Research Paper 17

Master’s Degree Option 17
   Advancement to Candidacy: Master’s Degree 18

Third Year Theme Paper 19

Advancement to Candidacy: Ph.D. 19
   Dissertation Proposal 19
   Confirming An Advisor 19
   Committee Formation 20
   Candidacy Examination: Defense of Dissertation Proposal 20
   Advancement to Candidacy 22

Defense of Dissertation 22
   Dissertation Committee 22
   Dissertation Defense: Procedures 22
   Dissertation Manual 24
   Filing Fee 24
   Dissertation Submission Deadlines 24
   Dissertation Approval 25
   Dissertation Acceptance 25

Satisfying Degree Requirements for Graduation 25

Commencement Information 25
UNIVERSITY POLICIES

Time to Degree Policy  25
Academic Standards for Students: Progress Toward Degree  26
Continuous Registration Policy  28
Graduate Standards for Grading  28
Academic Leave of Absence  29
Senate Policy on Academic Honesty  31
University Policy on Student Grievance Procedures  31

LIST OF SCHOOL FORMS AND INFORMATION ON WEBSITE  32
http://education.uci.edu/intranet2/PhD%20Forms/PhD_forms_main.php#phd_forms_main
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 Ph.D. in Education is designed to prepare you to address the significant challenges of the 21st century, including the need to be responsive to changing demographics and increased cultural and linguistic diversity, the need to match the priorities on accountability and assessment with advances in our understanding of cognition and learning, and the need to maximize the potential of digital media to support social and educational development.

We expect that you will contribute to the growing body of research literature in these areas and emerge from this program an accomplished scholar in your chosen specialization.

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.

Welcome to the program.

Deborah Lowe Vandell, Ph.D.
Professor and Dean

Mission Statement of UC Irvine School of Education

The School of Education seeks to promote educational success and achievement of ethnically and economically diverse learners of all ages through our collective research, teaching, and service activities that foster learning and development in and out of school.
Accepting Admission

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

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

Students who are California residents should complete the Statement of Legal Residence (SLR).  
https://www.reg.uci.edu/stlr/Welcome.do

Students who are not California residents should visit the UCI Registrar’s site for residency information.  
http://www.reg.uci.edu/navigation/residency.html

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

General Requirements for International Students:

Internal Revenue Service information:
http://www.irs.gov/businesses/small/international/article/0,,id=96431,00.html

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

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

Financial Support: 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.  (See section on FAFSA in Financing Your Studies on page 9.)

International students do not complete a FAFSA.

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/

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.

Fellowship Acceptance information and form:  
http://www.grad.uci.edu/admissions/admitted-students/new-dom-grad-stud-check/index.html

Students who receive School of Education issued fellowships or financial support do not need to complete the university fellowship acceptance form.

**Electronic Funds Transfer (EFT)**

Students who are receiving financial aid may arrange to have their funds deposited automatically to their bank account (Direct Deposit: DEFT).

DEFT Information: http://www.ofas.uci.edu/content/ReceivingAid.aspx?nav=5

**Graduate Student Housing**

The University of California, Irvine guarantees an offer 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:  

On-line waiver form for domestic graduate students  

On-line waiver form for international students  
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. The UCInetID must be activated by the student.

Information on activation: https://ucinetid2.nacs.uci.edu/cgi/activate.cgi

UCI Student ID Card

A UC Irvine photo identification 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.

UCI Photo ID cards are being produced inside the UCI Bookstore near the cash registers.

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:  

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 on-line.

Parking information: http://www.parking.uci.edu/

Enrolling in Courses: WebReg

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.

Information about ZOT Accounts: https://zotaccount.uci.edu/

**PACE Payment Plan**

PACE is an installment plan for paying registration fees at UCI. (See additional PACE information under Financing Your Studies on page 9.)

Information about PACE: http://www.fs.uci.edu/cbs/pace/toc.htm

**Academic and Administrative Calendars**

UC Irvine publishes yearly academic and administrative calendars. UCI Ten-Year Academic Calendar:
http://www.reg.uci.edu/calendars/academic/tenyr-07-17.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**

**2005, 2005a, 2007 Education Building**

Space for doctoral study and research has been set aside for student use. The Education Doctoral Student Suite includes a classroom (2005) with technology for doctoral dissertation presentation, a student lounge/library (2005a), and a study/work area with student mailboxes, computers, printer, and basic office supplies (2007). 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 Scheduler (Room 3200) 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 3300.

**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 $50.00.) 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.
Student Resources in the Graduate Student Suite Study/Workroom

The Graduate Suite Study/Workroom Room (2007) is equipped with computers, a printer, work space, lockers, office supplies, student mailboxes, and other useful materials.

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 place course materials in the mailboxes, post notices, and communicate program information. In general, confidential materials should not be placed in mailboxes.

Graduate Suite Library

For student convenience, the Graduate Suite Lounge/Library (2005a) is 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. See page 3 for UC Irvine Library information.)

Procedures for check-in and checkout of library materials are posted. An honor system is in place.

Computers/Printer

For students who are not in possession of a laptop or need quick access to computing resources, two iMacs, a Windows PC, and a printer are provided in the Study/Workroom (2007). Students supply their own paper. 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.
FINANCING YOUR STUDIES

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 Assistantships
- Research Assistantships
- Teaching Associate Positions
- Supervisor of Teacher Education Positions
- School of Education Support
- Graduate Student Funding Opportunities and Resources
- FAFSA
- PACE
- Dissertation Research Support

Teaching Assistantships

Teaching Assistantships, when available, are offered by the School of Education for 25% or 50% employment. Benefits for TAs include full remission of tuition and registration fees, payment of Graduate Student Health Insurance Program (UC SHIP – see page 2) 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: http://www.grad.uci.edu/funding/employment/teaching-assistantships/index.html

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: http://www.grad.uci.edu/funding/employment/teaching-assistantships/english-proficiency.html

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.

Benefits for GSR positions include full remission of tuition, registration fees, and student fees; payment of Graduate Student Health Insurance Program (UC SHIP – see page 2) 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 III, 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:
Teaching Associate Positions

When available, the School will offer Teaching Associate opportunities to qualified doctoral students who have content knowledge and teaching experience in the required subject area. Criteria for appointment 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. Ph.D. students generally are hired as Teaching Associates for lower division undergraduate courses (courses numbered up to 99). Ph.D. students who have advanced to candidacy are eligible to be hired as a Teaching Associate for upper division undergraduate courses (courses numbered 100 to 199).

General information about Teaching Associate positions is available at:
http://www.grad.uci.edu/funding/employment%20-faculty%20and%20staff/student.html
and
http://www.ap.uci.edu/ase/definitions.html - assoc

Supervisor of Teacher Education Positions

When available, the School will offer Supervisor of Teacher Education positions to qualified Ph.D. students. 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.

School of Education Support

Additional program support may be offered on a competitive basis by the School of Education, including support for conference presentations and professional development. Information about support opportunities will be sent out periodically by the Ph.D. Program Coordinator.

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:
http://www.grad.uci.edu/funding/index.html
Free Application for Federal Student Aid (FAFSA)

All U.S. Citizens and U.S. Permanent Resident graduate students are required to submit a Free Application for Federal Student Aid (FAFSA) each year.

FAFSA information is available at the FAFSA website: http://www.fafsa.ed.gov/

PACE

PACE is an installment plan for paying registration fees at UC Irvine. Instead of paying the full assessment up front, PACE divides a student’s fees into 3 monthly payments. The first payment, due by the registration fee deadline, includes a non-refundable participation fee, which is set on a sliding scale based upon the PACE Plan amount. The second and third payments are billed to the student on ZOT Account Online. Students re-apply quarterly to continue in the PACE plan.

Information about PACE is available at: https://www.fs.uci.edu/cbs/pace/toc.htm

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: http://www.gse.uci.edu/phd/student_support.php
PROGRAM OF STUDY

Course Requirements

The Ph.D. in Education program of study provides for all students a core knowledge of the requisite educational theory and research, while allowing focus in one of the three areas of specialization: Learning, Cognition, and Development (LCD); Educational Policy and Social Context (EPSC); and Language, Literacy, and Technology (LLT).

Students take a minimum of 18 4-unit courses, which include the following:

- 5 required research methods courses
  - EDUC 222: Research Epistemologies & Methodologies
  - EDUC 288A: Educational, Social, & Behavioral Statistics
  - EDUC 288B: Structural Equation Modeling for Educational, Social, and Behavioral Research
  - EDUC 283A: Qualitative Research Methods in Education I
  - EDUC 283B: Qualitative Research Methods in Education II
- 4-5 core courses (2-3 in their own specialization and 1 each from the other two)
- 3 additional courses in their specialization
- 5-6 additional electives

Research Methods Courses

All students will take five courses in research methods and statistics: EDUC 222: Research Epistemologies and Methodologies; EDUC 283A: Qualitative Research Methods in Education I; EDUC 283B: Qualitative Research Methods in Education II; EDUC 288A: Educational, Social, and Behavioral Statistics; and EDUC 288B: Structural Equation Modeling for Educational, Social, and Behavioral Research. EDUC 280 taken for 4 units, letter grade, can qualify toward fulfilling a research methods course.

Research Methods Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 222</td>
<td>RESEARCH EPISTEMOLOGIES AND METHODOLOGIES</td>
</tr>
<tr>
<td>EDUC 234</td>
<td>Psychometrics</td>
</tr>
<tr>
<td>EDUC 256</td>
<td>Critical Case Studies in Education</td>
</tr>
<tr>
<td>EDUC 259</td>
<td>Community Research and Action</td>
</tr>
<tr>
<td>EDUC 262</td>
<td>Visual Analysis of Social Science Data</td>
</tr>
<tr>
<td>EDUC 265</td>
<td>Applied Regression Analysis for Education and Social Research</td>
</tr>
<tr>
<td>EDUC 267</td>
<td>Classroom Research Methods</td>
</tr>
<tr>
<td>EDUC 278</td>
<td>Experimental Designs in Educational Research (Prerequisite:EDUC 222)</td>
</tr>
<tr>
<td>EDUC 280</td>
<td>Research Methods</td>
</tr>
<tr>
<td>EDUC 281</td>
<td>Evaluation of Educational Programs</td>
</tr>
<tr>
<td>EDUC 283A</td>
<td>QUALITATIVE RESEARCH METHODS IN EDUCATION I</td>
</tr>
<tr>
<td>2EDUC 283B</td>
<td>QUALITATIVE RESEARCH METHODS IN EDUCATION II</td>
</tr>
<tr>
<td>EDUC 284</td>
<td>Survey Research Methods in Education</td>
</tr>
</tbody>
</table>
### Specialization Courses

The specialization core courses are listed in ALL CAPS. Students must take all of these courses in their own specialization and one of these courses in each of the other two specializations. They must also take three additional courses in their own specialization.

#### Learning, Cognition, and Development Specialization Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 223</td>
<td>Learning and Memory</td>
</tr>
<tr>
<td>EDUC 224</td>
<td>Social Development and Education</td>
</tr>
<tr>
<td>EDUC 225</td>
<td>Learning, Development, and Culture</td>
</tr>
<tr>
<td>EDUC 227</td>
<td>Thinking and Learning in Social Contexts (not currently offered)</td>
</tr>
<tr>
<td>EDUC 229</td>
<td>THEORIES OF HUMAN DEVELOPMENT</td>
</tr>
<tr>
<td>EDUC 232</td>
<td>Seminar in Mathematical Cognition and Learning (not currently offered)</td>
</tr>
<tr>
<td>EDUC 233</td>
<td>Learning Disabilities (not currently offered)</td>
</tr>
<tr>
<td>EDUC 234</td>
<td>Psychometrics (not currently offered)</td>
</tr>
<tr>
<td>EDUC 235</td>
<td>Psychology of Reading Acquisition</td>
</tr>
<tr>
<td>EDUC 236</td>
<td>Applied Linguistics and Literacy (not currently offered)</td>
</tr>
<tr>
<td>EDUC 237</td>
<td>Teacher Thinking and Learning</td>
</tr>
<tr>
<td>EDUC 238</td>
<td>Special Topics in Learning, Cognition, and Development</td>
</tr>
<tr>
<td>EDUC 239</td>
<td>Cognitive Development and Education</td>
</tr>
<tr>
<td>EDUC 266</td>
<td>Design of Learning Environments</td>
</tr>
<tr>
<td>EDUC 268</td>
<td>Out of School Learning and Youth Development</td>
</tr>
<tr>
<td>EDUC 274</td>
<td>Studies of Professional and Staff Development</td>
</tr>
<tr>
<td>EDUC 285</td>
<td>THEORIES OF LEARNING AND COGNITION</td>
</tr>
</tbody>
</table>

#### Educational Policy and Social Context Specialization Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 250</td>
<td>History of School Innovations and Current School Reform Movements</td>
</tr>
<tr>
<td>EDUC 251</td>
<td>EDUCATIONAL POLICY AND POLITICS</td>
</tr>
<tr>
<td>EDUC 252</td>
<td>Social Organization of Schools and Classrooms (not currently offered)</td>
</tr>
<tr>
<td>EDUC 253</td>
<td>Culture Change, Acculturation, and School Achievement (not offered)</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDUC 254</td>
<td>College Access and Persistence</td>
</tr>
<tr>
<td>EDUC 255</td>
<td>Immigration and the New Second Generation</td>
</tr>
<tr>
<td>EDUC 257</td>
<td>Social Capital and Student Achievement</td>
</tr>
<tr>
<td>EDUC 258</td>
<td>Special Topics in Educational Policy and Social Context</td>
</tr>
<tr>
<td>EDUC 261</td>
<td>SOCIAL AND CULTURAL FOUNDATIONS OF EDUCATION</td>
</tr>
<tr>
<td>EDUC 263</td>
<td>Social and Educational Intervention</td>
</tr>
<tr>
<td>EDUC 264</td>
<td>ECONOMIC FOUNDATIONS OF EDUCATION AND SOCIAL POLICY</td>
</tr>
<tr>
<td>EDUC 275A</td>
<td>School Law and Political Relations</td>
</tr>
<tr>
<td>EDUC 276B</td>
<td>Studies of School Finance and Political Economy</td>
</tr>
<tr>
<td>EDUC 277B</td>
<td>School Restructuring and Resource Allocation</td>
</tr>
<tr>
<td>EDUC 278A</td>
<td>Cultural and Socioeconomic Diversity (not currently offered)</td>
</tr>
<tr>
<td>EDUC 278B</td>
<td>Studies of Diversity and Inequality in Education (not currently offered)</td>
</tr>
</tbody>
</table>

### Language, Literacy, and Technology Specialization Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 208</td>
<td>Reading Development</td>
</tr>
<tr>
<td>EDUC 209</td>
<td>Vocabulary Learning and Academic Language</td>
</tr>
<tr>
<td>EDUC 210</td>
<td>LANGUAGE, LITERACY, AND DISCOURSE</td>
</tr>
<tr>
<td>EDUC 211</td>
<td>Writing Theory and Practice</td>
</tr>
<tr>
<td>EDUC 212</td>
<td>LITERACY AND TECHNOLOGY</td>
</tr>
<tr>
<td>EDUC 213</td>
<td>Second Language Learning (not currently offered)</td>
</tr>
<tr>
<td>EDUC 214</td>
<td>Technology, Education, and Culture (not currently offered)</td>
</tr>
<tr>
<td>EDUC 215</td>
<td>Visual Literacy (not currently offered)</td>
</tr>
<tr>
<td>EDUC 216</td>
<td>Language Learning with Digital Media</td>
</tr>
<tr>
<td>EDUC 218</td>
<td>Special Topics in Language, Literacy, and Technology</td>
</tr>
<tr>
<td>EDUC 220</td>
<td>Developing Adolescent Literacy</td>
</tr>
<tr>
<td>EDUC 235</td>
<td>Psychology of Reading Acquisition</td>
</tr>
<tr>
<td>EDUC 236</td>
<td>Applied Linguistics and Literacy</td>
</tr>
<tr>
<td>EDUC 266</td>
<td>Design of Learning Environments</td>
</tr>
</tbody>
</table>

### Electives

Students will take an additional five to six elective courses. These may come from their own specialization, from the other two specializations, from other appropriate classes in the School of Education or in other departments on campus, or from other campuses within the University of California system. Elective courses must be graduate level courses taken for a letter grade. Independent study courses (e.g., Education 298: Individual Study) are also acceptable when taken for a letter grade.

Course requirements should be completed before the end of three years or the student’s advancement to candidacy, whichever comes first.
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 may be repeated for 1-12 units, typically until the student initiates dissertation research and enrolls in EDUC 299. EDUC 295 is perhaps best applied in the second year while working on the Second Year Research Paper with the student’s advisor. EDUC 295 counts units toward the quarter 12 unit requirement. EDUC 295 does not meet program requirements, nor does it change the GPA. 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, scholarly publication, and program benchmark activities.

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 take 2-8 units: When taken for a letter Grade as determined by instructor based on content, EDUC 298 can be counted toward meeting program requirements if petitioned. EDUC 298 counts toward the 12 unit requirement and will impact GPA. This course may be repeated for credited unlimited times.

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. EDUC 299 does not meet program requirements, nor does it impact your GPA. EDUC 299 can be taken for 1-12 units, an unlimited number of times, for credit.

Professional Development: EDUC 296A, 296B

Professional Writing in Educational Research (2 units each, S/U Grading only) are recommended courses designed to extend students’ knowledge of conducting and publishing educational research. Courses do not count toward meeting program requirements.

Exceptions

Exceptions to any of the above requirements are allowed with the signed approval of the student’s advisor and program director and confirmation by the Graduate Dean.
Exceptions are usually for one of three reasons. First, students may wish to substitute or waive a course requirement due to having taken an equivalent or highly similar graduate course previously. If such an exception is granted, the specific course requirement will be substituted or waived, but the total number of courses required (18 4-unit courses) 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 specializations, and thus wishes to decrease the specialization courses in one area and add to the number taken in a second area. Requests along these lines will also be considered. Once again, the total number of courses required (18 4-unit courses) will not be reduced.

A third possible reason is that a student may have had extensive prior doctoral training, and thus may wish to reduce the number of overall required courses. Such requests will be considered as well.

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

---

**Course Requirements Listed by Specialization**

**Learning, Cognition, and Development Course Requirements**

Students in the LCD specialization must complete 18 4-unit classes within their first three years of study or before advancing to candidacy, whichever comes first.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Specialization</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 229</td>
<td>LCD</td>
<td>THEORIES OF HUMAN DEVELOPMENT</td>
</tr>
<tr>
<td>EDUC 285</td>
<td>LCD</td>
<td>THEORIES OF LEARNING AND COGNITION</td>
</tr>
<tr>
<td>3 additional LCD courses</td>
<td>LCD</td>
<td>3 additional LCD courses of student’s choosing</td>
</tr>
<tr>
<td>EDUC 210 or EDUC 212</td>
<td>LLT</td>
<td>Language, Literacy, and Discourse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literacy and Technology</td>
</tr>
<tr>
<td>EDUC 261 or EDUC 251 or EDUC 264</td>
<td>EPSC</td>
<td>Social and Cultural Foundations of Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational Policy and Politics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economic Foundations of Education and Social Policy</td>
</tr>
</tbody>
</table>

---

Refer to the UC Irvine General Petition at [www.grad.uci.edu](http://www.grad.uci.edu) under “forms”.

---
EDUC 222 | RESEARCH EPISTEMOLOGIES AND METHODOLOGIES
EDUC 283A | QUALITATIVE RESEARCH METHODS IN EDUCATION I
EDUC 283B | QUALITATIVE RESEARCH METHODS IN EDUCATION II
EDUC 288A | EDUCATIONAL, SOCIAL, AND BEHAVIORAL STATISTICS
EDUC 288B | STRUCTURAL EQUATION MODELING FOR EDUCATIONAL, SOCIAL, AND BEHAVIORAL ANALYSIS
6 electives | Electives of student’s choosing

EDUC 222, EDUC 288A and EDUC 288B must be completed in the first year of study.

**Educational Policy and Social Context Course Requirements**

Students in the EPSC specialization must complete 18 4-unit classes within their first three years of study or before advancing to candidacy, whichever comes first.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Specialization</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 261</td>
<td>EPSC</td>
<td>SOCIAL AND CULTURAL FOUNDATIONS OF EDUCATION</td>
</tr>
<tr>
<td>EDUC 251</td>
<td>EPSC</td>
<td>EDUCATIONAL POLICY AND POLITICS</td>
</tr>
<tr>
<td>EDUC 264</td>
<td>EPSC</td>
<td>ECONOMIC FOUNDATIONS OF EDUCATION AND SOCIAL POLICY</td>
</tr>
<tr>
<td>3 additional EPSC courses</td>
<td>EPSC</td>
<td>3 additional EPSC courses of student’s choosing</td>
</tr>
<tr>
<td>EDUC 210 or EDUC 212</td>
<td>LLT</td>
<td>Language, Literacy, and Discourse</td>
</tr>
<tr>
<td>EDUC 285 or EDUC 229</td>
<td>LCD</td>
<td>Theories of Learning and Cognition</td>
</tr>
<tr>
<td>EDUC 222</td>
<td>RESEARCH EPISTEMOLOGIES AND METHODOLOGIES</td>
<td></td>
</tr>
<tr>
<td>EDUC 283A</td>
<td>QUALITATIVE RESEARCH METHODS IN EDUCATION I</td>
<td></td>
</tr>
<tr>
<td>EDUC 283B</td>
<td>QUALITATIVE RESEARCH METHODS IN EDUCATION II</td>
<td></td>
</tr>
<tr>
<td>EDUC 288A</td>
<td>EDUCATIONAL, SOCIAL, AND BEHAVIORAL STATISTICS</td>
<td></td>
</tr>
<tr>
<td>EDUC 288B</td>
<td>STRUCTURAL EQUATION MODELING FOR EDUCATIONAL, SOCIAL, AND BEHAVIORAL ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>5 electives</td>
<td>Electives of student’s choosing</td>
<td></td>
</tr>
</tbody>
</table>
Language, Literacy, and Technology Specialization Course Requirements

Students in the LLT specialization must complete 18 4-unit classes within their first three years of study or before advancing to candidacy, whichever comes first.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Specialization</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 210</td>
<td>LLT</td>
<td>LANGUAGE, LITERACY, AND DISCOURSE</td>
</tr>
<tr>
<td>EDUC 212</td>
<td>LLT</td>
<td>LITERACY AND TECHNOLOGY</td>
</tr>
<tr>
<td>3 additional LLT courses</td>
<td>LLT</td>
<td>3 additional LLT courses of student’s choosing</td>
</tr>
<tr>
<td>EDUC 285 or EDUC 229</td>
<td>LCD</td>
<td>Theories of Learning and Cognition</td>
</tr>
<tr>
<td>EDUC 261 or EDUC 251 or EDUC 264</td>
<td>EPSC</td>
<td>Social and Cultural Foundations of Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational Policy and Politics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economic Foundations of Education and Social Policy</td>
</tr>
<tr>
<td>EDUC 222</td>
<td></td>
<td>RESEARCH EPISTEMOLOGIES AND METHODOLOGIES</td>
</tr>
<tr>
<td>EDUC 283A</td>
<td></td>
<td>QUALITATIVE RESEARCH METHODS IN EDUCATION I</td>
</tr>
<tr>
<td>EDUC 283B</td>
<td></td>
<td>QUALITATIVE RESEARCH METHODS IN EDUCATION II</td>
</tr>
<tr>
<td>EDUC 288A</td>
<td></td>
<td>EDUCATIONAL, SOCIAL, AND BEHAVIORAL STATISTICS</td>
</tr>
<tr>
<td>EDUC 288B</td>
<td></td>
<td>STRUCTURAL EQUATION MODELING FOR EDUCATIONAL, SOCIAL, AND BEHAVIORAL ANALYSIS</td>
</tr>
<tr>
<td>6 electives</td>
<td></td>
<td>Electives of student’s choosing</td>
</tr>
</tbody>
</table>

Exceptions to any of the above requirements may be requested as described above.

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 advisor and director have signed a form indicating that the student’s project is suitable for presentation at an academic conference. (See Poster Presentation Approval Form on the school website under Administration: Ph.D. Forms.)

SECOND YEAR RESEARCH PAPER

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).

Satisfaction of this requirement will be determined by the Ph.D. Steering Committee, taking into account independent evaluations of the paper. 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 pass.

Students whose papers receive a pass will have satisfied the second year research paper requirement and are expected to meet with their advisor to prepare 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.

MASTER’S DEGREE OPTION

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 Core courses (24 units) and three additional courses (12 units), 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 a 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 Core courses (24 units) and three additional courses (12 units), 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 (http://www.grad.uci.edu/academics/filing_deadlines/index.html). As part of the preparation for filing, students should complete the program requirements checklist (available on the school website under Administration: Ph.D. Documents) and meet with the Program Coordinator 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.

THIRD YEAR THEME PAPER

Upon passing the Second Year Research Paper, Students will complete a theme essay requirement, in their third year of study. The theme essay can take several forms. It can be a publishable conceptual paper that would review the literature in the student’s chosen sub-field, and, in doing so, put forth and defend a thesis. It can be a publishable policy paper, which would be similar to a conceptual paper but would focus more on policy. It can be an in-depth course outline that would describe in detail a new course that a student wishes to teach, explain its conceptual underpinnings, and discuss analytically and synthetically its readings and assignments.

Satisfaction of this requirement will be determined by the Ph.D. Steering Committee, taking into account independent evaluations of the paper. 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 pass.

Students who do not pass the third year theme essay requirement are not eligible to continue in the program and will be recommended to the Dean of Graduate Division for disqualification from continued enrollment in the doctoral program.

ADVANCEMENT TO CANDIDACY: PH.D.

To advance to candidacy for their Ph.D., students must satisfactorily complete the first year poster presentation, the second year research paper, the third year theme paper, and a dissertation proposal; meet all course requirements; and defend their dissertation proposal before their advancement to candidacy committee.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Evaluating Body</th>
<th>Oral Defense?</th>
<th>Stage Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of required coursework with a grade of B or better</td>
<td>Program Coordinator</td>
<td>No</td>
<td>University and school requirement</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>Faculty reviewers and Ph.D. Steering Committee</td>
<td>No</td>
<td>Internal school requirement</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Empirical Paper (SYRP) with proof of submission for publication</td>
<td>Faculty reviewers and Ph.D. Steering Committee</td>
<td>No</td>
<td>Can be used for M.A. degree (either terminal or stepping stone)</td>
</tr>
<tr>
<td>Theme Paper (TYTP)</td>
<td>Faculty reviewers and Ph.D. Steering Committee</td>
<td>No</td>
<td>Internal school requirement; no formal advancement</td>
</tr>
<tr>
<td>Dissertation proposal defense</td>
<td>5-person advancement to candidacy committee (must include at least 3 SoE faculty and at least 1 outside member)</td>
<td>Yes</td>
<td>Advancement to candidacy for Ph.D.</td>
</tr>
</tbody>
</table>

**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.

**Confirming an Advisor**

When the student enters the program, he or she is assigned an advisor who is considered a close match with the student’s research interests. As the student prepares to advance to candidacy, s/he may either confirm the current advisor as the dissertation advisor/Chair of the Candidacy Committee or request a different faculty member to become the dissertation advisor. Changing advisors is considered a normal procedure for students who believe a different advisor can better guide their research as it evolves.

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 for proposal defense and when the student is prepared to present the final dissertation defense.

**Committee Formation**

The candidacy committee will be composed of five faculty members who are voting members of the University of California Academic Senate as follows:
THREE SCHOOL MEMBERS: At least three members of the candidacy committee (the Chair and two 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.

OUTSIDE MEMBER: One member of the Candidacy Committee, designated the "outside member", must be from the UC Irvine Senate Faculty and may not hold either a primary or joint appointment in the UC Irvine School of Education. The outside member represents the faculty at large. The role of the "outside member" is to serve as an unbiased and independent judge of both the quality and the fairness of the exam. It is therefore desirable that this individual be familiar with the student's research field. No exceptions to these requirements will be considered.

FIFTH MEMBER: The fifth 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 fifth member on an exception basis only. (Students who wish to initiate an exception request should consult with the Ph.D. Program Coordinator.)

Further information on committee formation is available in UCI Senate Regulation 918 at: http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=726

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

**Candidacy Examination: Defense of Dissertation Proposal**

**General Procedures**

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 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 five candidacy committee members at least three weeks prior to the date of the exam.

---

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.
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.

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 re-take 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).

**Advancement to Candidacy**

When all five 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.  
[http://www.grad.uci.edu/forms/index.html](http://www.grad.uci.edu/forms/index.html)

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.  

The student brings the *Ph.D. Form I* to the UC Irvine Cashier’s Office and 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 his or her formal Advancement to Candidacy.

For additional information, see Senate Regulation 915 for Advancement to Candidacy regulations:  

Information about filing deadlines for Advancement to Candidacy is available at:  
[http://www.grad.uci.edu/academics/filing%20deadlines/index.html](http://www.grad.uci.edu/academics/filing%20deadlines/index.html)

**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 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.

Information about Senate Regulation 920: General Regulations for Doctoral Committee is available at:  

**Dissertation Defense: Procedures**

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: One (1) Hour

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.
If the student fails the dissertation defense, he or she will have one additional opportunity to attempt it again, as specified by Regulation 467 of the Irvine Division of the Academic Senate.
http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=698

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 [http://www.grad.uci.edu/forms/index.html], which subsequently is delivered to Graduate Division in hard copy along with other required degree filing documents.

Information about electronic submission requirements:
http://www.grad.uci.edu/academics/degree-completion/electronic-submission.html

Dissertation Manual

The UCI Thesis and Dissertation Manual, updated yearly, is available online through University Archives:
http://www.lib.uci.edu/libraries/collections/special/uci_td/tdmanual.html

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 if approved by the academic unit and the Graduate Dean.

Filing fee information is available at: http://www.grad.uci.edu/forms/index.html

Dissertation Submission Deadlines

Students must submit their thesis/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:
http://www.grad.uci.edu/academics/filing%20deadlines/index.html

Dissertation Approval

Electronic submission of documents and dissertation should follow the procedures outline on the Grad Division http://www.grad.uci.edu/academics/degree-completion/electronic-submission.html and http://www.etdadmin.com/cgi-bin/main/resources?siteId=200

Dissertation Acceptance

Forms for Dissertation Approval, Diploma and Commencement, and Degree Certification Request are available at the Graduate Division website: [http://www.grad.uci.edu/forms/index.html](http://www.grad.uci.edu/forms/index.html)

**SATISFYING DEGREE REQUIREMENTS FOR GRADUATING**

The School of Education Program Coordinator is available to review compliance with UC Irvine Ph.D. degree requirements.

**COMMENCEMENT INFORMATION**

Commencement information is available at: [http://www.commencement.uci.edu/](http://www.commencement.uci.edu/)

**UNIVERSITY POLICIES**

**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 course work 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.

<table>
<thead>
<tr>
<th>Normative Time for Completion of Course Work</th>
<th>Advancement to Candidacy</th>
<th>Completion of Doctoral Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Normative Time</td>
<td>Maximum Time</td>
</tr>
<tr>
<td>2-3 years</td>
<td>3 years</td>
<td>5 years</td>
</tr>
</tbody>
</table>
A sample program of study in conformance with a normative time to degree would be as follows:

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

Because the specializations 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 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**

*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 in the General Catalogue.
• 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.

Unsatisfactory academic progress may be determined on the basis of explicit requirements such as those outlined above. However, the professional judgment of the faculty, upon review of all graduate work undertaken by the student, is paramount, and the faculty of a particular academic unit may establish more restrictive criteria for satisfactory academic progress.
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 course work 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 on the website listed below. The form should be submitted to Graduate Division, 120 Aldrich Hall, 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 those cases where the fees have been paid, a Cancellation/Withdrawal (C/W) form, available from the Registrar's Office or Graduate Division (120 Aldrich Hall) 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 Coordinator and/or Graduate Faculty Advisor is recommended.

Leave of Absence information and forms are available at: http://www.grad.uci.edu/forms/index.html
Senate Policy on Academic Honesty

The consequences of failing to uphold the academic honesty policy are published in the UC Irvine General Catalogue and are also available at http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=754.

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

University Policy on Student Grievance Procedures

Students may access policy information at: http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/uc110.html

---

Approved by the Irvine Division on 6/2/88, revised 12/12/96; revised 10/12/00, from UCI Graduate Advisor’s Handbook 2006, E. UCI Academic Senate Policy on Academic Honesty, page 56.
FORMS AND INFORMATION

The following forms and information are available on the School of Education Intranet under Ph.D. Forms: http://education.uci.edu/intranet2/PhD Forms/PhD_forms_main.php

Ph.D. Student Handbook
Ph.D. Advisors: Alphabetical Listing by Student

LCD, EPSC, and LLT Specialization Program Requirements Checklists for Entering Year 2014
LCD, EPSC, and LLT Specialization Program Requirements Checklists for Entering Year 2012 through 2013
LCD, EPSC, and LLT Specialization Program Requirements Checklists for Entering Years 2009 through 2011
LCD, EPSC, and LLT Specialization Program Requirements Checklists for Entering Years 2007 and 2008

Ph.D. Program Benchmarks: Student and Advisor Worksheet
Annual Report of Student Progress (ARSP): Overview, Student Form (A), and Advisor Form (B)
Poster Presentation Instructions and Evaluation Form
Second Year Research Paper (SYRP) Guidelines, Scoring Policy, and Faculty Scoring Information
Third Year Theme Essay Guidelines, Timelines, and Examples

IRB Manual: “Navigating the IRB Process at the University of California, Irvine
Dissertation Proposal Guidelines Final Dissertation
Defense Checklist Examples of Ph.D. Documents
Request for Conference Presentation or Professional Development Support: Form
Ordering Business Cards Teaching Assistant
Employment Teaching Associate Employment Training
in Research Fellowship (TIRF)

Student Support/Employment Comparison Chart
Scheduled Ph.D. Steering Committee Meetings Student Support/Employment Comparison Chart Graduate Student Workshops

Ph.D. Listservs