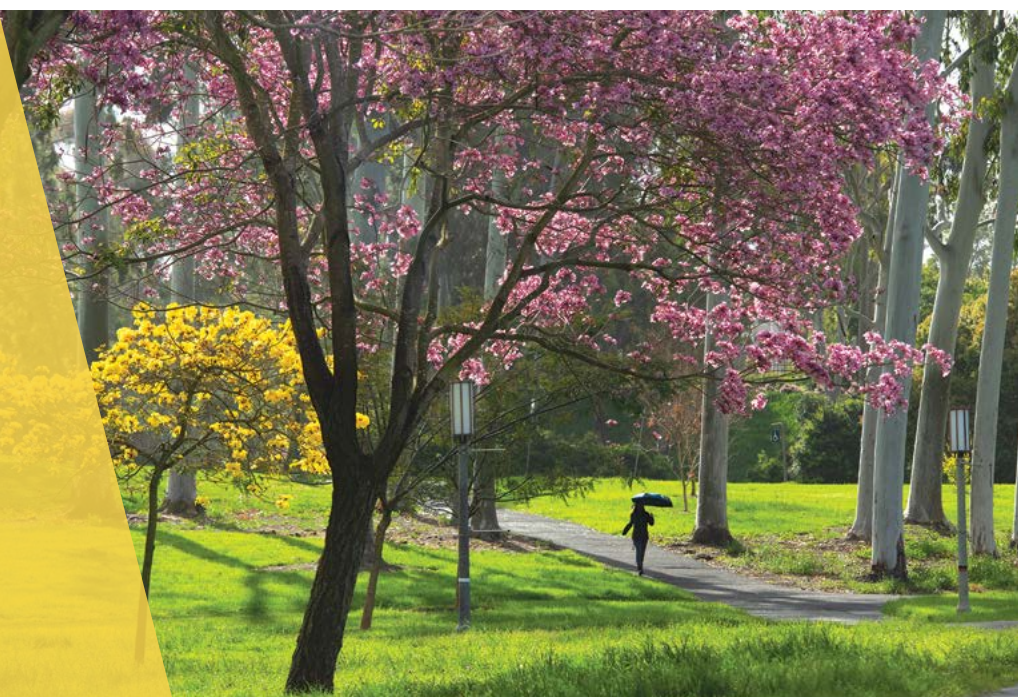


Ph.D. in Education Viewbook

2021

UNIVERSITY OF CALIFORNIA, IRVINE



Contents

Dean's Welcome	2
Why a Ph.D. in Education at UCI?	3
Areas of Focus	4
Our Faculty	6
Community-Engaged Initiatives	10
Our Culture	12
Student Profiles	13
Alumni Profiles	19
About UCI	22
About Orange County & Irvine	23
Funding & Application Requirements	24



Dean's Welcome



Thank you for your interest in the UCI School of Education's Ph.D. in Education program. As you will learn from this viewbook, our doctoral program is focused on advancing educational sciences and contributing to improved educational opportunities and outcomes for individuals across the entire lifespan. We are a diverse, dynamic, and collaborative interdisciplinary unit, and our research, community partnerships, and programming are dedicated to producing innovative scholarship, addressing the needs of local schools, and preparing students for careers in academia, nonprofits, government, and the private sector.

At the UCI School of Education, there are an expansive set of research opportunities to pursue and faculty with whom you can collaborate. As of July 2021, our faculty were principal investigators on grants whose combined total exceeded \$110 million – and the research on these grants creates exciting opportunities for the contributions of doctoral students. The curriculum at our school draws on perspectives from neuroscience, economics, sociology, psychology, improvement science, and more. At the School of Education, you will have an unparalleled chance to grow into a conscientious and well-rounded scholar.

The University of California, Irvine is consistently recognized as a leader in higher education. In 2019, *Money* ranked UCI the No. 1 Best College in the nation. UCI was also ranked the “No. 1 university doing the most for the American dream” by the *New York Times* and ranked No. 2 in the nation for diversity by the *Wall Street Journal*.

Our campus is in the heart of Orange County, the nation's sixth most populous county. Surrounding us is a diverse K-12 student population and dozens of school districts whose goals and demands are rapidly evolving. Through strategic partnerships, you will have the opportunity to work on the ground floor with local schools to create tangible improvements for our county's students and teachers.

I invite you to explore this viewbook to learn more about what makes our community special. If you have any questions, please contact our Student Affairs Office, whose information can be found on page 24.

I hope to see you in the fall.

Sincerely,

A handwritten signature in black ink, appearing to read 'Richard Arum'.

Richard Arum
Dean and Professor
University of California, Irvine School of Education

Why a **Ph.D. in Education** at UCI?

- ▶ Focus your **research** in one of three **areas** (see page 4)
- ▶ Collaborate with **world-renowned faculty** who, combined, are principal investigators on **\$110 million in grants** ⁽¹⁾
- ▶ Conduct research in the heart of **Orange County**, the nation's sixth most populous county, featuring **28 school districts** and **500,000+ K-12 students**
- ▶ Study at the **No. 15 graduate school of education in the nation** – No. 7 among public universities ⁽²⁾
- ▶ Receive **guaranteed funding** for five years, along with funding for travel to attend and present at national conferences
- ▶ Spark inspiration from the **No. 1 university** doing the most for the American dream ⁽³⁾
- ▶ Join students with a **vast array of backgrounds**: students historically hail from dozens of states and countries, and have a wide range of work and educational experiences
- ▶ Live on-campus in beautiful Orange County with five years of graduate housing – **15 minutes to the beach!**

1 – Data as of July 2021

2 – U.S. News & World Report "2022 Best Education Schools"

3 – New York Times, 2017 College Access Index

Areas of Focus

Students in the Ph.D. in Education program are required to take 12 courses total, and have the ability to focus their research in one of three areas.

At the UCI School of Education, doctoral students are not committed to working with one professor for the entirety of their studies. Rather, students can work with different faculty as their research interests evolve. As a result, students become well-rounded scholars exposed to a variety of research areas.

Collectively, students can pursue research that studies human development across the entire lifespan – from infancy to senior citizens – and the associated learning opportunities and outcomes.





► **Educational Policy and Social Context (EPSC)**

Drawing from economics, sociology, developmental psychology, and anthropology, EPSC faculty and students use a range of quantitative, qualitative, and mixed method approaches to understand impacts of existing policies, to design and evaluate new policy and intervention models, and to understand the relationship between policy making and implementation.

► **Human Development in Context (HDiC)**

Drawing on education, cognitive science, neuroscience, developmental psychology, and anthropology perspectives, faculty and students conduct lab experiments, engage in field-based studies, and use longitudinal data sets to examine human development in a wide range of areas. Research in this area contributes to building theory on human development across the lifespan and intervention efforts.

► **Teaching, Learning and Educational Improvement (TLEI)**

Drawing on a range of research perspectives, TLEI students investigate teaching and learning in schools, communities, online settings, and informal learning contexts across a range of disciplines. Students utilize case studies, design-based implementation research, research-practice partnerships, evaluations of learning outcomes, and text and data mining to improve the life chances of children and adults through education.

Our Faculty



- What is a grapheme?
- What is the role of a grapheme in learning to read and spell words in English?
- How many graphemes are found in the following words: osaw, bought, sipped, chew



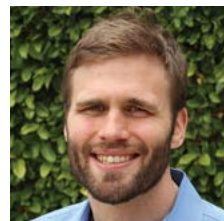
The UCI School of Education is home to a diverse and internationally recognized group of faculty dedicated to research that advances educational science and improves learning outcomes for all students, regardless of background. As of July 2021, our faculty were principal investigators on 102 grants whose combined total exceeded \$110 million. With dozens of research grants dedicated to a wide-range of issues, doctoral students have ample opportunity to collaborate with faculty on cutting-edge, high-impact research.



June Ahn, Associate Professor: Learning Technologies, Research-Practice Partnerships, Human-Computer Interaction, Educational Technology, Data Use & Analytics



Richard Arum, Dean, Professor: Legal & Institutional Environments of Schools, Social Stratification, Digital Education



Drew Bailey, Associate Professor: Mathematical Development, Individual Differences, Longitudinal Methods



Rachel Baker, Associate Professor: Educational Policy, Inequality, Higher Education, Economics of Education



Liane Brouillette, Professor: Educational Leadership, School Reform, Arts Education



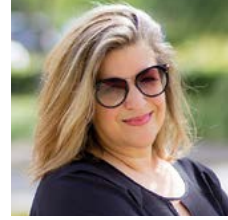
Andres Bustamante, Assistant Professor: Early Childhood Science Education, Head Start, Approaches to Learning, Community-Based Intervention



Gustavo Carlo, Professor: Prosocial & Moral Development, Child & Adolescent Development, Parenting & Families, Risk & Resilience, Cross-National & Cross-Cultural Research



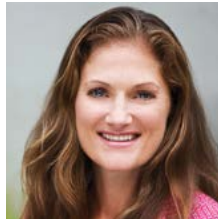
Ben Castleman, Associate Professor: Behavioral Economics, Applied Data Science, Research-Policy Partnerships, Randomized Controlled Trials, Education Technology
Beginning in July 2022



Penelope Collins, Associate Professor: Reading & Writing Development, Bilingualism & Biliteracy, Digital Literacy, Academic Language, Engagement in Literacy



Gil Conchas, Professor: Diversity & Equity in Education, Race & Urban Education, Immigration, School Reform



AnneMarie Conley, Associate Professor: Motivation in Education, Adolescent Development, Person-Centered Approaches to Studying Change



Shayan Doroudi, Assistant Professor: Educational Data Sciences, Educational Technology, Learning Sciences



Nia Dowell, Assistant Professor: Learning Analytics, Computer-Mediated Collaborative Interaction, Computational Linguistics



Greg Duncan, Distinguished Professor: Economics of Education, Program Evaluation, Child Development



Jacquelynne Eccles, Distinguished Professor: Academic Motivation & Achievement, School & Family Influences on Adolescent Development, Gender & Ethnicity in STEM Fields



George Farkas, Distinguished Professor: Achievement Gap, Educational Inequality, Early Childhood, Afterschool Programs



Brandy Gatlin-Nash, Assistant Professor: Achievement Gap, Culture & Learning, Diversity & Equity, Language & Literacy Acquisition & Instruction, Learning Disabilities, Linguistic Diversity, Race & Urban Education, Teacher Education, Writing



Shane Goodridge, Assistant Teaching Professor: Educational History, Philosophy, Charter School Movement



Susanne Jaeggi, Professor:
Cognitive Training Interventions,
Working Memory & Cognitive
Functions Across the Lifespan



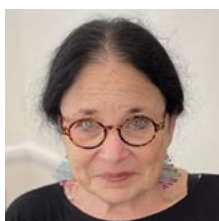
Jade Jenkins, Associate Professor:
Early Childhood Development,
Child & Family Policy, Policy
Analysis & Management, Program
Evaluation



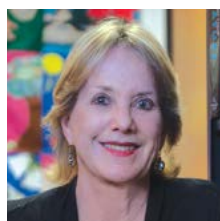
Hosun Kang, Associate Professor:
Science Education, Teaching & Teacher
Education, STEM, Gender, Identities,
Social Justice, Diversity & Equity



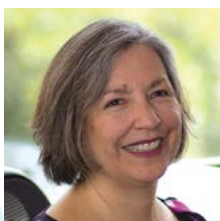
Young-Suk Kim, Professor, Sr.
Associate Dean: Language & Literacy
Acquisition & Instruction, Early Literacy
Predictors, Reading Fluency, Reading
Comprehension, Writing



Judith Kroll, Distinguished Professor:
Bilingualism, Second Language
Learning, Psycholinguistics, Cognitive
Neuroscience, Gender & Science



Carol Booth Olson, Professor
Emerita: Academic Writing,
Language Arts, Adolescent Literacy



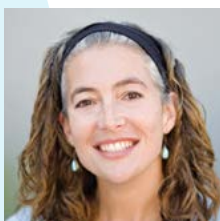
Elizabeth Peña, Professor, Associate
Dean of Faculty Development and
Diversity: Bilingualism, Language
Impairment, Test Development &
Treatment



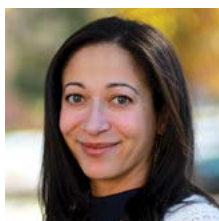
Emily Penner, Assistant Professor:
Educational Inequality, Education
Policy, K-12 Educational Interventions,
Family & Peer Impacts on Achievement



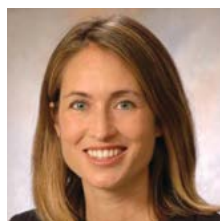
Kylie Peppler, Associate Professor:
Intersection of Arts, Computational
Technologies & Interest-Driven
Learning



Stephanie Reich, Professor:
Socio-Emotional Development,
Parent-Child Interactions, Peer
Networks, Affordances of
Technology and Media



Katherine Rhodes, Assistant
Professor: Mathematical Cognition,
Language Ability, Cognitive Control



Lindsey Richland, Professor,
Associate Dean of Graduate Program:
Children's Reasoning, Higher-Order
Thinking, Mathematical Thinking,
Executive Function



Fernando Rodriguez, Assistant Professor of Teaching: Study Methods, STEM Education, Learning Analytics



Judith Haymore Sandholtz, Professor: Teacher Professional Development, Teacher Education, School-University Partnerships



Rossella Santagata, Professor: Mathematics Education, Video & Multimedia in Teacher Learning, Culture & Learning, Equity & Education



Sandra Simpkins, Professor: Organized Afterschool Activities, Motivation, Family Influences, Diversity & Equity, Immigration & Culture, STEM



Elizabeth van Es, Professor: Teacher Preparation & Professional Development, Teaching Mathematics for Equity, Teaching Practice, Video & Teacher Learning, Design of Learning Environment



Deborah Lowe Vandell, Chancellor's Professor Emerita: Developmental Processes & Educational Outcomes, Longitudinal Research Methods, Early Childhood Education, Afterschool Programs, Teacher-Child Relationships



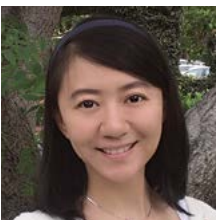
Adriana Villavicencio, Assistant Professor: Inequities in Education, Racial Equity Frameworks, English Learning & Immigrant Students



Mark Warschauer, Professor: Digital Learning, Language & Literacy, STEM, Learning Analytics



Julie Washington, Professor: Intersection of Literacy, Language Variation, & Poverty, Use & Development of African American English, Achievement Gap, Language Development, Language Disorders



Di Xu, Associate Professor: Economic Returns to Higher Education, Financial Aid to Higher Education, Effects of Governmental Policies & Projects on Educational Equity & Efficiency

Community-Engaged Initiatives

The UCI School of Education is home to several initiatives intended to foster community-driven solutions to education issues, problems, and inequities faced by our local communities with implications for national and global impact. As a doctoral student, you have the opportunity to partner with faculty, schools and local communities to design programs that are informed by the most up-to-date research on teaching and learning across the PK-12 university spectrum, teacher learning and professional development, policy and systemic approaches to educational improvement, issues of equity and social justice, and human development. See below for some of these initiatives.

For a full list of labs and centers hosted by the School of Education, visit education.uci.edu/centers.html

CALIFORNIA TEACHER EDUCATION RESEARCH AND IMPROVEMENT NETWORK (CTERIN)

CTERIN is a state-wide, cross-university research center focused on the study of teacher preparation. As part of this project, researchers have organized a networked improvement community consisting of teacher educators across the nine UC teacher preparation programs. This group is collaborating on a shared problem of practice: how to prepare candidates to support multilingual learners in the classroom.

CENTER FOR RESEARCH ON TEACHER DEVELOPMENT AND PROFESSIONAL PRACTICE (CRT)

The CRT fosters collaborations among faculty, students, and practitioners on projects focused on a variety of aspects of teacher development and learning and on the study of teaching and teacher professional practice and of the systems in which these are embedded (including school and district leadership).



ORANGE COUNTY EDUCATIONAL ADVANCEMENT NETWORK (OCEAN)

OCEAN is a network of partnerships between the School of Education and K-12 schools and nonprofit organizations. In each partnership, a graduate student and faculty member work with school leadership to identify the greatest needs and goals of the school, and in turn conduct research that will positively impact the school.

UCI TEACHER ACADEMY

The UCI Teacher Academy creates a context where teachers collaborate, inspire and lead others in transforming their instruction. The Teacher Academy provides a home for teachers and school leaders to develop and enhance their professional practice by offering programs that support teacher preparation, professional development, teacher leadership, and administrator leadership.



Our Culture

The UCI School of Education strives to create an inclusive culture that is supportive of students of all backgrounds. In addition to conducting research that improves the educational opportunities and outcomes of diverse populations, the school is home to several programs and initiatives that support doctoral students and are aimed at fostering free speech, equity and inclusive excellence.



DIVERSE EDUCATIONAL COMMUNITY AND DOCTORAL EXPERIENCE (DECADE)

In collaboration with the UCI Office of Inclusive Excellence, DECADE provides a diverse group of UCI graduate students a supportive community of faculty, staff, and students, resources tailored to fit specific needs, and a wide variety of professional development and leadership opportunities. DECADE seeks to improve inclusive excellence by increasing the participation and retention of women and underrepresented minorities in graduate programs.

THE PEOPLE'S COALITION

The People's Coalition (TPC) at University of California, Irvine, is a grassroots social justice group that organized during the George Floyd protests in response to the anti-Blackness and systemic racism present in organizations across the United States. TPC is open to all and includes students, staff, faculty and researchers who are developing different initiatives focused on making long-term structural changes at the School of Education. In its first year, TPC developed an Undergraduate Support Hub, an Anti-Racism Clinic, a Summer Learning Institute, and a Critical Race Theory conference.

UCI SCHOOL OF EDUCATION CLIMATE COUNCIL

The climate council advises the School of Education community on issues related to inclusion, diversity, equity, and advancement. The council is committed to promoting dignity and respect for all members of our community, and strives to support a climate where everyone makes a difference through learning, education, and leadership. Doctoral students are invited to participate on the council alongside staff, faculty, undergraduate students, MAT students and postdoctoral scholars.

STUDENT PROFILES

Doctoral students at the UCI School of Education study a wide range of issues that affect human learning and development. They are paired with leading faculty who share similar research interests and who help the doctoral student grow into a well-rounded academic.

There is not a “typical” doctoral student at the UCI School of Education. Students historically matriculate from multiple countries and states and have varied work experiences and undergraduate majors of study. Typically, half our doctoral students have a master’s degree, and half have prior teaching experience. Additionally, our students vary widely in age, and many are parents.

Our students serve as teaching assistants, graduate student researchers, mentors to undergraduates, and leaders of student initiatives across campus. For a full directory of our doctoral students, please visit education.uci.edu/directory-phd-students.html

.....



Daniela Alvarez-Vargas
Advisor: Associate Professor Drew Bailey

Fourth-year doctoral student Daniela Alvarez-Vargas developed a love for research on child development while helping raise her younger siblings, and a desire to help students thrive in math when she found herself and others being steered away from mathematical professions by systematic forces. Educational interventions helped her earn her a B.A. in Psychology with a minor in Statistics from Florida International University, which equipped her for pursuing her doctoral degree at the UCI School of Education. A line of her work focuses on identifying how causal inference methods can be used to calculate accurate forecasts of the long-term impacts of math interventions. “I want to improve current approaches to intervention design, implementation, and evaluation to ensure equitable and self-sustaining educational programs that serve historically marginalized students.”



Ashlee Belgrave

Advisor: Assistant Professor Andres Bustamante

Third-year doctoral student Ashlee Belgrave joined the UCI School of Education to engage in community-based research. Ashlee's motivation to pursue such research is informed by strong familial and cultural ties with her community. Through her work as a Community Research Fellow in the Orange County Educational Advancement Network (OCEAN), Ashlee has engaged in partnerships with local school districts to conduct usable and relevant research that supports students and their families. "My research interests include examining mechanisms for leveraging university resources to create educational interventions and programming that supports educational equity and culturally relevant learning." In the future, Ashlee will continue to partner with OCEAN and the UCI Center for Educational Partnerships, where she will work alongside high school students to explore college readiness and build educational programming.

.....



Socorro Cambero

Advisors: Associate Professor June Ahn and Assistant Professor Adriana Villavicencio

Third-year doctoral student Socorro Cambero continued her educational journey at the UCI School of Education after graduating with a double major in Education Sciences and Gender and Sexuality Studies with a minor in Queer Studies from UCI. "As a graduate student, I've received extensive research support from leading scholars in teacher education and departments across UCI. Further, the research centers, such as the Center for Research on Teacher Development, provided me with opportunities to continue nurturing my research skills in the study of science teacher education." As a community research fellow in the school's Orange County Educational Advancement Network, Socorro is exploring how culturally responsive practices were employed during the pandemic. "I aspire to conduct research grounded in the lived experiences of marginalized students to create meaningful learning experiences in science."



Melissa Dahlin

Advisors: Professor Stephanie Reich, Associate Professor
Jade Jenkins

Before enrolling at the UCI School of Education, fifth-year doctoral student Melissa Dahlin taught preschool in Taiwan for five years, earned a master's degree in International Educational Development at Columbia University, spent six years in Washington, D.C. in policy and evaluation work, and volunteered with the Homeless Children's Playtime Project. "The School of Education's doctoral program is preparing me to return to the field with much stronger analytic skills and deeper content knowledge to do this work well." For her doctoral studies, Melissa is focusing on childhood development, parenting, and early childhood policy. She complements her research work by serving as president of the Associated Doctoral Students in Education and as a mentor through the School of Education's Diverse Educational Community and Doctoral Experience. She has served as a School of Education representative to Associate Graduate Students and a board member for the Orange County Association for the Education of Young Children.

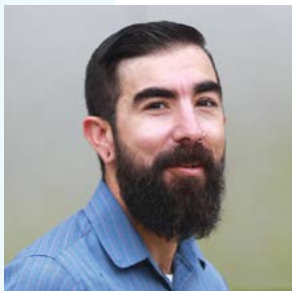
.....



Hye Rin Lee

Advisor: Distinguished Professor Jacquelynne Eccles

Fourth-year doctoral student Hye Rin Lee is enriching her study of achievement motivation as a member of four different research teams. On a project with Distinguished Professor Jacquelynne Eccles and the UCI School of Engineering, Hye Rin is researching how to leverage YouTube to increase STEM persistence and identity. Research with Associate Professor Drew Bailey is examining associations between various motivational constructs. A project with Assistant Professor of Teaching Fernando Rodriguez aims to understand students' motivation in an online context. Lastly, research with Dean Richard Arum on the *Next Generation Undergraduate Success Measurement Project* team is examining the undergraduate experience at UCI. In addition to her academic pursuits, Hye Rin appreciates the "close-knit community among graduate students" at the School of Education. Hye Rin is looking forward to continuing her research interests as a professor at a research institution.



Jonathan Montoya

Advisor: Professor Mark Warschauer

Third-year doctoral student Jonathan Montoya chose to attend the UCI School of Education because of the close relationships with the local community and school districts. Jonathan's time as a high school biology teacher, Career Technical Education (CTE) department chair, and community college instructor encouraged his enrollment in the School's doctoral program to explore STEM education and how CTE pathways include or exclude marginalized communities. Currently, Jonathan is a Ridge 2 Reef National Science Foundation fellow, and is also working with researchers from the Center for Integrated Facility Engineering at Stanford University to study workforce pathways from secondary to post-secondary education. When asked about his future plans, Jonathan explains, "I would like to continue to do research in service to my community."

.....



Khamia Powell

Advisors: Distinguished Professor Jacquelynne Eccles,
Assistant Professor Adriana Villavicencio

Before coming to UCI, fifth-year doctoral candidate Khamia Powell taught in Title-I schools, serving the most vulnerable and underserved communities along the outskirts of Washington, D.C. and Atlanta metropolitan. "I loved teaching, but noticed that the high expectations, positive teacher-student interactions, and love that defined our classroom culture and learning was not the experience for similar students of color in classrooms next door or down the hall." Looking to make a larger impact on students of color, she matriculated to the School of Education to examine the influence of an intervention that focuses on the development of empathy and critical consciousness as a method to facilitate, motivate and support the enactment of culturally responsive teaching. She hopes this research will inform the professional development of teachers who feel supported and empowered in ways that promote the enactment of more culturally responsive practice. "I came here to support our commitment to serving the most vulnerable of populations and to be an advocate for my students of color and their communities. I additionally aspire to advance UCI's mission of inclusive excellence, which seeks to dismantle systemic barriers of racism and discrimination that have far too long been the norm."



R. Mishael Sedas

Advisor: Associate Professor Kylie Pepler

A third-year doctoral student, R. Mishael Sedas' engineering background and professional experience with an international nonprofit led to his goal of improving STEM, Art and Design education to be more accessible, diverse, and inclusive for minority populations. "I am particularly interested in out-of-school learning environments, such as home, youth clubs, makerspaces, public libraries, museums, and science centers." Mishael is now studying the interest-driven and "frugal-informal" engineering design practices of Latinx youth. He believes that higher education institutions could leverage these practices to foster and enhance "formal" engineering learning and design literacy. "Ultimately, design literacy can empower educators (including families) to become co-designers of effective educational experiences for this rapid-changing world with complex challenges ahead."

.....



John Szura

Advisor: Associate Professor Penelope Collins

Prior to his studies at UCI, fourth-year doctoral student John Szura earned his bachelor's degree in Psychology from Purdue University Northwest. His research centers on understanding how educators utilize educational technologies to facilitate their courses, the experiences that are shared through the use of such technology, and the academic outcomes that result. These interests have led John to work on projects that examine student course choice and performance in remote learning courses, the value in utilizing telepresence robots as instructional tools, and exploring the diverse experiences shared at after-school programs that incorporate 21st century technologies in their programming. "Outside of research, UCI has given me the chance to nurture my passion for mentorship and teaching as a participant in the many opportunities offered through DECADE (Diverse Educational Community and Doctoral Experience), the Division of Teaching Excellence and Innovation, and the School of Education."



Joseph Wong

Advisor: Professor Lindsey Richland

Third-year doctoral student Joseph Wong selected the UCI School of Education for its commitment to cross-functional research in cognitive science, digital learning, and educational technology. As a learning experience designer and researcher, Joseph is motivated by questions at the intersection of science education, digital media, and higher-order thinking. Currently, Joseph is a lead researcher on Professor Lindsey Richland's NSF RAPID grant, which evaluates the impacts of COVID-19 stressors on UCI students' distance-learning experiences by identifying the cognitive mechanisms underlying learners' self-efficacy and task-value beliefs, anxiety, mind-wandering, and online engagement. This foundational research will inform the efficacy of and design for undergraduate courses at UCI. "As a first-generation Burmese American student and recent 2020 NSF graduate research fellow, my career goal is to bridge together my passion for digital media technologies with human cognition to design and facilitate transformative learning experiences representative of today's 21st century student learning behaviors."



ALUMNI PROFILES

Our alumni are trained in a multitude of approaches to studying learning, human development, and educational outcomes. This holistic approach makes our alumni attractive candidates for jobs in several industries – academia, nonprofit, and private business.

You can find our alumni working as professors at universities across the country, leading research at education think tanks and nonprofits, and heading up companies and schools they founded.

Alumni of the School of Education's doctoral program are currently employed across the globe, including more than a dozen states and China, Hong Kong, Kenya, and Korea.

.....



Tarana Khan, Ph.D. '19
PBS SoCal Education Research and Evaluation Analyst

For Dr. Tarana Khan, the opportunity to work with renowned scholar and Distinguished Professor Jacquelynne Eccles was the driving force for choosing the UCI School of Education. Now, Khan is using skills she learned as a doctoral student in her position with PBS SoCal's Family Math Initiative. "Studying at the School of Education taught me how to be a conscientious researcher, how to present research in a way that is accessible and impactful, and how to look at data with a careful scrutinization." Khan ventured to UCI from her home in Austin, Texas, expecting to find a culture of collaboration and support and was not disappointed. For her dissertation, Khan explored undergraduate beliefs about the malleability of their intelligence, their beliefs about the causes of their successes and failures, and how these beliefs impact motivation and achievement in school. Her findings – that an ability-focused component may be a crucial part of student motivation – have the potential to inform ongoing large-scale mindset interventions.



Joyce Lin, Ph.D. '16
Assistant Professor, California State University, Fullerton

Dr. Joyce Lin chose the UCI School of Education in large part because of Southern California's ethnic and socioeconomic diversity. "In addition to studying with a multidisciplinary team of faculty, I wanted to conduct research with and serve the communities that I grew up in." Lin's doctoral research focused on how distal parenting contexts are related to the home environments of young children; her mixed-method dissertation specifically addressed how cultural values were related to experiences of physical punishment. In reflection, she is appreciative that her advisor, Professor Stephanie Reich, was open-minded about career trajectories and recognizes that the School of Education prepared her well for her post-doctoral research in Human Development and Family Studies at Purdue University. Opportunities to work with and mentor undergraduates in teaching and research at UCI helped her understand how much she loved working with undergraduates and solidified her desire for a tenure-track position at a teaching university.

.....



Nestor Tulagan, Ph.D. '20
National Science Foundation Postdoctoral Fellow

Dr. Nestor Tulagan is a "Double Anteater" – he earned a B.A. in Psychology & Social Behavior at UCI and his Ph.D. in Education. For his dissertation, Tulagan worked with Distinguished Professor Jacquelynne Eccles, integrating two of her theories - Expectancy-Value and Stage-Environment Fit - to "explore the possibility that there may be an 'optimal modulation' between parents' control and involvement in their kids' development and adolescents' growing desire to be in the driver's seat of their lives." In September 2020, Nestor joined the National Science Foundation's Social, Behavioral, and Economic Sciences Postdoctoral Research Fellowship program. He and Professor Sandra Simpkins are studying new research they developed in late 2019, focused on leveraging partnerships between math-based organized afterschool activities and Latinx families to enhance middle-schoolers' math motivational beliefs and achievement.



Jessica Tunney, Ph.D. '16
Executive Director and Founding Principal of TLC Public
Charter School

Dr. Jessica Tunney designed the TLC Public Charter School as a site for excellence in teaching, innovation, research, and professional learning for inclusive education. The school features classrooms that bring together gifted students, culturally and linguistically diverse students, students who develop typically, and students with special needs for lessons and learning activities that have been thoughtfully differentiated and universally designed by teams of co-teachers to be accessible to all. "We emphasize care and friendship, and an arts-based, enriched education for students who have been historically marginalized due to race, income, language, or ability." For her doctoral studies, Tunney chose UCI specifically to expand her understanding of teaching and learning in schools and focused on teacher learning and professional development for school improvement. "I am forever grateful for the support and flexibility I received for identifying and developing my own path as a doctoral student."

.....



Tyler Watts Ph.D. '17
Assistant Professor of Developmental Psychology,
Teachers College, Columbia University

Dr. Tyler Watts joined the UCI School of Education unsure of what job might follow. After specializing in Educational Policy and Social Context at UCI and working as a research assistant professor and postdoctoral scholar at New York University, he now finds himself working as an assistant professor of Development Psychology at Teachers College, Columbia University. Most of his research at UCI focused on early cognitive development and interventions designed to raise children's mathematics skills. His dissertation, under Distinguished Professor Greg Duncan, broadly focused on whether interventions targeting academic skills might have longer-term effects. "There is no way I would be where I am today without the UCI School of Education – Greg was the best advisor I could ask for, and the larger community of researchers at the School of Education really shaped my thinking," Watts said. "At the UCI School of Education, I learned how to be an academic – how to generate research questions, how to work with students, how to analyze data, and how to write research papers. I am extremely grateful to everyone in that school."

About UCI

The University of California, Irvine is consistently recognized as a trailblazer in a broad range of fields, garnering national and international honors in every school. The campus's diverse academic offerings paired with world-class leadership create an environment worthy of any passionate, dedicated scholar. Some points of pride include:

- ▶ **No. 1 University doing the most for the American dream** – *New York Times*
- ▶ **No. 1 Best College in the U.S.** – *Money*
- ▶ **No. 2 in the nation for Diversity** – *The Wall Street Journal/Times Higher Education*
- ▶ **No. 8 Public University in the U.S.** – *U.S. News & World Report*
- ▶ **1 of 65 leading research universities elected into the prestigious Association of American Universities**
- ▶ **Hispanic-, Asian American-, and Native American Pacific Islander-serving institution**

All Data as of July 2021



About Orange County & Irvine

The UCI School of Education is located in the heart of Orange County, the nation's sixth most populous county. Orange County is home to more than 500,000 K-12 students and 28 school districts, all of which partner with the School for research, teaching support and student interventions.

UCI is perfectly located in sunny Southern California, one hour south of Los Angeles, one hour north of San Diego, and 15 minutes to miles of Pacific coastline. *Money Magazine* ranked UCI the No. 1 college for beach lovers for good reason, citing the "... surfing at Huntington Beach, the boardwalk and pier at Newport Beach, peace and quiet at Corona del Mar, and the glamour of Laguna Beach."

Orange County is also home to gourmet restaurants, world-famous attractions such as Disneyland and Knott's Berry Farm, professional sports teams, a lively arts and theatre scene, and countless hiking and biking trails.

Irvine is a university-centered and family-friendly city. Graduate student housing and childcare are both available on campus and within walking distance of the School of Education, and the county is home to premiere K-12 schools. For 15 consecutive years, the FBI ranked Irvine as the safest city in the country with a population of more than 250,000 people.



Funding & Application Requirements

FINANCING YOUR PH.D.

Funding for doctoral students in the Ph.D. in Education program is guaranteed for five years.

Doctoral students will be given a combination of Research Assistantships, Teaching Assistantships or Fellowships that will cover tuition, fees (including health insurance), and living stipend for the academic year. All support is contingent on meeting university and program expectations and standards in both academic performance and employment.

Additionally, UCI guarantees placement in on-campus housing for five years for individual students or families. Students must maintain good academic standing to continue to qualify for the guarantee.

Graduate students can receive up to \$1,100 in financial support per quarter for eligible child-care expenses during the academic year (fall, winter, and spring quarters).

Students are also allotted a travel stipend to attend professional conferences.

APPLICATION REQUIREMENTS

The application for the Ph.D. in Education program opens October 1 for the following fall admission. The priority deadline is December 1. Applications received after December 1 will be accepted on a space-available basis. The application period will remain open until February 1.

Applications are reviewed holistically and in stages by admission committees. Committee members consider an applicant's academic preparation, potential to succeed in the chosen field, match with the program goals, availability of faculty expertise, quality of supplementary materials, and personal story. An in-person, video, or telephone interview may be part of the process.

Application fees may be waived through the UCI Graduate Division. Please visit **grad.uci.edu/admissions/applying-to-uci/fee-waivers.php** for more information. For additional application requirements, please visit **education.uci.edu/doctoral-program.html**

The School of Education welcomes diverse learners, innovative thinkers, returning students, dreamers, and others who want to make a difference in our world. We look forward to your application.

Additional Requirements:

- A baccalaureate degree with at least a 3.0 GPA
- Prior coursework or background related to the area of expressed interest
- All international students are required to submit TOEFL or IELTS taken within the past two years

For more information, please email EducationPhdInfo@uci.edu



EDUCATION



3200 Education
Irvine, CA 92697-5500
949-824-8073

education.uci.edu