EDUCATION - DOCTOR OF PHILOSOPHY (PHD)

Overview
The School of Education offers a single major in Education. The major has seven program areas of emphasis, from which a student chooses:

- Educational Foundations, Policy and Practice
- Equity, Bilingualism and Biliteracy
- Learning Sciences and Human Development
- Literacy Studies
- Research and Evaluation Methodology
- STEM Education
- Teacher Learning, Research and Practice

Requirements

Required Courses and Credits
Students must successfully complete 56 credit hours of approved coursework, with 23 credit hours of core courses (see below) taken as a doctoral cohort during the first two years of study. Students must maintain at least a B (3.0) average with no grade lower than a B- while enrolled.

Students must complete 30 hours of dissertation credit. Students must be registered for a minimum of 5 dissertation hours per semester after successful completion of their comprehensive exam.

All PhD students are required to take the following seven courses in their first and second years:

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>EDUC 8210</td>
<td>Perspectives on Classroom Teaching and Learning</td>
<td>3</td>
</tr>
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<td>Quantitative Methods I</td>
<td>6</td>
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Research Methods Sequence

All PhD students are required to take the following seven courses in their first and second years:

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Advanced Seminar in Democracy, Diversity & Social Justice

Choose from the following courses in consultation with faculty advisor:

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<tr>
<td>EDUC 5301</td>
<td>Queer(ing) Topics in Education</td>
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<tr>
<td>EDUC 6210</td>
<td>Education Policy and the Law</td>
<td></td>
</tr>
<tr>
<td>EDUC 6220</td>
<td>Gender Issues in Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 6240</td>
<td>African American Education in the United States</td>
<td></td>
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<tr>
<td>EDUC 8014</td>
<td>Advanced Seminar in Democracy, Diversity and Social Justice</td>
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<tr>
<td>EDUC 8125</td>
<td>Seminar: Radical Education Theories</td>
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</tr>
<tr>
<td>EDUC 8615</td>
<td>Language Issues in Education Research</td>
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Total Credit Hours 21

1 Students may take one or both sequences in the first year, or take one sequence each year in first or second years.

Program Area of Emphasis Course Distribution Requirement
Each program area of emphasis requires a one-credit, specialty seminar course to be taken both fall and spring semesters of the first year. Other requirements vary by program area of emphasis. Please consult the staff advisor and appropriate faculty for the remaining program area of emphasis course distribution requirements.

Transfer Credit
Transfer credit is defined as any credit earned at another accredited institution, credits earned on another campus of the CU system, or credits earned as a nondegree student within the CU system. Students who have transfer credits must complete the transfer of credit paperwork.

The maximum amount of work that may be transferred from another accredited institution to CU Boulder is 12 credit hours, and is accepted only after approval of the faculty advisor and Director of Advising and Student Success. All courses accepted for transfer must be graduate-level courses. A course in which a grade of B- or lower was received will not be accepted for transfer.

Transfer coursework must have been completed in the five years prior to acceptance to the program. Credit may not be transferred until the student has completed 6 credits of graduate-level coursework as a degree-seeking student on the CU Boulder campus with a 3.0 GPA.

Language Requirement
Please see the Graduate Student Handbook (https://www.colorado.edu/education/student-life/graduate-experience) for more information on this requirement.

Dissertation Credit
All doctoral students must take a minimum of 30 dissertation hours (EDUC 8994 PhD Doctoral Dissertation).

Students are allowed to take up to 10 hours prior to passing their comprehensive exam. Once students pass their comprehensive exam, they must be registered for a minimum of 5 dissertation hours every semester. Students may be registered for 3 hours if they are “off-campus” status, meaning they are not on appointment and are not taking any coursework hours.

Students must be registered for a minimum of 5 dissertation hours during the semester they defend.

Scholarly Project
All doctoral students are required to complete, at minimum, one scholarly project prior to taking the comprehensive exam. Presentations at professional meetings, published articles, reviews, etc., are typical ways to satisfy the requirement.

Comprehensive Exam
The comprehensive exam should be taken after students have completed the majority of their coursework but prior to completion of the dissertation. The committee comprises three graduate faculty members from the School of Education, and must be approved by the Associate Dean for Students and Director of Advising and Student Success prior to the exam. Students should consult their advisors concerning the format of the comprehensive examination. The candidacy application must
also be submitted at the beginning of the semester in which the exam is taken.

Committee members must receive approval from the School of Education prior to the exam. Please check the deadlines sheet for dates.

**Proposal Committee**

Once students have successfully passed their comprehensive exam, they should consult their faculty advisor in regards to their dissertation proposal committee. The dissertation proposal committee must include at least five faculty: three of whom must be School of Education graduate faculty and one of whom must be CU Boulder campus resident graduate faculty but outside the School of Education. These members must also be approved by the graduate school prior to the proposal.

Committee members must receive approval from the School of Education prior to the exam. Please check the deadlines sheet for dates.

**Dissertation Committee and Final Defense**

The dissertation committee must include at least five faculty: three of whom must be School of Education graduate faculty and one of whom must be CU Boulder campus resident graduate faculty but outside the School of Education. These members must also be approved by the graduate school prior to the proposal.

After successful completion of dissertation defense, the completed dissertation must be uploaded to the graduate school according to graduate school procedures and deadlines. Please see the graduate school website for deadlines details.

Committee members must receive approval from the School of Education prior to the exam. Please check the deadlines sheet for dates.

**Time Limit**

The doctoral degree must be completed within six years.

**Areas of Emphasis**

**Educational Foundations, Policy, and Practice**

The Educational Foundations, Policy, and Practice (EFPP) program area of emphasis focuses on policy analysis and the application of academic disciplines—anthropology, history, law, philosophy and sociology—to the analysis of education. Programs are devoted to the critical examination of the relations among education, society, culture and government, with special emphasis on issues of equity along lines of race, ethnicity, social class, gender, sexual diversity, (dis)ability, and intersections of these.

The EFPP program area of emphasis prepares students for university faculty positions and other careers requiring deep knowledge of research.

**Equity, Bilingualism, and Biliteracy**

The Equity, Bilingualism, and Biliteracy (EBB) program area of emphasis stresses analysis, evaluation and implementation of educational programs for students who represent diverse learning needs within the public school system. School culture, language policies and the social and political context of schooling are examined across emphases. Policies that affect the assessment, placement and services provided for exceptional children also are examined.

EBB is specifically geared to preparing researchers and leadership personnel in the field of bilingual multicultural education. Program graduates are typically employed in schools of education as faculty and/or researchers. Other graduates also serve in professional positions with state and federal education agencies, as well as local school districts.

**Learning Sciences and Human Development**

Faculty and students in the Learning Sciences & Human Development (LSHD) program area of emphasis study how people learn in the context of organizing for more equitable, sustainable social futures. Researchers consider how the practice of research can inform social change that can improve learning and teaching for K–12 students and their teachers, for undergraduates and the organization of higher education pathways, and in community contexts. Working in partnership with school and community partners is a key component of the approach taken to understanding educational problems and their possible solutions.

The LSHD program prepares graduate students to research and inform collective efforts to improve conditions of learning, particularly for young people from non-dominant communities and the adults (including teachers, community organizers and community members) who work with them. The program emphasizes:

- How a strong foundation in psychological perspectives on education and human development can inform efforts to improve conditions for learning in school and out of school contexts.
- The need to go beyond psychological perspectives to interpret learning and development in social, cultural and historical contexts.
- Social justice as a central concern in studying and informing efforts to improve conditions of learning.
- Humanistic approaches to research that draw on interpretive, phenomenological and social practice theories of human action.

Students work with faculty members who conduct research in a range of settings, including schools, preservice teacher education programs, after-school programs, museums, community organizations, workplaces and grassroots social movements.

**Literacy Studies**

The Literacy Studies program combines rigorous preparation for teaching and research in specific content areas with particular attention devoted to curriculum and instruction, cognitive and social processes, and research methodology. It prepares you for careers in research and teaching in university settings, educational leadership and services to schools, or research and development in the private or non-profit sector.

Building on the School of Education’s foundational courses, we offer seminars focusing on the dynamics of literacy learning from early childhood through adulthood, examining literacy practices both in and out of school, and exploring the literacy demands associated with demographic, technological, and economic change. In our research and classes, we emphasize the centrality of literacy in promoting equitable opportunities to participate in a globalized world as citizens and workers and to discover reading and writing as sources of personal enrichment, satisfaction and meaning.

Grounded in sociocultural, sociocognitive and critical conceptions of teaching and learning, our program highlights the interrelations among theory, research, practice and policy. Affiliated faculty across our school and campus offer courses that provide interdisciplinary perspectives, advanced methodological preparation, and further grounding in the intellectual traditions that have shaped literacy scholarship over time. Doctoral students enjoy opportunities to collaborate with faculty on a range of research projects, to engage in community outreach activities,
and to work in teacher education programs emphasizing social justice and effective instructional strategies for today's diverse students.

**Research and Evaluation Methodology**

The Research and Evaluation Methodology (REM) program is a place for intellectually curious and motivated students who want to learn about deep research methodology with an eye toward influencing education policy and practice. The most common methodological specializations are:

- Psychometrics and educational assessment
- Applied statistics

The program is a full-time commitment, and all admitted students are supported with five years of funding, including tuition remission and a stipend for living expenses. Students participate in graduate research assistantships each semester and can expect to work with faculty on research projects as part of CADRE (http://www.colorado.edu/cadre/cadre-projects-and-resources), the Center for Assessment, Design, Research and Evaluation.

**STEM Education**

A proud national leader in STEM education, the STEM Education program offers students an opportunity to build their understanding and expertise in STEM (science, technology, engineering and mathematics) topics, with a special focus on diversity and justice in STEM education. The program helps teachers develop their own content knowledge, as well as greater understanding of how learning environments can be designed to foster students’ understanding of and participation in mathematics and science. Our faculty work in deep partnership with STEM faculty in other departments at CU Boulder, as well as with teachers, schools, districts, and community members. The PhD prepares students for careers in research and teaching in university settings, educational and public leadership and services to schools, or research and development in the private or non-profit sectors.

**Teacher Learning, Research and Practice**

The Teacher Learning, Research & Practice (TLRP) program offers a rigorous pathway for those interested in becoming teacher educators who conduct research and support the practice of teaching and teacher education. The TLRP program takes seriously this hybrid role of teacher educator as both researcher and practitioner, as well as the historical legacy of inequalities perpetuated by teacher education. This program prepares graduate students for careers as researchers and teachers in university settings with a particular emphasis on equity and justice, as educational leaders in schools and community organizations, and as researchers and developers in private and nonprofit sectors.

The TLRP program is grounded in a commitment to the practice, study, and transformation of teacher education in ways that forward and honor humanizing thinking and action. Doctoral students enjoy opportunities to work in and with the school's multiple teacher education programs and to collaborate with faculty, doctoral students, and other stakeholders (e.g., school partners; community organizations) in the critical design and study of these programs. Conducting research with members of this community provides additional opportunities to deepen understandings from coursework and to pose and pursue questions using innovative research methodologies and methods.