

Bachelor of Arts in Education and Social Transformation
Submitted by the Graduate School of Education & Information Studies

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Bachelor of Arts in Education and Social Transformation

Section 1. Description and Rationale

1.1 Purpose

The Graduate School of Education & Information Studies (GSE&IS) proposes a Bachelor of Arts in Education and Social Transformation. The proposed new major embodies GSE&IS's mission to advance social justice in and through education. In the spirit of that mission, the undergraduate major will prepare students to analyze current issues in education through a social justice lens and to emerge prepared to engage in future study and as advocates for positive change. Students will come to understand learning inside and outside of educational institutions and the trajectory from pre-kindergarten through higher education by pairing multidisciplinary knowledge and skills with experiential, hands-on learning to become socially engaged and civically minded critical thinkers.

The purpose of the major is to develop future scholars as well as educational policy analysts, advocates, leaders, and teachers who are able to effect transformational change that will support enhanced educational outcomes across all education segments. Our work is guided by the principles of individual responsibility and social justice, an ethic of caring, and a commitment to the communities we serve. We endeavor, through our work and that of our graduates, to improve education across a wide variety of social contexts in Los Angeles, our state, our nation, and the world. It is still true that educational advancement is the strongest predictor of social change and mobility. As such, it is critical that we prepare a cadre of students at the undergraduate level who understand well the policy, structural, institutional, systemic and individual factors that facilitate educational success and hinder educational advancement to be effective agents of change.

Bachelor of Arts in Education and Social Transformation at UCLA will provide students with the knowledge necessary to change the lives of individuals and institutions that endeavor to support the growth and development of an informed citizenry. This major is designed to position students as the strongest applicants for research training programs in education, as well as for careers as education policy and program specialists, which is essential for advancing socially just education goals and as experts in educational-related programs. Fluency in specific approaches for and expertise in educational research and evaluation, assessment (including student assessment), policy, and interventions is essential for advancing positive educational outcomes for all learners but especially for the most underrepresented, such as people with learning differences, those involved in "systems" (i.e., foster care and criminal justice systems), as well as those from traditionally marginalized groups (e.g., racial, linguistic, ethnic, economic, and sexual and gender minorities).

The proposed course of study is unique in the UC system in that it prepares students to think critically about the issues and challenges facing educators and the educational system in the 21st century by providing a deep understanding of current educational research and practice through rigorous, cross-disciplinary coursework. Rather than focusing on the art of teaching, the proposed major takes a holistic view of the entire educational system. It will provide students the

empirical and conceptual tools to examine education as a complex, multilayered enterprise for human development and growth, an instrument for political and economic empowerment, and the *sine qua non* for disrupting structural inequalities and fostering positive social change.

The major will primarily serve three types of students, helping them develop the knowledge base and skills they will need for their future life's work:

1. Students who anticipate conducting research on education and society, and who are therefore likely to directly pursue a doctoral degree in education, educational policy, or educational law.
2. Students who seek to do advocacy or public policy work in education, and who plan to enter the workforce directly, joining NGOs and community-based organizations working in domains related to education. We anticipate that many of these students will choose to pursue a doctoral degree after gaining experience in these applied educational settings.
3. Students who anticipate becoming transformative educators and administrators within educational systems, and who therefore plan to earn a graduate teaching credential after graduation.

The faculty recognizes that this major will appeal to undergraduates from California (and particularly from the Los Angeles area)—many of them first-generation college students—who will know local schools and colleges and will be passionate about improving them. We embrace that passion and we commit to offering the serious support and extra mentoring some students will need as they juggle their studies, family commitments, and financial challenges.

Why Education and Social Transformation?

This is not a professional education degree; we are *not* proposing a degree to prepare teachers to teach. Rather, this is a degree to prepare leaders in policy and practice, social analysts, and advocates who have the epistemological, theoretical, and methodological tools to be successful agents of change. Education has been a central focus of social policy in the United States for decades, from *Brown vs. the Board of Education* in 1954 and earlier, through the 1983 *A Nation at Risk* report, Bill Clinton's tenure as the "education President," George W. Bush's No Child Left Behind initiative, and the governors' recent establishment of Common Core State Standards. At the global level, education policy and economic competitiveness through educational achievement have been at the top of the World Bank's agenda since the 1980s; the OECD has now taken the lead to reform curriculum and teaching worldwide through PISA and other assessment programs. A right to education is also at the core of the currently defined United Nations human rights-centered Sustainable Development Goals. As UCLA students recognize, educational policy and practice—from early childhood through the university and graduate degrees—are intimately linked to questions of race and class inequalities, inequity in the criminal justice system, and cultural and linguistic identities. Education is an issue that requires systematic, critical, interdisciplinary study every bit as much as the health care system or the criminal justice system.

The study of education in social and political contexts is an interdisciplinary domain that draws on multiple disciplines in the social sciences and humanities—including psychology, economics, statistics, sociology, anthropology, linguistics, African American studies, Chicana/o studies, Asian American studies, gender studies, history, and philosophy—to address complex theoretical, conceptual, and data issues as well as to develop rigorous analysis of practical, pressing problems.

Why at UCLA?

UCLA has been a leader in the study of education practice and policy since its inception at the turn of the 20th century. Faculty members in the Department of Education not only conduct research at the forefront of their respective fields, but are also deeply committed to teaching and the preparation of future researchers, policy analysts, teachers, and administrators. The major in Education and Social Transformation will build on the rich legacy of conducting research on what matters most in education: the discovery and application of usable knowledge at the crossroads of theory and practice.

GSE&IS reshaped its mission in 1992 in response to the uprising in Los Angeles. Since then, UCLA Center X has been a national leader in shaping urban teacher education, working with school districts to create new structures (such as teacher-led pilot schools), and educating new leaders (such as the graduates of the Principal Leadership Institute, the Educational Leadership Program, and the UCLA Teacher Education Program) to help move the district, the metropolitan area, and the nation toward greater equity in educational systems. Our campus is home to the UCLA Lab School and is a leading partner in two public schools within the Los Angeles Unified School District—the UCLA Community School and the Mann UCLA Community School. The Department of Education is also a leader in the study of higher education and organizational change; its Higher Education Research Institute (HERI) has an international reach, as do its Civil Rights Project and Paolo Freire Institute. Scholars in GSE&IS's Center for Research on Evaluation, Standards, and Student Testing (CRESST) are at the forefront of shaping national policy and practice through assessment and evaluation. The Department of Education is a leader in the study of immigration and education—a critical concern in nearly every high- and middle-income country in the world today. The Department also has strong ties to the UCLA Center for Autism Research and Treatment, a multidisciplinary center dedicated to improving the lives of students with autism spectrum disorders and related disabilities.

Besides enacting the Department of Education's commitment to social justice, this major will add an option for the expanding number of undergraduates admitted to UCLA and will add a program of strong interest to local students, including transfer students.

Our program will have several distinctive features. It will offer interdisciplinary perspectives, including from the fields of developmental psychology, sociology, and comparative education. It will also include a strong component in educational research and evaluation, preparing students for both future graduate study as well as for their careers.

1.2 Learning Goals

The proposed major seeks to prepare students for a transformative role in applied and basic education research as well as policy and advocacy. The goals of the major are, in part, inspired by the celebrated American philosopher of education John Dewey, who a century ago remarked, “What nutrition and reproduction are to physiological life, education is to social life” (*Democracy and Education*, 1964 [1916], pp. 9–10). Education, in Dewey’s view, is a transformative process leading to the cultivation of worthy stewards of community ideals and aspirations. Preceding Dewey’s line about education was his overlooked 1897 articulation of education’s democratic ends: “I believe that the school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends. I believe that education, therefore, is a process of living and not a preparation for future living” (“My Pedagogic Creed” in *The School Journal*, 50(3), pp. 77–78). This “process of living,” we believe, requires a set of understandings, abilities, and skills, which we outline next.

Ability to Analyze Education in Social and Political Contexts

1. Students will demonstrate an **understanding of the educational landscape**, including the shaping influence of ultimate goals for education, the essential role of curricular content to achieve these goals, and informed methods for supporting learning, all of which are inherently realized in and influenced by socio-cultural contexts.

Transformation is always a movement towards certain goals and aims, however implicit. Dewey underlined the importance of bringing to conscious awareness these “aims in education” so that we proceed intelligently, with foresight rather than blindly. Aims and ultimate goals, in turn, raise the question of how these goals and purposes are to be achieved. In Dewey’s scheme, these were to be achieved through the “subject matter” of education, which “translates into concrete and detailed terms the meanings of current social life which it is desirable to transmit” (*Democracy and Education*, 1964 [1916], p. 182). And subject matter is best realized through exemplary methods for supporting learning, while taking into account individual learning styles and cultural contexts. Together, the above constitute an overarching, philosophic understanding of education in social and historical contexts—one which we believe is essential for those committed to transforming it.

2. Students will demonstrate an **understanding of the science of learning and human development** in educational settings. Educational goals are achieved through a process of learning. This implies recognition of human beings as designed to learn, and particularly as designed to learn in social contexts, as explored by the learning sciences. It implies a focus on learners’ resilience, assets, and abilities rather than perceived deficits. Built on this foundation is the art of teaching, derived from a thorough understanding of the science of learning and complementing the manners and modes of learning discovered over the ages by thinkers, scholars of child development, psychologists, anthropologists, and cognitive scientists. The process of learning must also be understood in the context of individual diversity and the cultural context of education. The social, emotional, intellectual, and cultural contexts of students’ prior experiences, as well as those of the professionals who

are responsible for educating students, interact in complex ways that significantly influence the learning process. Understanding socio-emotional development is a fundamental anchor for 21st-century work in education. The role of human development must be foregrounded and never overlooked, as learning processes vary significantly as individuals develop across the lifespan. Similarly, the emerging perspective of learning as mediated through neural processes, as illustrated in the groundbreaking advances in cognitive neuroscience and the emerging field of mind, brain, and education (MBE) over the past two decades, is a critical area of mastery for the next generation of education scholars.

3. Students will demonstrate an **understanding of education and educational institutions in social, cultural, and historical contexts** and the impact of these contexts on educational ideals and practices, and on society as a whole. Deeply embedded in Dewey's philosophical analysis of education is the intimate relationship between education (goals, content, and processes) and the larger socio-political contexts within which educational ideals are realized or frustrated. Understanding the formative role of socio-cultural contexts implies recognizing the potential of education for liberation by expanding cognitive horizons, encouraging critical thinking, and creating opportunities for social mobility, but also implies recognizing its potential for oppression—for instance, as a mechanism that maintains stratification by caste or class or race. Dewey himself argued for an ideal democratic society where the interests of a group are shared by all its members and where the exchanges between groups are free and not inhibiting—social criteria which, according to Dewey, positively influence the conduct of education.
4. Students will demonstrate an **understanding of organizational cultures and dynamics** and the ability to analyze and critique global, national, and local educational policies for effective leadership in promoting equity and liberation rather than stratification and oppression. Dewey had hoped that a school would become a “miniature community,” an “embryonic society” that would faithfully further children's growth and experience (*School and Society*, 1915, p. 15). But institutions, as he himself realized, can come to have a life of their own, with their own cultures, dynamics, and policies, at times furthering educational ideals but at times stifling them altogether. The final justification and rationale for institutions lies in their ability and promise to achieve valued goals. Given the ubiquity today of educational institutions as vehicles of education (daycare centers, kindergartens, preschools, schools, colleges, universities, museums, and more) and their inescapability for social mobility and advancement, their study with respect to their culture, their dynamics, their policies, and their propensity to further or stifle worthwhile goals is another essential ingredient in a well-rounded understanding of the educational enterprise.

Skills for Effecting Change

5. Students will demonstrate the **ability to interpret social data and research and to critically evaluate research studies**. Whether as future policy analysts, future researchers, or future teachers, our education graduates will be called upon to refer to research in their decision-making and at times will be called upon to conduct research themselves. Hence, an ability to comprehend a variety of empirical and analytical research (qualitative,

quantitative, ethnographic, multi-disciplinary, narrative, case study, and others) and an ability to recognize sound research designs is an essential part of students' repertoire of skills.

6. Students will demonstrate the **ability to apply these understandings** to imagine, assess, and implement solutions to specific problems in education, either individually or through collective effort, in local, regional, national, and international settings. The virtue of knowledge and learning lies in the ability, willingness, and wisdom to solve real-life problems with imagination, creativity, and an eye towards social justice. Hence, integral to students' education in the major is engagement with real educational problems, local or global, and the challenge to creatively conceive and imaginatively development solutions to them.
7. Students will demonstrate the **ability to communicate clearly and cogently**. They will have the skills in communication, writing, and public speaking required in 21st-century knowledge-intensive work settings. The art and science of effective communication is integral to a sound education and to advocating for positive change; it is even more pertinent for an education for advocacy premised on social justice principles. It is also essential for analyzing and presenting research findings and their implications for policy and practice.

Core Values

8. Students will demonstrate **understanding of multiple perspectives, diversity, pluralism, and social justice**. Students will learn to employ multiple approaches to inquiry, use knowledge and understandings to honor the cultural values and practices of diverse societies, engage in intercultural dialogue in educational institutions, the workplace, and the public arena, harness the potential of a plurality of perspectives, and understand how to promote academic excellence, social equity, and social justice.

In sum, our students will master the skills needed for identifying, analyzing, and mobilizing solutions to educational problems from multiple perspectives and in disparate settings. Our major will nurture students' intellectual curiosity and cognitive flexibility. Our graduates will be able to synthesize relevant knowledge within and across disciplines. It is our ambition that our graduates will be culturally and linguistically sophisticated scholars and practitioners who are at ease working collaboratively in groups made up of diverse individuals.

1.3 Student Interest

Demand from Students

The Department developed this major in response to persistent demand from students enrolled in the Education Studies minor. We focused the major on education *and social transformation* not only because of the Department's mission, but also because so many Education Studies minors expressed interest in community organizing and policy work under the rubric of education broadly defined. In addition, as reported by the director of Center X, a significant portion of

students come to the postgraduate Teacher Education Program with an interest in making positive social change that goes beyond their interests in classroom teaching.

In fall 2015, at the beginning of the planning process, we conducted a survey of undergraduates from the College of Letters & Science and from Art & Architecture. Among the 647 respondents as a whole, 38 percent indicated they would have been very likely or likely to have selected Education as their major if the option had been offered on the admissions application. Among the 143 Education Studies minors among the respondents, 79 percent said they would have been very likely or likely to have chosen an Education major (with 55 percent indicating “very likely”). In five focus groups and two individual interviews with students enrolled in the Education Studies minor, many participants expressed an interest in a major that would enable them to learn more about “social injustice” or “discrimination” and “current problems in Pre-K–16 Policy Practice”; they also sought research experience to prepare for graduate degrees they wanted to pursue. Some participants saw a bachelor’s degree in education as good preparation for a future career in Pre-K–12 teaching, while others saw it as good preparation for work in higher education.

Comparison with Other UC Programs

We do not compare the proposed major to education majors outside California because California is different. In other states, students earn teaching credentials at the bachelor’s level, which means that education major programs outside California are generally teacher education programs. In contrast, California requires elementary and secondary teachers to earn post-graduate credentials. This is one reason the proposed Education and Social Transformation major will not be a professional degree. Thus, the most comparable degrees are two bachelor’s degrees in education recently developed by other UC campuses.

In fall 2013, UC Irvine launched an undergraduate major in Education Sciences with a focus on learning and development that is different from our proposed major’s emphasis on social transformation. The demand has been huge: Within a year there were 436 majors and in five years the official tally was 810 (Table 1). Dr. Collins noted that Education Sciences is the most diverse program on the UC Irvine campus, and she encouraged the development of other non-professional majors in the field of education on other campuses.

In fall 2017, UC Riverside began offering an undergraduate major in Education, Society, and Human Development. Enrollment during its unadvertised “soft launch” year was 122. The program planned to choose from thousands of applications to add 100 freshmen and 20 transfers in fall 2018, according to Associate Dean for Undergraduate Programs Louie Rodriguez. Actual admits for fall 2018 equaled 85, raising their overall number of majors to over 300. These experiences at other UC campuses, as well as demand from UCLA Education Studies minors, suggest that there will be strong demand for a UCLA major in Education and Social Transformation.

Table 1. Demand for Education Majors on Other UC Campuses

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
UC Irvine*					
Total	436	579	712	766	810
UC Riverside					
Applicants					831
Admits					85
Total				122**	Over 300

*From UCI Duplicated Total Student Enrollment by Major Fall Tables.

** UC Riverside total for 2017–2018 is by the end of the school year, following a “soft launch.”

1.4 Status of the Proposal

Faculty of the Department of Education approved the proposal for an Education major on paper ballots at their faculty meeting on June 14, 2018, with absentee balloting open through June 22. The faculty voted to move forward with an undergraduate major in Education and Social Transformation; among Senate faculty, the vote was Approve: 39 and Disapprove: 3; among professional faculty, the vote was Approve: 11 and Disapprove: 0.

The GSE&IS Faculty Executive Committee considered the proposal on October 11, 2018. Eight of nine voting members were present, and all voted in favor.

Between October 14 and October 30, 2018, using electronic ballots, the entire faculty of GSE&IS voted on whether to offer this bachelor’s degree. Among Senate faculty, the vote was Approve: 38 and Disapprove: 2; among professional faculty, the vote was Approve: 21 and Disapprove: 0.

Section 2. Program Requirements and Guidelines

2.1 Program Requirements

Students who graduate with a Bachelor of Arts in Education and Social Transformation will have demonstrated mastery of eight learning goals in the three broad categories outlined in Section 1.2: ability to analyze education in social and political context, skills for effecting change, and core values. Graduates will be well prepared to pursue doctoral degrees and careers in research on education and society, advocacy and public policy work with implications for education, and transformative teaching and administration. To support these different trajectories, we have carefully designed the major requirements to provide both shared knowledge and skills, as well as an opportunity to select from suggested course pathways, for example focused on policy, teaching and learning, or research.

As stated in Section 1 of this proposal, we developed the major to prepare the next generation of educational scholars, social analysts, leaders in policy and practice and advocates who have the epistemological, theoretical, and methodological tools to be successful agents of change.” A future educational researcher needs to understand the institutions and contexts they seek to study and impact with their scholarship; a future teacher needs to understand policies that impact the learning environment they create for students; a future policy advisor needs to understand how

policies and instructional approaches embody theories of how people learn. Future researchers, teachers, and policy advisors all benefit from being able to evaluate the soundness of educational research—and instructional programs that claim to be research- or evidence-based. These are just a few examples of ways that the eight learning goals of the Education and Social Transformation major represent knowledge and skills students will need for their future life’s work. We will prepare students for transformative roles in basic and applied educational research and the analysis of education policy and advocacy. We propose a curriculum with two lower-division prerequisites and with upper-division credits meeting the “Challenge 45” (limiting UC major requirements to 45 upper-division credits) in order to make it possible to transfer into the major from community college or from another UCLA major without extending time to degree. There are virtually no education courses available for students at community colleges. These students will nevertheless be one target population because many are from the metropolitan Los Angeles area and are likely to be intimately aware of both the potential and the problems of local schools and colleges. Students’ prior experiential knowledge will enrich the program and make them strong candidates for becoming future activist teachers, policy advocates, and researchers. Meanwhile, we expect many students admitted to the College of Letters & Science as undeclared freshmen will discover and opt into the major.

Before applying to the major, pre-majors will enroll in two lower-division Education courses. The first is EDUC 10, Introduction to Educational Issues and Scholarship. (EDUC 11, Education, Equality and the Future of American Society: Problems, Prospects, and Policies, which will be offered less frequently, will be accepted as an alternative to EDUC 10.) The second course is EDUC 35, Introduction to Inquiry and Research in Education. The two prerequisites will introduce students to the eight learning goals through readings, activities, and assignments. When students are accepted to the major, they will select courses providing at least 45 upper-division units from three categories: Histories and Philosophies of Education; Contexts of Teaching, Learning, and Development; and Inquiry and Design for Learning. One of these upper-division courses must be designated as a community engagement course (see Table 2). The upper-division courses will provide students with opportunities to develop and master the eight learning goals for the major (see Attachment 6).

Table 2. Structure of the Curriculum

Lower-division prerequisites: 10 credit hours		Upper-division requirements: At least 45 credit hours			
EDUC 10: Introduction to Educational Issues and Scholarship <i>or</i> EDUC 11: Education, Equality, and the Future of American Society	EDUC 35: Introduction to Inquiry and Research in Education	Histories and Philosophies of Education: 2 courses	Contexts of Teaching, Learning, and Development: 2 courses	Inquiry and Design for Learning: 2 courses	Upper-division electives in education, any category
		Must include at least one community engagement course (4 credit hours or more) chosen from specially designated upper-division courses			

For the degree requirements in catalog format, see Attachment 1, Academic Requirements of the Graduate School of Education & Information Studies.

This curriculum structure is similar to the majors in education recently developed at UC Irvine and at UC Riverside, but it slants the curriculum more heavily toward upper-division work because of our strong commitment to integrating transfer students into the program (see Table 3).

Table 3. Comparison of Education and Social Transformation Major Curriculum with Similar UC Majors

	Lower-division coursework	Upper-division coursework
UCLA BA in Education and Social Transformation (proposed)	10 units, 2 required courses	45 units (including at least 4 units in a community engagement course)
UC Irvine BA in Education Sciences	20 units, 5 required courses	28 units, 7 courses 40 hours of fieldwork
UC Riverside BA in Education, Society, and Human Development	20 units, 5 required courses	28 units, 7 courses 40 hours of fieldwork

2.2 Rigor and Coherence

We are mindful of concerns that the proposed curriculum must be coherent and rigorous, particularly in the ways it supports students' community engagement. These issues were topics of extensive discussion among the faculty as a whole and in the Education faculty Curriculum Committee meetings last summer.

At two whole-faculty meetings, the faculty seriously considered structuring Education and Social Transformation as a capstone major, with the capstone centered on reflective community engagement. Eventually, we decided to postpone the idea of a capstone for the time being, with the intention of returning to the possibility in a second stage of developing the major. We learned that, to date, most capstones consist of projects based on library research, and we would have been among the pioneers designing an engagement-focused capstone. It seemed better to take on that task in stages, with one possible early stage being the design of an honors track within Education and Social Transformation.

We recognize that a program committed to social transformation ought to include a robust civic engagement experience—ideally more than one course, probably carried out sequentially in the same community-based organization. After consulting with the Center for Community Learning, with colleagues who teach community engagement courses in Education, and with an outside expert on community-based organizations, the Education Curriculum Committee proposed that the major require two community engagement courses. However, the Department has, for the present, stepped back from such a requirement.

This decision was in part because an earlier attempt to require all Education Studies minors to complete a community engagement course was very difficult to carry out. In light of the administration's request that we launch the major in fall 2019, we want more time to work with the Center for Community Learning to expand our connections to community-based organizations and to add to our current community-based courses before considering a two-course requirement (possibly linked with a capstone requirement). In the meantime, we anticipate that many of our majors will voluntarily participate in more than one community engagement course. We are also designing a seminar for students who already engage as volunteers on their own initiative to lead those students to deeper reflection on social justice and the meanings of engagement.

The Education Curriculum Committee also discussed at length how to provide students with a coherent learning experience, given the wide range of topics and disciplines within the study of education. The committee settled on the idea of laying out suggested pathways on the major's website and through the guidance of advisors. Suggested (rather than required) pathways would guide students without creating bottlenecks that prevent graduation, should enrollment grow more rapidly than we anticipate.

The suggested pathways discussed later in this proposal (Policy and Community; Teaching and Learning; Research and Evaluation) represent the three main academic interests we anticipate among majors, plus a fourth pathway on Higher Education to alert students that research and advocacy are not limited to preschool through secondary institutions. Each suggested pathway in Attachment 3 includes sample courses and a sample schedule. These pathways serve as suggestions to help students navigate course selection regarding particular topic areas.

Finally, the original reference to the faculty's commitment to offer "serious support and extra mentoring" to our majors is not meant to imply that this will be a less than rigorous program designed for students unable to compete successfully in other UCLA majors. Rather, it is meant as a recognition—expressed in response to a challenge from our colleague Tyrone Howard—that, given its commitment to social transformation, the major will attract many students who are first-generation college students and who struggle with more serious economic challenges than the average UCLA student. It means that we have to be ready to adapt to students who take long public bus rides to get to campus, work extra jobs to help support their families, may be challenged by serious illness of family members, and may be less aware than other students of advising and support services available on campus.

2.3 Proposed Admissions Process for Freshmen and Transfer Students

Freshmen

Freshman candidates who are interested in the Education and Social Transformation major and who satisfy the minimum requirements for UCLA will be considered for admission. Students applying to enter as freshmen would indicate interest in the Education and Social Transformation major on their applications. Those who are admitted would be enrolled into the College, but as Education and Social Transformation "pre-majors."

Applying to the Major

Students admitted into UCLA as freshman pre-majors will have the opportunity to formally petition to declare the Education and Social Transformation major once they have completed at least 45 letter-graded units at UCLA, including the university's Math and Writing I requirements, and have completed (or are in the process of completing) the two required lower-division courses in Education. A minimum grade of "C" or better will be required in both of the required lower-division Education courses.

Current UCLA students who were not admitted directly as freshman pre-majors will need to file an application for admission to the pre-major in the Education Office of Student Services.

In addition to the university's Math and Writing I requirements, students must complete all required lower-division courses with a 2.0 GPA or higher by the time they attain 135 units. Any exceptions to the minimum requirements would require approval of the Vice Chair for Undergraduate Education and/or Chair of the Department of Education. As part of the application/declaration process, pre-majors will need to meet with an Education advisor to determine eligibility or to begin the process of seeking an alternate major in the College or another school.

Admission to the major will be by application to the Undergraduate Education Committee. Applications will be accepted at the beginning of each quarter, with decisions communicated towards the beginning of the following quarter. If a student is not selected, they may apply again up until the spring quarter of their third year. (Students must apply before completing 135 units.) The admission process will be made available on the Department website and applications will be accepted for a specific period (e.g., two weeks at the beginning of each quarter) determined by the Vice Chair for Undergraduate Education. Applicants with a 2.5 GPA or higher will be automatically admitted to the major. Applicants with a 2.3–2.49 GPA will be part of a competitive pool. Applicants with less than a 2.3 GPA will be declined admission to the major. The competitive pool will be reviewed by the Undergraduate Education Committee, who will determine how many students from the competitive pool can be admitted each quarter.

Junior Transfers

The Education and Social Transformation major is deliberately designed to welcome students transferring from a community college or another institution. They must meet UCLA's minimum requirements to be considered for admission to the major. At this time, the minimum GPA for UCLA transfer admission is 3.2 or higher earned in transferable courses.

Students transferring as juniors who declare an interest in the Education and Social Transformation major will enter into the College as "pre-majors" and may apply to become majors once they have completed (or are in the process of completing) the two required lower-division Education courses with a grade of "C" or better.

Once admitted into UCLA, junior transfers who have indicated an interest in the Education and Social Transformation major on their application should meet with an Education advisor to

confirm a course of study and the process of declaring the major. To remain consistent among the transfer population, all transfer students interested in the Education and Social Transformation major will need to apply during their first year at UCLA and before they have completed 135 units. Transfer students who have been accepted into another UCLA program but who wish to switch into the Education and Social Transformation major must apply before completing 135 units.

2.4 Proposed Changes to Catalog Copy

2017–2018 UCLA General Catalog	Proposed Changes are <u>Underlined</u>
<p>Departments and Programs The school consists of two departments—the Department of Education and the Department of Information Studies. Both have a clear and strong commitment to the pursuit of excellence in their research-oriented and professional degree programs.</p> <p>Research-oriented master’s and doctoral programs prepare top scholars in their respective fields; while future librarians, archivists, information professionals, teachers, student affairs practitioners, school administrators, and superintendents are prepared in the various professional master’s and doctorate degree programs. The UCLA Lab School (Corinne A. Seeds campus) and the UCLA Community School offer innovative educational programs for pre-K–6 and K–12 students, respectively. The Horace Mann UCLA Community School brings together resources to help young people thrive in the South Los Angeles area.</p>	<p>Departments and Programs The school consists of two departments—the Department of Education and the Department of Information Studies. Both have a clear and strong commitment to the pursuit of excellence in their research-oriented and professional degree programs.</p> <p>Research-oriented master’s and doctoral programs prepare top scholars in their respective fields; while future librarians, archivists, information professionals, teachers, student affairs practitioners, school administrators, and superintendents are prepared in the various professional master’s and doctorate degree programs. <u>The undergraduate major in Education and Social Transformation prepares students to analyze current issues in education through a social justice lens and to emerge as effective advocates for positive change.</u> The UCLA Lab School (Corinne A. Seeds campus) and the UCLA Community School offer innovative educational programs for pre-K–6 and K–12 students, respectively. The <u>Horace</u> Mann UCLA Community School brings together resources to help young people thrive in the South Los Angeles area.</p>
<p>Degrees The Graduate School of Education and Information Studies offers the following degrees and undergraduate minor:</p> <ul style="list-style-type: none"> • Education MA, MEd, EdD, PhD • Educational Administration Joint EdD with UC Irvine • Information Studies PhD 	<p>Degrees The Graduate School of Education and Information Studies offers the following degrees <u>and undergraduate minor:</u></p> <ul style="list-style-type: none"> • Education <u>BA</u>, MA, MEd, EdD, PhD • Educational Administration Joint EdD <u>with UC Irvine</u> • Information Studies PhD

<ul style="list-style-type: none"> • Library and Information Science MLIS, accredited by American Library Association • Special Education Joint PhD with California State University, Los Angeles <p>Articulated Degree Programs</p> <ul style="list-style-type: none"> • Education MEd/Latin American Studies MA • Library and Information Science MLIS/Latin American Studies MA <p>Concurrent Degree Programs</p> <ul style="list-style-type: none"> • Education MEd, MA, EdD, or PhD/Law JD • Library and Information Science MLIS/Management MBA <p>Credential Programs The school offers two credential programs accredited by the California Commission on Teacher Credentialing:</p> <ul style="list-style-type: none"> • Preliminary Administrative Services Credential • Teacher Credential <p>Undergraduate Minor</p> <ul style="list-style-type: none"> • Education Studies 	<ul style="list-style-type: none"> • Library and Information Science MLIS, accredited by American Library Association • Special Education Joint PhD with California State University, Los Angeles <p>Articulated Degree Programs</p> <ul style="list-style-type: none"> • Education MEd/Latin American Studies MA • Library and Information Science MLIS/Latin American Studies MA <p>Concurrent Degree Programs</p> <ul style="list-style-type: none"> • Education MEd, MA, EdD, or PhD/Law JD • Library and Information Science MLIS/Management MBA <p>Credential Programs The school offers two credential programs accredited by the California Commission on Teacher Credentialing:</p> <ul style="list-style-type: none"> • Preliminary Administrative Services Credential • Teacher Credential <p>Undergraduate Minor</p> <ul style="list-style-type: none"> • Education Studies
	<p><u>BA in Education and Social Transformation</u></p>
	<p><u>BA in Education and Social Transformation Pre-Major</u> <u>Students interested in pursuing the major in Education and Social Transformation must complete the required lower- and upper-division courses, as set forth below. The major includes 10 lower-division units and 45 upper-division units (approximately 9–10 upper-division courses).</u></p>
	<p><u>Students entering UCLA as first-year students as well as first-term transfer students who indicate Education and Social Transformation as their first-choice major on the general UC Application will be considered pre-majors. After completion of the lower-division prerequisites and 45 lower-division units, they may petition for admission to the major at the Education Office of Student Services. Please note that completion of the</u></p>

	<u>prerequisite courses and the application does not guarantee admission to the major.</u>
	<p><u>Current UCLA students who were not admitted directly to the Education and Social Transformation pre-major will need to file an application for admission to the pre-major in the Education Office of Student Services.</u></p> <p><u>All students are identified as Education and Social Transformation pre-majors until they satisfy the following minimum requirements: (1) achieve grades of “C” or better in the two lower-division prerequisite courses, and (2) file an application to enter the major before completing 135 quarter units.</u></p>
	<p><u>Preparation for the Major</u> <u>Two lower-division courses (EDUC 10 or EDUC 11 and EDUC 35) must be taken for a letter grade and passed with a grade of “C” or better. Undergraduate students may repeat a total of 16 units, and only those courses in which they receive a grade of “C-” or lower. “NP” or “U” grades may be repeated to gain unit credit. Repetition of a course more than once requires the approval of the Dean and is granted only under extraordinary circumstances.</u></p>
	<p><u>Freshman Students</u> <u>Students must petition for admission to the Education and Social Transformation major. Admission into the major is based on each student’s academic performance in the prerequisite introductory courses as well as their overall academic record at UCLA. Please consult Education’s undergraduate advisors for admission requirements.</u></p>
	<p><u>Transfer Students</u> <u>Transfer applicants with 60 semester/90 quarter transferable units will be considered for admission based on academic performance in the prerequisite introductory courses. Transfer credit is subject to department approval. Consult an Education undergraduate advisor before enrolling in any courses for the major.</u></p> <p><u>For up-to-date information regarding transfer selection for admission, please refer to the</u></p>

	<u>UCLA Transfer Admission Guide on the UCLA undergraduate admission website:</u> https://www.admission.ucla.edu/prospect/Admission/UCLA_TAG.pdf
	<p><u>The Major</u></p> <p><u>Required: (1) Two courses from the “Histories and Philosophies of Education” category; (2) Two courses from the “Contexts of Teaching, Learning, and Development” category; (3) Two courses from the “Inquiry and Design for Learning” category; (4) At least three additional courses in Education, for a minimum of 45 upper-division quarter units; (5) Within those 45 units, one course satisfying the community engagement requirement.</u></p> <p><u>Each course must be taken for a letter grade. The upper-division Education courses must be completed with a minimum overall GPA of 2.0.</u></p>

Section 3. Proposed Courses

3.1 Curriculum

Table 4 lists the courses proposed to meet the needs of Education and Social Transformation majors within four to five years at full enrollment of 750 pre-majors and majors. Attachment 2 contains course descriptions. The curriculum builds on the existing Education Studies minor curriculum, adding about 20 new courses as well as additional sections of existing courses. The proposed curriculum also presupposes that certain frequently offered 187 (variable topics) courses will be converted to regularly offered courses with their own titles and numbers.

Several Education faculty have secondary and tertiary appointments in other departments and schools across campus (see Attachment 8). This demonstrates the variety of ways that we can and do support other departments across campus. The Department of Education also operates in partnership with African American Studies, Asian American Studies, Chicana and Chicano Studies, Labor and Workplace Studies, and Sociology to offer certain multiple-listed undergraduate courses, labeled with an M in Table 4. In addition, Attachment 9 specifically lists all of these multiple-listed undergraduate courses with the names of the cross-listed departments or schools. An additional multiple-listing with the service-learning course English M115SL is proposed.

Table 4. Course List for BA in Education and Social Transformation¹

LOWER-DIVISION COURSES		
<i>New</i>	10	<i>Introduction to Educational Issues and Scholarship</i>
	11	Education, Equality, and the Future of American Society
<i>New</i>	35	<i>Introduction to Inquiry and Research in Education</i>
		<i>Community engagement course</i>
UPPER-DIVISION COURSES		
HISTORIES AND PHILOSOPHIES OF EDUCATION		
M	102	Mexican Americans and Schools/CHICANO M102
M	103	Asian Americans and Schooling/ASIA AM M114
M	108	Sociology of Education/SOCIO M175
C	124	History of Higher Education
C	125	Politics of Education
C	126	Educational Anthropology
	130	Race, Class, and Education Inequality in U.S.
	131	Issues in American Education: Perspectives from History and Pop Culture
	134	Educational Leadership, Organizational Theory, and Policy
C	154	History of Education in the United States [modification of EDUC 254]
	187	Introduction to Topics in Philosophy of Education
<i>New</i>		<i>Intellectual Traditions in Indigenous Communities</i>
<i>New</i>		<i>Comparative Education</i>
<i>New</i>		<i>Women and Girls of Color in Education</i>
CONTEXTS OF TEACHING, LEARNING, AND DEVELOPMENT		
<i>POLICY</i>		
	129	Education and the Law
	137	Public Policy in Higher Education
	162	Policy Analysis and Real Politics of Education
<i>New</i>		<i>Education and Social Transformation: Learning from Real Examples</i>
		CAPPP Quarter in Washington, DC [units counting as engagement] *
		UC Quarter in Sacramento [units counting as engagement] *
<i>FORMAL EDUCATION</i>		
	122	Perspectives on the American College
	143	Understanding Pathways to College

¹ All numbered courses on this list have been regularly offered in the past three years. Courses numbered 187 are special topics courses that have been regularly offered and will be converted to regular courses. Some 4-credit courses will be converted to 5-credit courses.

<i>DISCIPLINARY PERSPECTIVES</i>			
M	104	Introduction to Arts Education for Multiple Publics: Theory and Practice/ARTS ED M102	
	118	Literacies in Society	
	166	Language, Literacy, and Academic Development: Multilingual Students	
M	190 + lab	Arts Education Undergrad Practicum: Preparation, Observation, and Practice/ARTS ED M104	*
<i>SOCIO-CULTURAL AND SOCIO-POLITICAL CONTEXTS</i>			
	121	Introduction to K–12 Issues in American Public Education	
	147	Lesbian, Gay, Bisexual, and Transgender Issues in Education and Law	
	152A	Globalizations and Learning	
	152B	Global Citizenship Education	
	164	Race and Education: Access, Equity, and Achievement	
	187	Social Context of Learners in K–12: Diversity, Residential Mobility, Immigration, and Food Security Conditions in California	
	187	Educational Perspectives of Relational Practices in Modern Medicine	
	187	Educational Perspectives	
		CAPPP Quarter in Washington DC [units counting as community engagement]	*
		UC Quarter in Sacramento [units counting as community engagement]	*
<i>FAMILY AND COMMUNITY CONTEXTS</i>			
M	136	Working Families and Educational Inequalities in Urban Schools/LBR&WS M136	
	185	Community Service Learning for Academic Achievement [BruinCorps]	*
	195CE	Community or Corporate Internships in Education [students select sites]	
New		<i>Foundations of Community Engagement [for majors already engaged or volunteering]</i>	*
New		<i>Family, School, and Community Connections</i>	
<i>CONFLICT RESOLUTION, RESTORATIVE JUSTICE</i>			
M	145A	Restoring Civility: Understanding, Using, and Resolving Conflict/CHICANO M1741	*
M	145B	Restoring Civility: Understanding, Using, and Resolving Conflict/CHICANO M M174B	*
M	145C	Alternatives to Violence: Peer Mediation in Public Schools/CHICANO M174C	*
C	160	Theory and Practice of Intergroup Dialogue: Building Facilitation Skills	
CM	163	Narratives of Justice: Disrupting School-to-Prison Pipeline/AF AMER CM CM113	*

M	194A	Language, Literacy, and Human Development/AF AMER M194A [units counting as engagement]	*
M	194B	Culture, Gender, and Human Development/AF AMER M194B [units counting as engagement]	*
M	194C	Culture, Communication, and Human Development/AF AMER M194C [units counting as engagement]	*
<i>LEARNING, DEVELOPMENT, AND TEACHING</i>			
M	115SL	ENGL M115SL Community-Based Studies of Popular Literature: Children's Literature and Childhood Literacy [to be cross-listed with EDUC]	*
	127	Educational Psychology	
	132	Autism: Mind, Brain, and Education	*
	133	Topics in Child Development and Social Policy	
	152C	Curriculum and Instruction in Global Citizenship Education	
CM	178	Critical Media Literacy and Politics of Gender: Theory and Production/GENDER CM178	
	187	Cognitive Development and Schooling	
	187	Art Museum Teaching at Getty Museum	*
	196C	Instructional Apprenticeship in Teaching and Learning at UCLA Lab School	*
	196D	Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools	*
	<i>New</i>	<i>Instructional Apprenticeship in Teaching and Learning at UCLA Early Care and Education Centers</i>	*
	<i>New</i>	<i>Identity, Agency, and Resistance</i>	
	<i>New</i>	<i>Culture and Cognition</i>	
	<i>New</i>	<i>Learning Theory</i>	
	<i>New</i>	<i>Introduction to Curriculum: Theories and Development</i>	
	<i>New</i>	<i>Education as a Professional Enterprise</i>	
	<i>New</i>	<i>Learning and Teaching with Technological Tools</i>	
INQUIRY AND DESIGN FOR LEARNING			
	135	Research Methods for Studying Key Issues and Problems in Education [revised from current 135]	
	139	Educational Program Evaluation	
M	194A	Language, Literacy, and Human Development/AF AMER M194A [units counting as research]	
M	194B	Culture, Gender, and Human Development/AF AMER M194B [units counting as research]	
M	194C	Culture, Communication, and Human Development/AF AMER M194C [units counting as research]	
	<i>New</i>	<i>Introduction to Assessment</i>	
	<i>New</i>	<i>Ethnography in Educational Settings</i>	
	<i>New</i>	<i>Design of Learning Environments</i>	

New	<i>Designing for Social Transformation</i>
New	<i>Critical Place-Based Inquiries in Educational Research</i>
New	<i>Historical Methods in Communities of Color</i>
	CAPPP Quarter in Washington DC [units counting as research]
	UC Quarter in Sacramento [units counting as research]

3.2 Suggested Pathways through the Curriculum

The Education and Social Transformation major is designed so that students develop a personally coherent view of Education and Social Transformation. They will do so by finding different pathways through the curriculum, with the help of advisors, instructors, and online guides, depending on their career goals. Students who graduate with a Bachelor of Arts in Education and Social Transformation will have the knowledge and skills to be competitive candidates for doctoral study and careers in research on education and society, advocacy and public policy work with implications for education, and transformative teaching and administration. Attachment 3 illustrates four suggested pathways with an advising sheet and sample schedule for each.

3.3 Syllabi

Attachment 4 and Attachment 5 present syllabi from the two courses required of all students majoring in Education and Social Transformation: EDUC 10, Introduction to Educational Issues and Scholarship, and EDUC 35, Introduction to Inquiry and Research in Education.

EDUC 10, Introduction to Educational Issues and Scholarship, serves as an introductory course to the broad landscape of public education in the United States and more globally. It is applicable to students with interests in educational research, policy, or teaching in both formal and informal educational contexts. In addition, the course readings highlight the work of educational researchers from UCLA's Department of Education, especially the ways their scholarship intersects with policy and practice.

EDUC 35, Introduction to Inquiry and Research in Education, introduces students to empirical and analytical educational research and aims to make the work of educational researchers visible. It emphasizes a conceptual understanding of methods rather than a technical understanding—for example, what is a correlational study, when is it appropriate, and how is it different from a causal study? Or, what is a case study and when is it appropriate?

Syllabi for the following additional sample courses may be consulted in a Box folder (<https://ucla.box.com/v/EdSampleSyllabi>):

- EDUC 11 Education, Equality, and the Future of American Society (Noguera)
- EDUC M102 Mexican Americans and Schools (Solórzano, Garcia)
- EDUC 118 Literacies in Society (Gomez)
- EDUC 130 Race, Class, and Education Inequality in U.S. (Howard)
- EDUC 132 Autism: Mind, Brain, and Education (Kasari)
- EDUC 133 Topics in Child Development and Social Policy (Mistry)

- EDUC 139 Educational Program Evaluation (Alkin)
- EDUC 152A Globalizations and Learning (Desjardins)
- EDUC 152B Global Citizenship Education (Torres)
- EDUC 152C Curriculum and Instruction in Global Citizenship Education (TBD)
- EDUC 166 Language, Literacy, and Academic Development: Multilingual Students (Bailey)
- EDUC 162 Policy Analysis and Real Politics of Education (Noguera)
- EDUC 187 Introduction to Topics in Philosophy of Education (Amlani)
- EDUC 187 Cognitive Development and Schooling (Grammer)
- EDUC 187 Early Childhood Mathematics Education (Franke)
- EDUC 187 Teatro as Pedagogy (Garcia)
- EDUC 187 Art Museum Teaching at Getty Museum (Ryoo)
- EDUC M194A Language, Literacy, and Human Development (Orellana et al.)
- EDUC M194C Culture, Communication, and Human Development (Orellana et al.)
- EDUC 196C: Instructional Apprenticeships in Teaching and Learning (UCLA Lab School)
- EDUC 196D: Instructional Apprenticeships in Teaching and Learning (UCLA Partner Schools)

3.4 Relation to Existing UCLA Programs

The Education and Social Transformation major will be unique from other majors on campus. Its upper-division courses will focus sharply on education and social transformation related to the learning goals listed above. The 9-10 upper-division courses will give students the opportunity to demonstrate their understanding of the educational landscape; their understanding of the science of learning and human development in educational settings; their understanding of education and educational institutions in social, cultural, and historical contexts; their understanding of organizational cultures and dynamics; their ability to interpret social data and research and to critically evaluate research studies; their ability to apply these understandings; their ability to communicate clearly and cogently; and their understanding of multiple perspectives, diversity, pluralism, and social justice.

In addition, because education is a multidisciplinary field, we anticipate continuing our tradition of having joint appointments and joint hires with such departments as African American Studies, American Indian Studies, Asian American Studies, Chicana/o Studies, Gender Studies, Anthropology, History, Psychology, and Sociology. (Refer to Attachment 8 for a list of current joint appointments held by faculty in our department.) General education courses, diversity courses, and a quantitative reasoning course being developed will be of interest to students who plan to major in these other areas as well. See Attachment 10 for a list of current Education courses that fulfill the diversity requirement.

See Table 5 for a comparison of the course requirements with other comparable majors at UCLA.

Table 5. Bachelor of Arts in Education and Social Transformation Compared to Related UCLA Majors

BA Education and Social Transformation	BA Public Affairs	BA Sociology	BA Political Science
<i>Lower-division prereqs (10)</i>	<i>Lower-division prereqs (38)</i>	<i>Lower-division prereqs (15)</i>	<i>Lower-division prereqs (25)</i>
EDUC 10. Introduction to Educational Issues and Scholarship (5)	PA 10. Social Problems and Social Change (5)	SOC 1. Introductory Sociology (5)	POL SCI 10. Introduction to Political Theory (5)
<i>[Or EDUC 11. Education, Equality, and the Future of American Society (5)]</i>	PA 20. Power, Politics, and Social Change (5)	SOC 20. Introduction to Sociological Research Methods (5)	POL SCI 20. World Politics (5)
EDUC 35. Introduction to Inquiry and Research in Educ (5)	PA 30. Comparative Analysis of Wealth, Policy, and Power (5)	Statistics (5)	POL SCI 30. Politics and Strategy (5)
	PA 40. Microeconomics for Public Affairs (5)		POL SCI 40. Introduction to American Politics (5)
	PA 50. Foundations and Debates in Public Thought (5)		Statistics (5)
	PA 60. Using Data to Learn About Society... (5)		
	PA 70. Information, Evidence, and Persuasion (4)		
	PA 80. How Environments Shape Human Development (4)		

BA Education and Social Transformation	BA Public Affairs	BA Sociology	BA Political Science
<i>Upper-division reqs (45)</i>	<i>Upper-division reqs (42)</i>	<i>Upper-division reqs (44+)</i>	<i>Upper-division reqs (40)</i>
Histories and Philosophies Course 1 (4–5)	Theory Course 1 (4)	SOC 101. Development of Sociological Theory	Concentration of three courses in one field. For example:
Histories and Philosophies Course 2 (4–5)	Theory Course 2 (4)	SOC 102. Contemporary Sociological Theory	American Politics Course 1
Contexts of Teaching, Learning, and Development Course 1 (4–5)	PA 115. Using Quantitative Methods... (5)	Institutions and Social Processes core course	American Politics Course 2
Contexts of Teaching, Learning, and Development Course 2 (4–5)	PA 116. Using Qualitative Methods... (5)	Interactions core course	American Politics Course 3
Inquiry and Design Course 1 (5)	PA Elective 1	Power and Inequality core course	Distribution of three courses in three other fields. For example:
Inquiry and Design Course 2 (5)	PA Elective 2	Methods (statistics or other)	Political Theory Course 1
EDUC Elective 1	PA Elective 3	SOC Elective 1	Methods and Models Course 1
EDUC Elective 2	PA 194A. Engaged Scholarship 1 (4)	SOC Elective 2	Race, Ethnicity, and Politics Course 1
EDUC Elective 3	PA 194B. Engaged Scholarship 2 (4)	SOC Elective 3	POL SCI Elective 1
	PA 194C. Engaged Scholarship 3 (4): Capstone	SOC Elective 4	POL SCI Elective 2
		SOC Elective 5	POL SCI Elective 3
			POL SCI Elective 4
<i>From courses above, one must satisfy community engagement requirement</i>			

Section 4. Curriculum Map and Assessment Plan

4.1 Curriculum Map

The learning objectives of the Education and Social Transformation major (described in Section 1) are addressed through the structure of the curriculum. Objectives 1–4, 7, and 8 are integrated through the curriculum, particularly in the courses focused on Histories and Philosophies of Education and on Contexts of Teaching, Learning, and Development. Objective 5, that students will demonstrate the ability to interpret social data and research and to critically evaluate research studies, will be assessed through successful completion of two courses on Inquiry and Design for Learning, in addition to the required lower-division course, EDUC 35, Introduction to Inquiry and Research in Education. Objective 6, which requires applying understandings to develop solutions to specific problems and implement organizational change, will be achieved through completion of a course with a significant component of experiential learning and/or community engagement.

The detailed Curriculum Map in Attachment 6 indicates how individual courses will address specific learning goals.

4.2 Preliminary Plan for Assessing Learning Outcomes

The faculty will begin to develop a plan for collecting data toward assessment of these outcomes within a year of launching the major. We will gauge the degree to which the major successfully addresses the eight learning goals in two ways: (1) student work samples from upper-division courses, and (2) written responses to an open-ended prompt and multiple-choice prompts at two points in time.

Coursework

Throughout their coursework, students will complete written products that will allow faculty to determine whether students are meeting the learning goals. The Undergraduate Education Committee will review students' performance on key assignments in some of the key courses as identified in the curriculum map in Attachment 6.

Examples of Course Assignments Aligned with Learning Goals

Below are some examples of the types of assignments we could collect from current upper-division courses to determine whether students are meeting the eight learning goals described in Section 1. Some assignments are mentioned more than once, as they appear in relation to multiple learning goals.

Ability to Analyze Education in Social and Political Context

1. Learning Goal: Students will demonstrate an **understanding of the educational landscape**, including the shaping influence of ultimate goals for education, the essential

role of curricular content to achieve these goals, and informed methods for supporting learning, all of which are inherently realized in and influenced by socio-cultural contexts.

Students will learn about contemporary issues in the educational landscape through EDUC 10, Introduction to Educational Issues and Scholarship, or EDUC 11, Education, Equality, and the Future of American Society: Problems, Prospects, and Policies. Both courses provide opportunities for students to consider the purposes of public education. Students will demonstrate their understanding of the educational landscape through in-class debates, discussions, and written assignments. In EDUC 11, for example, students will respond to a midterm essay exam that requires them to apply information from class lectures and reading “at the nexus of education, equality, and American society. Students will be expected to recognize group differences and critically analyze reasons for these differences, pointing to structural and institutional processes wherever relevant.”

2. Learning Goal: Students will demonstrate an **understanding of the science of learning and human development** in educational settings.

Students will learn about the science of learning and human development through EDUC 10, Introduction to Educational Issues and Scholarship, as well as through upper-division courses in the Contexts of Teaching, Learning, and Development category. The following are three examples of ways students might demonstrate their understanding in upper-division courses in this category. In EDUC 187, Cognitive Development and Schooling, which is one of the most heavily enrolled courses in this category, students write a policy brief on a topic “at the intersection of cognition and schooling” as their final written project. The goal of this assignment “is to encourage [students] to think about the intersection of cognition and education—as in, how can you take what is known about children’s cognitive development and package it in a way that practitioners and policy makers would find to be useful?” In EDUC 187, Early Childhood Mathematics Education, students draw on the course readings and experiences to create an iBook, a video with artifacts, or a five-page paper with illustrations “that shows what you have learned in the course and how that learning has shaped how you think about education.” In EDUC 133, Topics in Child Development and Social Policy, students write a policy brief about a social policy targeting children and families. In the brief, students summarize both the social policy and research evidence for a policy or general audience, and they create a handout as well as a poster board version. Such assignments allow students to demonstrate their understanding of research on learning and human development as well as the social contexts in which people learn. These types of assignments are also opportunities for students to apply and effectively communicate their knowledge of research, which is the focus of Learning Goals 6 and 7.

3. Learning Goal: Students will demonstrate an **understanding of education and educational institutions in social, cultural, and historical contexts** and the impact of these contexts on educational ideals and practices, and on society as a whole.

Students will learn about education and educational institutions in social, cultural, and historical contexts through EDUC 10, Introduction to Educational Issues and Scholarship,

as well as through upper-division courses in the Histories and Philosophies of Education category. The following are two examples of ways students might demonstrate their understanding in upper-division courses in this category. In EDUC C124, History of Higher Education, students complete midterm and final assessments that address events and trends in specific historical eras. In EDUC 130, Race, Class, and Education Inequality in U.S., another heavily enrolled course, students complete a final research paper to analyze a topic from course readings and provide “further research on the topic, and offer new interpretations, or creative ways to rethink varying issues involving race and education in the United States.” These types of assignments are opportunities for students to demonstrate their understanding of how social, cultural, and historical contexts impact educational ideals and practices.

4. Learning Goal: Students will demonstrate an **understanding of organizational cultures and dynamics** and the ability to analyze and critique global, national, and local educational policies for effective leadership in promoting equity and liberation rather than stratification and oppression.

Students will learn about organizational cultures and dynamics through EDUC 10, Introduction to Educational Issues and Scholarship, as well as through a variety of upper-division courses across categories. The following are three examples of how students might demonstrate their understanding in upper-division courses. In one popular course, EDUC 129, Education and the Law, students select a problem area within one of the legal topics studied and they “argue for reinforcement, modification, or change in existing laws and policies.” In EDUC C125, Politics and Education, students write a final paper that takes a “heuristic perspective of the relationships between politics, education, and pedagogy in the work of Paulo Freire.” In this paper, students are asked to compare and contrast another theorist’s work with that of Freire. Students need to demonstrate “comprehension of theoretical material, quality of bibliographical research and analysis, and quality of critical thought.” In EDUC 162, Policy Analysis and Real Politics of Education, students complete three response papers and one reflection paper on the topic of tracking. These types of assignments are opportunities for students to demonstrate their understanding of educational institutions and of how policies, cultures, and dynamics impact educational goals.

Skills for Effecting Change

5. Learning Goal: Students will demonstrate the **ability to interpret social data and research and to critically evaluate research studies**.

Students will get an introduction to inquiry and research through EDUC 35, Introduction to Inquiry and Research in Education. They will then take at least one additional, more advanced course in the Inquiry and Design for Learning category. Several upper-division courses in other categories also provide students with hands-on opportunities to design, collect, and analyze social data. In EDUC 194A, Language, Literacy, and Human Development, students complete at least five sets of fieldnotes from site visits in a school setting. Students then use these fieldnotes as part of their final research paper and

presentation for the class. In EDUC 187, Teatro as Pedagogy, students engage in oral history research. In EDUC M102, Mexican Americans and Schools, students have an option to complete community case studies as a group research project. These types of assignments are opportunities for students to learn how to interpret a variety of empirical and analytical research, as well as how to conceptualize and undertake small-scale research studies.

6. Learning Goal: Students will demonstrate the **ability to apply these understandings** to imagine, assess, and implement solutions to specific problems in education, either individually or through collective effort, in local, regional, national and international settings.

Students will have opportunities to apply their understanding of empirical and analytical research in a variety of ways. The following are three examples from upper-division courses. In EDUC 187, Cognitive Development and Schooling, students write a policy brief on a topic “at the intersection of cognition and schooling” as their final written project. The goal of this assignment “is to encourage [students] to think about the intersection of cognition and education—as in, how can you take what is known about children’s cognitive development and package it in a way that practitioners and policy makers would find to be useful?” In EDUC 187, Early Childhood Mathematics Education, students draw on the course readings and experiences to create an iBook, a video with artifacts, or a five-page paper with illustrations “that shows what you have learned in the course and how that learning has shaped how you think about education.” In EDUC 132, Autism: Mind, Brain, and Education, students complete a “fact vs. fiction” analysis to address a media myth about autism or a fictional character with autism. Students apply their knowledge of research “to examine how well autism is presented in the popular press or how the media reflects what researchers have discovered.” These types of assignments are opportunities for students to apply their understanding of research to real-life situations and problems in education.

7. Learning Goal: Students will demonstrate the **ability to communicate clearly and cogently**.

Students will have opportunities to make formal and informal presentations in multiple courses (e.g., debates, class discussions, mock trials, final project presentations). Students will also have opportunities to write a variety of types of texts as part of their coursework, such as the assignments mentioned above (e.g., policy brief, iBook, “fact vs. fiction” analysis). In EDUC 133, Topics in Child Development and Social Policy, students write a policy brief about a social policy targeting children and families. Students create a handout and poster board to summarize both the social policy and research evidence for a policy or general audience. In EDUC 187, Early Childhood Mathematics Education, students draw on the course readings and experiences to create an iBook, a video with artifacts, or a five-page paper with illustrations “that shows what you have learned in the course and how that learning has shaped how you think about education.” In EDUC 129, Education and the Law, students select a problem area within one of the legal topics studied, and they “argue for reinforcement, modification, or

change in existing laws and policies.” These types of oral and written assignments are opportunities for students to develop effective communication skills related to advocating for positive change, presenting research findings, and discussing the implications of research findings for policy and practice.

Core Values

8. Learning Goal: Students will demonstrate **understanding of multiple perspectives, diversity, pluralism, and social justice.**

These core values are part of all undergraduate courses offered through the Department of Education. GSE&IS faculty can assess this learning goal through students’ written responses to open-ended prompts as well as through any of the written work samples they collect from upper-division courses.

Pre- and Post-Program Reflections and Quick Questionnaire

Pre- and post-program written reflections will be collected for analysis as part of program evaluation. When pre-majors apply for admission to the major, they will be asked to submit a 250-word reflection on a question such as, “Discuss your past and/or future work toward transforming education to advance justice.” When majors apply for graduation, they will be asked to submit a 250-word reflection on what they have learned from their coursework and field experiences on transforming education to advance justice. Comparison of pre- and post-program essays will provide the faculty with a global view on learning within the program, with particular attention to Learning Goal 1 (the broad landscape of education), Learning Goal 6 (understanding of research and data to imagine, assess, and implement solutions), and Learning Goal 8 (understanding of multiple perspectives, diversity, etc.). Because these will be written pieces, they will also provide supplementary evidence of Learning Goal 7 (communication). Part of the faculty’s future planning will be to develop “success criteria” based on those goals (i.e., what kinds of things might students write that would be evidence of those learning goals?).

When eliciting the pre- and post-program reflections (during the application process and again at application for graduation), we will also pose two closed-ended (multiple choice) questions. On entering and again on leaving, each student will be asked to identify their anticipated future career (education policy or community work; teaching or administration; educational research and evaluation; other) and their domain of interest within education (early childhood; elementary school; secondary school [including middle school]; higher education; or learning and education in home, community, or non-school institutions). Students will respond to the same prompts when they are close to completing their degree requirements. The pre-program responses will enable us to refine the curriculum as needed, and the post-program responses will reveal whether or how the program has expanded students’ initial understandings of the field of education and its many career tracks. For example, students originally interested in elementary or secondary teaching may have discovered the range of educational practice in higher education, the possibilities for community organization work beyond schools, or the possibilities for careers in education research.

Section 5. Academic Staff

5.1 Faculty Strengths and Gaps

In general, the Department of Education is well prepared to offer this major, but there are some gaps in full coverage of the field of Education and Social Transformation.

Courses on Histories and Philosophies of Education will draw on the expertise of faculty in the division of Social Sciences and Comparative Education, who advance scholarship and research on philosophical, historical, and cultural determinants of education with particular attention to inequities around race, ethnicity, and gender. It will also draw on the expertise of faculty in the division of Higher Education and Organizational Change, who advance scholarship on the historical, political, social, and philosophical elements that have shaped higher education and thereby the entire system of education, and who also give particular attention to organizational structures and policies that promote as well as hinder educational excellence and equity.

One crucial area not covered by current faculty, however, is the “what” of education—that is, the study of curriculum in social context.

Courses on Contexts of Teaching, Learning, and Development will draw on faculty mentioned above and also on expertise in the division of Human Development and Psychology, whose goal is the study of human cognitive, social, and emotional development in social contexts, including the home, schools, daycare programs, playgrounds, and communities. These courses will also draw on the expertise of faculty from the division of Urban Schooling, many of whom examine the everyday work and lives of educators and students.

Within these areas, Education faculty teach on early childhood and neurological development. There would also be a demand from Education and Social Transformation majors for courses on early childhood pedagogy and institutions.

Education faculty also teach popular courses on learning disabilities, mostly focused on the autism spectrum. Given the commitment to social transformation, it would be appropriate to add courses on learning challenges related to poverty and trauma.

Courses relevant to social transformation—making change from within the system or from outside—are offered by faculty whose research and practice as public scholars have directly affected educational policy locally and nationally. However, these faculty are stretched thin because of commitments, for example, to the Principal Leadership Institute and Center X, and it would be important to expand offerings on policy and the policy environment.

As mentioned, all students enrolled in the major will develop a working knowledge of research methods ranging from the quantitative to the qualitative as well as some knowledge of the principles of research design and conduct of research. They will also develop an ability to critically examine data-driven educational research. Courses on research methods are offered in all the Department’s divisions, but especially in the division of Social Research Methodology.

This is another area where growth may be necessary, as these faculty already teach many service courses for our graduate programs.

5.2 Faculty of the Major

It is our goal to engage ladder faculty with undergraduates. At the same time, many of our ladder faculty have teaching commitments in the professional programs: many educate future pre-elementary, elementary, and secondary teachers in our graduate-level Teacher Education Program; several prepare higher education students in the Master's in Student Affairs program; some prepare educational leaders in the Principal Leadership Institute; and many teach in (and serve on doctoral committees for) the Educational Leadership Program, which grants a Doctorate in Education (EdD). Please note that, of all these programs, only the Educational Leadership Program is self-supporting. All of these duties are in addition to teaching and advising PhD students in five different programs and, of course, teaching about 300 undergraduates in our Education Studies minor.

All ladder faculty—except those who teach in the professional programs (the Teacher Education Program, the Principal Leadership Institute, the Master's in Student Affairs program – note: these programs are not self-supporting programs), those who teach a heavy research-methods load (EDUC 222 and 230), or those who direct a center—will teach at least one undergraduate section per year. Therefore, there are 24 current ladder faculty members available to teach an undergraduate section; this excludes 16 ladder faculty who fit the categories above and a few who plan to retire within the next year or two. It is important to note that some of the 16 ladder faculty who are not expected to teach currently do teach at least one undergraduate section. In addition, there will be an anticipated six new FTE hires, as detailed in the budget plan, and two additional new FTEs being hired in other contexts.

Current Senate Faculty Who Will Teach at Least One Undergraduate Section per Year

Allen	Graham	Noguera
Bailey	Grammer	Omwami
Chang	Hansen	Raia
Desjardins	Hurtado	Solórzano
Eagan	Jaquette	Suárez-O, C.
Garcia	Jeon	Teranishi
Gomez, K.	Kasari	Torres
Gomez, L.	McDonough	Wood

Plus:

Six new FTE ladder faculty

Two additional new FTE ladder faculty

Five new lecturers

Eight current lecturers (teaching 1 course each)

Lecturers Currently Teaching Undergraduate Sections

Bang	Hammer	Steinbach Torres
Biegel	Nimmo-Ramirez	Tran
Dorio	Ryoo	

Emeriti Faculty Currently Teaching Undergraduate Sections

Alkin

Senate Faculty Currently Not Expected to Teach Because of Other Duties

Cai	Marin	Sandoval
Christie	Martinez	Sax
Franke*	McCarty	Seltzer
Guillén	Mistry*	Webb
Harris	Rios-Aguilar	

[NOTE: The list of **Senate Faculty Currently Not Expected to Teach Because of Other Duties** will change over time due to changes in administrative duties, teaching responsibilities, and other considerations (e.g., faculty departures or retirements).]

Senate Faculty Not Expected to Teach due to Contractual Obligations

Cooper
Rogers
Howard*
Orellana*

(While some faculty are not expected to teach an undergraduate course, a number of them will choose to teach a course anyway. Those who currently offer undergraduate courses are indicated with an asterisk.)

At full capacity, with 750 majors at the end of five years, we project the need for 76 courses per year. We estimate that 50 percent of the courses will be taught by ladder faculty (Table 6).

Table 6. Instructional Faculty at Full Major Enrollment

	#	Yearly undergraduate section load	Total yearly undergraduate sections
Current ladder faculty*	24	1	24
New ladder FTEs	6	2	12
Other new ladder hires	2	1	2
Total anticipated ladder faculty	32		38
Current lecturers	8	1	8
New lecturers	5	6	30
Total anticipated lecturers	13		38
Total anticipated sections per year			76
Sections taught by ladder faculty		38 (50%)	
Sections taught by lecturers		38 (50%)	

*Does not include 16 ladder faculty who direct centers or are contracted to teach in the Teacher Education Program, Principal Leadership Institute, or core methods courses.

The majority of the 24 faculty members above that will teach in the major already teach undergraduate courses for the department. There are 13 faculty members (of the 24) who currently teach courses in the Education Studies minor. Therefore, only 11 faculty members will be asked to substitute an undergraduate course for one of the graduate courses that they currently teach. This “loss” of 11 graduate classes will be replaced by the 6 new FTE hires that are planned as part of the implementation of this major proposal.

As you can see in Table 7 below, ladder faculty members who will be expected to teach in the undergraduate program currently offer 83 graduate classes and 13 undergraduate classes. At full enrollment of the major, with the inclusion of our 6 new FTE in the major proposal as well as the other 2 FTE that we plan to hire during that time, ladder faculty will be offering 90 graduate classes and 38 undergraduate classes. As Table 7 demonstrates, there is no “loss” of graduate class offerings; indeed, we will be able to offer more graduate classes in addition to offering these additional undergraduate classes.

Table 7. Ladder faculty teaching load currently and at full enrollment of undergraduate major

Ladder faculty		Graduate courses		Undergrad courses	
		Grad load	Total grad courses	UG load	Total UG courses
Current situation		N			
Already teaching UGs as of 2018	13	3	39	1	13
Not teaching UGs as of 2018	11	4	44	0	0
			83		13
At full enrollment of major					
Already teaching UGs as of 2018	13	3	39	1	13
Not teaching UGs as of 2018	11	3	33	1	11
Other New FTE	2	3	6	1	2
New Major FTE	6	2	12	2	12
			90		38

[NOTE: This table does not consider undergraduate courses that are being taught by ladder faculty who are not expected to teach undergraduate classes but choose to do so].

Section 6. Projected Enrollment and Resource Requirements

6.1 Enrollment Plan

The Education and Social Transformation major will be phased in over five years and is projected to grow during that period to serve about 750 pre-majors and majors. The Department plans a soft launch in fall 2019. In the first year, about 100 students already on campus would be expected to be admitted as pre-majors; many of these will be current Education Studies minors who would like to declare Education and Social Transformation as their major. Transfer enrollment will grow in ensuing years as students from community colleges prepare to transfer into the major. Table 8 projects enrollment and the number of “seats” needed in lower-division and upper-division courses each year.

In addition, the Department of Education will continue to serve a significant number of Education Studies minors. While many of the current 350 minors will elect to become Education and Social Transformation majors, the minor program will continue to attract students who choose to major in another discipline (e.g., Sociology, Political Science, English, Mathematics for Teaching) but have a passion for education and social transformation and cannot accommodate a second major in their programs.

Table 8. Projected Enrollment and Seats Needed for Education and Social Transformation Major

	2019	2020	Fall of ... 2021	2022	2023
Incoming freshmen		70	70	70	70
Continuing students admitted	100	100	100	100	100
Continuing sophomores		100	170	170	170
Continuing juniors			100	170	170
Juniors transferring in	20	30	40	40	40
Continuing seniors		20	30	140	210
Total lower-division pre-majors	100	270	340	340	340
Total upper-division majors	20	50	170	350	420
TOTAL Pre-majors + Majors	120	320	510	690	760
Upper-division minors	300	250	200	200	200
Non-majors/minors in lower-division introductory courses	150	150	150	150	150
Non-majors/minors in upper-division courses	130	130	130	130	130
Graduates			20	30	140
Minimum seats needed:					
Lower division	390	550	570	570	570
Upper division	1,090	1,330	1,750	2,290	2,500
Overall	1,480	1,880	2,320	2,860	3,070

6.2 Resource Requirements

Faculty

The Education and Social Transformation major will be supported by Department resources currently allocated to the Education Studies minor in addition to support for new staff, Teaching Assistants (TAs), lecturers, and ladder faculty FTE funded by new support from Academic Planning and Budget (APB). (See Attachment 11 for the Budget and Chancellorial Commitment.)

By the time full enrollment is reached in five years or less, the Department will need to offer about 3,070 “seats” in lower- and upper-division courses per year. To meet this commitment, we will need to add 80–90 new sections, including new sections of existing courses and an estimated 20 new courses to fill gaps in the current curriculum. Instruction of existing and new courses and sections will be carried out by current ladder faculty, each of whom will teach at least one undergraduate course per year ($n = 24$). (As noted in the previous subsection, the exceptions are those faculty who direct a center, teach in a professional program, or teach core methods

courses.) In addition, six new ladder faculty will teach two undergraduate courses each ($n = 12$); five new lecturers hired for the major will teach six courses each ($n = 30$); and lecturers who currently teach in the undergraduate program and postdoctoral students will cover additional courses as needed.

The six new ladder faculty hires as well as the five new lecturer hires will be phased in over the course of a three-year period, provided that enrollment in the major matches the projected demand. Year 1 (2019-2020) has the department hiring one new faculty FTE and a half-time lecturer. Year 2 (2020-2021) has the department hiring four additional new faculty FTE and two additional full-time lecturers. Year 3 (2021-2022) has the department hiring one additional new faculty FTE and two and a half lecturers. This hiring plan can be referenced in our Budget and Chancellorial Commitment (Attachment 11).

Staff

It will be critically important to hire additional staff to enable the Education Office of Student Services to advise pre-majors and majors and to work with the Undergraduate Education Committee on the admission process. Because we expect a high proportion of first-generation students, the new position of Student Success Coordinator will be particularly crucial. We also anticipate the need for one additional Student Affairs Officer, one full-time Program Representative, and one part-time Program Representative in addition to the aforementioned Student Success Coordinator. One of the current Student Affairs Officers in the Office of Student Services will also be reassigned to support the expansion in undergraduate programs. In addition, because we will require at least one community engagement course of all majors, a staff member who can work with instructors, with community-based organizations, and with the Center for Community Learning to develop and sustain authentic experiences will be an essential addition. The Department of Education has also agreed to support a Master's in Student Affairs intern as well as student workers for this new program.

Teaching Assistants

In addition, the Department requires support for the significant expansion of Teaching Assistant (TA) positions to support the large classes that will be necessary to reach enrollment goals.

At the undergraduate level, Education currently offers approximately 9,443 student credit hours (SCH) per year and enrolls 26 TAs at 25 percent time to assist with some of the larger class offerings. Our current policy states that a 25% TA is assigned to a class for every 40 students enrolled and discussion sections are capped at 40 students to align with this policy.

With the total of 25,500 SCH that we anticipate will be required to satisfy the course demands for our 750 majors, we anticipate the need for a total of either 129 TAs at 25 percent time or 65 TAs at 50 percent time (or some combination of the two) in order to meet the demands of the new major (while maintaining our current minor program as well). The total number of TA positions needed will be phased in over the five years that are projected to be necessary to get the major operating at full capacity; the number of positions will also be dependent on the courses being offered (e.g., capacity and number of sections).

The Department of Education enrolls an average of 39 new doctoral students per year, which means that there are approximately 195 doctoral students who may be seeking support at any given time. Most of them seek the opportunity to work as TAs for the sake of developing their teaching skills. Currently, the Department employs approximately 36 students per year as TAs in both undergraduate and graduate classes; the others must seek TA positions outside the Department.

Space

Classroom space is at a premium across campus. In 2018–2019, the Department of Education changed its scheduled class times to more closely align with the class times commonly used across campus, which has made current and future scheduling of classes somewhat easier. Education faculty are strongly concerned about finding classroom spaces that permit engaging students in discussion and small groups, especially in larger classes. We follow the work of the Classroom Advisory Committee with great interest, and in anticipation of the major, participated in the January 2018 design workshops for future classrooms.

The Department of Education provides office space to faculty members, lecturers, TAs, and administrative staff and controls nine classrooms within Moore Hall. As we plan for the implementation of the Education and Social Transformation major, we have engaged in a conversation with our Support Services Unit staff as part of a space assessment plan. The goal was to prepare for the additional faculty and administrative staff that will be required to support the new major, provide space for an increased number of lecturers and TAs, and assess the possibility of creating additional classroom space within the spaces that are controlled by the Graduate School of Education & Information Studies.

Library Resources

The University Librarian and Education Department Chair will meet and discuss the proposed major. We anticipate that, since the Library already supplies strong support to the Education Studies minor and graduate programs in Education, there will be no need to expand the library collection.

Attachment 1.
Academic Requirements of the Graduate School of Education & Information Studies

001. General Unit Requirements

The degree of Bachelor of Arts will be granted upon the following conditions:

- (A) The minimum number of units for the bachelor's degree shall be 180, of which at least 60 units shall be upper division (numbered 100–199). No more than 8 units of freshman seminars may be applied toward the degree. A student will be allowed to exceed the 180 units, up to a maximum of 216 units. After having credit for 216 units, a student will be permitted to continue enrollment in the School only in rare cases approved by the Dean.

Credit for upper division tutorials numbered 195 through 199 is limited to 16 units taken for a letter grade.

Standardized examination credit (Advanced Placement [AP] and International Baccalaureate) earned by the student prior to entering the University may be applied toward certain University/School requirements. If a student takes an equivalent UCLA course, unit credit for such duplication will be deducted before graduation. Advanced Placement and International Baccalaureate credit earned by the student prior to entering the University shall not be counted toward the maximum unit limitation either for selection of a major or graduation.

- (B) Except as otherwise provided in SR 614, 630, and 642, 35 of the final 45 units completed for the bachelor's degree must be earned in residence in the Graduate School of Education & Information Studies. (A student is "in residence" only while enrolled and attending classes as a major in one of the departments of the Graduate School of Education & Information Studies.) Not more than 18 of these 35 units may be completed in Summer Session on the Los Angeles campus.

When students transfer from another institution, from University Extension, or from another College or School of the University with senior standing, there is the additional requirement that of the 35 units to be earned in residence in the Graduate School of Education & Information Studies, 28 must be in upper-division courses, including 16 upper-division units in the major department. Courses in University of California Extension may not be offered as part of this residence requirement.

A student who is enrolled in the Education Abroad Program must satisfy the residence requirement by earning 35 of his/her final 90 units, including the final 12 units, in residence in the Graduate School of Education & Information Studies.

- (C) Undergraduate students who wish to take graduate courses (200 level) to apply toward their bachelor's degree must petition for advance approval by the instructor of the course, the Department Chair and the Dean of the School, provided the student is

qualified according to the criteria established by the School Faculty Executive Committee. Graduate courses approved for application to the bachelor's degree may not be used to fulfill requirements for a higher degree (see Divisional Regulation 302). Courses at the 300, 400, and 500 level are not open for credit to undergraduate students in the Graduate School of Education & Information Studies.

002. General School Requirements

The general requirements of the Graduate School of Education & Information Studies are:

- (A) *University of California Entry-Level Writing Requirement*. The passing of the University of California Analytical Writing Placement examination or course. (See Senate Regulation 636.)
- (B) *American History and Institutions*. Satisfaction of the American History and Institutions requirement. (See Senate Regulation 638.)
- (C) *Writing Requirement (Writing I and Writing II)*. Completion of two courses in English composition. Both courses must be taken for a letter grade and passed with a grade of "C" or better (a grade of "C-" is not acceptable).

Writing I must be satisfied within the first three quarters of the student's enrollment by completing English Composition 3 or 3H, or an equivalent course approved by the Graduate School of Education & Information Studies Faculty Executive Committee.

Writing I may also be satisfied by (1) a score of 4 or 5 on one of the College Board AP tests in English; (2) a combination of a score of 720 or better on the SAT II Subject Test in Writing and a superior performance on the English 3 Proficiency Examination; or, (3) for students whose native language is not English, successful completion of English as a Second Language 36 or an equivalent course.

Writing II must be satisfied within seven quarters of the student's enrollment by completing a course from a list approved by the Faculty Executive Committee of the School.

Applicable courses may be applied to preparation for the major, and if approved for GE credit, may fulfill a GE requirement.

No transfer student will be admitted to the School without completing, with a grade of "C" or better (a grade of "C-" is not acceptable, a college-level writing course that the Office of Undergraduate Admissions and Relations with Schools accepts as equivalent to English Composition 3. Transfer students with 90 units or more who have completed the Intersegmental General Education Transfer Curriculum (IGETC) as set forth in statewide SR 478 will have completed the Writing requirement.

- (D) *Quantitative Reasoning*. Students may satisfy this requirement by completing an approved UCLA course or an equivalent course. Approved UCLA courses are published in the UCLA General Catalog. The course must be taken for a letter grade and passed with a grade of “C” or better (a grade of “C-“ is not acceptable).

This requirement may also be satisfied by obtaining a qualifying score on an approved college entrance examination. Approved UCLA courses and examinations, and qualifying scores, are determined by the Graduate School of Education & Information Studies Faculty Executive Committee. Qualifying examinations and scores may be viewed on the UCLA Undergraduate Admissions and Relations with Schools Office website.

Applicable courses may be applied to preparation for the major, and if approved for GE credit, may fulfill a GE requirement.

No transfer student will be admitted to the School without completing, with a grade of “C” or better (a grade of “C-“ is not acceptable, a college-level quantitative reasoning course that the Office of Undergraduate Admissions and Relations with Schools accepts as equivalent to those approved by the Faculty Executive Committee of the School. Transfer students with 90 units or more who have completed the IGETC will have completed the quantitative reasoning requirement.

- (E) *Foreign Language*. Students may satisfy the foreign language requirement by (1) scoring 3, 4, or 5 on the College Board AP foreign language examination in Chinese, French, German, Italian, Japanese, or Spanish, or scoring 4 or 5 on the AP foreign language examination in Latin; (2) presenting a UCLA foreign language proficiency examination score indicating competency through Level 3; or (3) completing one college-level foreign language course equivalent to Level 3 or above at UCLA with a grade of “Passed” or “C” or better (a grade of “C-“ is not acceptable).

No transfer student will be admitted to the School without completing, with a grade of “C” or better (a grade of “C-“ is not acceptable, a college-level foreign language course that the Office of Undergraduate Admissions and Relations with Schools accepts as equivalent to Level 3 or above. Transfer students with 90 or more units who have completed the IGETC will have satisfied the foreign language requirement.

International students may petition to use an advanced course in their native language for this requirement. Students whose entire secondary education has been completed in a language other than English may petition to be exempt from the foreign language requirement. Petitions for each of these exceptions should be filed in the Office of Student Services.

- (F) *Diversity Requirement*. The diversity requirement may be satisfied by completing one course from the list of courses approved by the Graduate School of Education & Information Studies Faculty Executive Committee. The list of approved courses will be published on the School’s website and in the Schedule of Classes. The course must

be taken for a letter grade, and students must receive a grade of “C” or better (a grade of “C-“ is not acceptable). Diversity courses may also be applied toward major, minor, or elective requirements and, if approved for GE credit, may fulfill a GE requirement.

003. General Education Requirements

The candidate shall have completed the general education requirements of the Graduate School of Education & Information Studies.

(A) General education (GE) requirements of the Graduate School of Education & Information Studies require a total of 10 courses with a minimum of 48 units to include the following three foundational areas:

- (1) Foundations of Arts and Humanities. Three courses (a minimum of 15 units): one from Literary and Cultural Analysis, one from Philosophical and Linguistic Analysis, and one from Visual and Performance Arts Analysis and Practice.
- (2) Foundations of Society and Culture. Three courses (a minimum of 15 units): one from Historical Analysis, one from Social Analysis, and a third course from either subgroup.
- (3) Foundations of Scientific Inquiry. Four courses (a minimum of 18 units): two from Physical Sciences and two from Life Sciences. For each subgroup, one course must have either a laboratory, demonstration, or a Writing II component and be valued at a minimum of 5 units.

(B) The School will publish a list of approved courses that fulfill the requirement in each foundational area.

(C) GE approved Writing II courses may fulfill an appropriate foundational area. Courses listed in more than one category can fulfill GE requirements in only one of the cross-listed categories. A course used to satisfy a major requirement may also be applied toward a GE requirement. GE courses must be taken for a letter grade, and completed with a grade of “C” or higher (a grade of “C-“ is not acceptable).

(D) Students will be exempt from the GSE&IS GE requirements in the following instances:

- (1) Students who transfer to UCLA from other UC campuses and have met all GE requirements at the campus from which they transferred will be exempt. The requirements must be completed prior to entry at UCLA and must be verified by the Office of Undergraduate Admissions.
- (2) Students who transfer to UCLA from a California community college and have completed the IGETC as set forth in Statewide SR 478. This curriculum must be

completed prior to entry at UCLA and must be verified by the Office of Undergraduate Admissions.

- (3) Any transfer student who has not satisfied (1) or (2) above must complete the GSE&IS GE requirements.

004. Regulations Concerning Majors, Minors, and Curricula

- (A) A major shall consist of a group of coordinated upper-division courses and shall be designated as schoolwide, departmental, interdepartmental, or individual. All major requirements, including the "Preparation for the Major," shall be submitted to the Faculty Executive Committee for approval before they become effective. Courses designated as "Preparation for the Major" must be lower-division coursework; any exceptions require the approval of the Faculty Executive Committee.
- (B) A major shall consist of a minimum of 40 upper-division units.
- (C) Requirements for the majors and curricula, including prerequisites, limitations on programs, and alternative electives, shall be submitted by the departments to the Faculty Executive Committee of the School for approval. As changes in major requirements occur, students are expected to satisfy the requirements in place at the time they were admitted to the major. Petitions for adjustment to the new regulations should be submitted to the Dean of the School (or the proper body delegated by the Dean).
- (D) Any student failing to attain a 2.0 scholarship average in his/her major department/program may, at the option of the department/program, be denied the privilege of a major in that department/program.
- (E) A department/program may submit to the Dean of the School the name of any student who, in the opinion of the department/program, cannot profitably continue in the major together with a statement of the basis for this opinion and probable cause for the lack of success. The Dean may permit a change of major, or may require the student to withdraw from the School.
- (F) A student in good standing who wishes to change his/her major may petition the department or committee in charge of that major, provided that the student can complete the proposed field of study without exceeding the 216-unit limit. Changes are normally not permitted if a student is on probation or has begun their last term.
- (G) With department approval, a student in good standing in the School may enroll in a minor, one offered by the School or one offered outside the School, provided the student can complete the requirements for his/her major and minor within 216 units.
- (H) The candidate shall have satisfied the requirements of a major in the Graduate School of Education & Information Studies with a "C" average in all lower- and upper-

division courses taken for the major. In addition, departments may designate, with Faculty Executive Committee approval, certain courses required for the major, minor, or specializations, which must be passed with at least a “C” grade. Before the degree is granted, the department or unit in charge of the student’s minor or specialization (if any) must certify that the student has completed the requirements of the minor.

- (I) Double majors in the School, or between the School and other academic units, are permitted. Graduate School of Education & Information Studies students must be able to complete the proposed double major within the 216-unit limit.
- (J) University Extension courses designated XLC shall be counted in satisfaction of the major and will be awarded grade point and unit credit.

005. Honors

(A) Dean’s Honors

Students named on the quarterly Dean’s Honors list shall be those who have completed, for a letter grade, a minimum of 12 units in that quarter with a GPA equal to or greater than the GPA levels in effect for that academic year for honors at graduation.

(B) Honors at Graduation

Students who have achieved scholastic distinction may be awarded the bachelor’s degree with Latin honors. Students eligible for award of honors must have completed 90 or more units for a letter grade at the University of California and must have attained an overall GPA at graduation that places them in rankings as follows: *Summa cum laude*, top 5%; *Magna cum laude*, next 5%; *Cum laude*, next 10%. Required GPAs in effect in the graduating year (fall, winter, spring, summer) determine student eligibility. Students should consult their Degree Progress Reports, Degree Audits, or the Office of Student Services for the most current GPA calculations for Latin honors.

006. Academic Progress and Study List Limits

- (A) The Study List is a record of classes that a student is taking for a particular term. Each term, the Study List must include from 12 to 20 units. During a regular term of enrollment, undergraduate students in the school are required to enroll in a minimum of 12 units. After the first term, students may petition to enroll in more than 20 units if they have an overall GPA of 3.0 (a “B”) or better and have attained at least a “B” average in the preceding term with all courses passed. Excess unit petitions must be filed and approved by the Dean no later than the end of the third week of instruction. First-term transfer students from any other campus of the University of California may carry excess units on the same basis as students who have completed one or more terms at UCLA; however, they are not encouraged to do so.

- (B) Repeats: Undergraduate students may repeat a total of 16 units. Only those courses in which they receive a grade of “C-“ or lower, “NP,” or “U” grades may be repeated to gain unit credit. Courses in which a letter grade is received may not be repeated on a P/NP or S/U basis. Courses originally taken on a P/NP or S/U basis may be repeated on the same basis or for a letter grade only. The most recently earned letter grades and grade points are computed in the GPA. After repeating 16 units, the GPA is based on all letter grades assigned and total units attempted. Repetition of a course more than once requires the approval of the Dean and is granted only under extraordinary circumstances. Degree credit for a course is given only once, but the grade assigned each time the course is taken is permanently recorded on the transcript. There is no guarantee that, in a later term, a course can be repeated (such as in cases when a course is deleted or no longer offered). In these cases, students should consult with their academic counselor to determine if there is an alternate course that can be taken to satisfy a requirement. The alternate course would NOT count as a repeat of the original course. All repeated courses are to be counted in Study List limits.
- (C) Concurrent enrollment in courses offered by University Extension or another institution is not permitted except in extraordinary circumstances, and no credit will be given for such courses unless the approval of the Dean has been obtained by petition prior to enrollment.
- (D) Student’s Responsibility: The presentation of a Study List by the student and its acceptance by the School evidences an obligation on the part of the student to faithfully perform the designated work to the best of his/her ability. Withdrawal from, or neglect of, any course entered on the Study List or a change in program without the formal permission of the Dean of the School renders the student liable to enforced withdrawal from the University or other appropriate disciplinary action.
- (E) Regulations as to the approval of Study Lists shall be such as may be adopted by the Faculty Executive Committee of the School.

Attachment 2. Course Descriptions, Including Proposed New Courses

Note: All the numbered courses on this list have been regularly offered in the past three years. Courses numbered 187 are special topics courses that have been regularly offered and that will be converted to regular courses.

Lower-Division Requirements

New. EDUC 10. Introduction to Educational Issues and Scholarship (5 units)

Lecture, two hours; discussion, two hours. Introduction to broad landscape of public education in the United States. Intended for those interested in educational research, policy, or teaching in both formal and informal educational contexts. Readings highlight work of educational researchers from UCLA's Department of Education, especially the ways their scholarship intersects with policy and practice. Students work in groups to identify a real-life problem affecting public education in Los Angeles, study this problem from multiple perspectives, and conceptualize socially-just solutions. Letter grading.

EDUC 11. (may be substituted for EDUC 10). Education, Equality and the Future of American Society: Problems, Prospects, and Policies (5 units)

Lecture, four hours; discussion, one hour. Schools are primary institutions charged with responsibility for preparing young people for their roles as citizens so that they can participate in our democracy. Public schools also serve as key sites where two essential and, at times, conflicting functions are carried out: Students are sorted based on measures (and perceptions) of their ability to fill occupations and roles that are essential to economy, and they are educated in hopes that next generation will acquire knowledge, creativity, and problem-solving skills to solve problems created by previous generations. Focus is on understanding challenges, contradictions, and complexities associated with carrying out these functions. Letter grading.

New. EDUC 35. Introduction to Inquiry and Research in Education (5 units)

Lecture, two hours; discussion, two hours. Introduction to empirical and analytical educational research. Intended for undergraduates interested in learning how to recognize sound research designs and how to conceptualize and design small-scale research. Overview of different methods of conceptualizing inquiry and gathering evidence, including qualitative approaches (e.g., ethnographic, narrative, case study) and quantitative approaches (e.g., survey, correlational, quasi-experimental). Highlights multiple methods of inquiry and research, ethics of conducting research in social sciences, and norms of conducting and reporting research in field of education. Brief overview and history of major strands of research in education over the last century. Letter grading.

Upper-Division Courses in Histories and Philosophies of Education

EDUC M102 Mexican Americans and Schools (4 units)

(Same as Chicana and Chicano Studies M102.) Seminar, four hours. Theoretical and empirical overview of Chicana/Chicano educational issues in U.S., with special emphasis on disentangling effects of race, gender, class, and immigrant status on Chicana/Chicano educational attainment

and achievement. Examination of how historical, social, political, and economic forces impact Chicana/Chicano educational experience. P/NP or letter grading.

EDUC M103 Asian Americans and Schooling (4 units)

(Same as Asian American Studies M114.) Seminar, four hours. Examination of existing body of research from various disciplines on Asian/Pacific American educational experiences. Letter grading.

EDUC M108 Sociology of Education (5 units)

(Same as Sociology M175.) Lecture, four hours; discussion, one hour. Study of how U.S. educational system both promotes socioeconomic opportunities and maintains socioeconomic inequalities; historical and theoretical perspectives on role of education in U.S. society; trends in educational attainment; ways in which family background, class, race, and gender affect educational achievement and attainment; stratification between and within schools; effects of education on socioeconomic attainment, family, health, attitudes, and social participation; educational policies to improve school quality and address socioeconomic inequalities. Letter grading.

EDUC C124 History of Higher Education (5 units)

Seminar, four hours. Exploration of major eras in history of higher education. Topics include issues concerning access, diversity, parental choice, cultural literacy, teacher empowerment, and role of popular media. Concurrently scheduled with course C209A. Letter grading.

EDUC C125 Politics of Education (5 units)

Lecture, two hours; discussion, two hours. Political dimensions of education institutions as organizations. Relationships between education institutions and political institutions in society. Political theory as foundation for public policy analysis; interest groups in education policy formation and implementation; and focus on Freirean pedagogy. Concurrently scheduled with course C207. P/NP or letter grading.

EDUC C126 Educational Anthropology (5 units)

Seminar, four hours. Research seminar designed to familiarize students with discipline of anthropology and subfield of anthropology and education. Exploration of concept of culture through various anthropological perspectives, with focus on theories of culture, cultural transmission and acquisition, and cultural reproduction and production for understanding schooling and its outcomes. Examination of research methodologies in anthropology as well as critical historical overview of discipline and current debates and dilemmas of doing anthropological research in educational settings. Issues of race, gender, sexual orientation, and class, and consideration of application of anthropological theory and methods to educational practice and research. Concurrently scheduled with course C203. Letter grading.

EDUC 130 Race, Class, and Education Inequality in U.S. (5 units)

Lecture, two hours; discussion, two hours. Focus extensively on understanding educational experiences of following groups in U.S.: African Americans, Asian Americans and Pacific Islanders, Chicanas/Chicanos/Latinas/Latinos, and low-income white Americans. Examination of how historical development of public education in U.S. has influenced its present form. Critical

look at some current issues and policy debates in education, including debate over school reform, bilingual education, and affirmative action. Letter grading.

EDUC 131 Issues in American Education: Perspectives from History and Pop Culture (5 units)

Seminar, four hours. Exploration of ways we draw on different kinds of texts to illuminate critical issues in American secondary education. Issues include transformation in secondary education from 1890 to present, politics of social class, and racial and gender representation of secondary education. Letter grading.

EDUC 134 Educational Leadership, Organizational Theory, and Policy (5 units)

Seminar, four hours. Designed for students interested in developing understanding and appreciation for breadth of leadership models/theories in education, including traditional, entrepreneurial, behavioral, and relationship-based models. Analysis of effectiveness of organizations and/or policies in terms of educational leadership, and development of personal leadership profile in context of alternative models of leadership relevant to education. Letter grading.

***New.* EDUC C154 History of Education in the United States [to be co-listed with EDUC 254] (5 units)**

Introduces students to the history of pre-K–12 public education in the United States, focusing on the social and historical relationship of schools and marginalized communities. Includes national and state initiatives to reform public schools over the past 100 years. Students will learn how to examine evidence and develop historical arguments about causes and effects of educational reform initiatives. Letter grading.

EDUC 187 Introduction to Topics in Philosophy of Education (5 units)

Introduction to major Western philosophical thinkers on education including John Dewey, Paulo Freire, Froebel, Locke, Maria Montessori, Plato, Rousseau, and others. Examination of ultimate goals and purposes of education, content of education and processes of teaching and learning according to these theorists, justification and rationale of their ideas, and influence of their ideas on later educational thought and practice. Assignments include primary source readings, weekly response papers, analysis of films, interviewing educators (for their underlying educational philosophy), and proposing educational philosophy of one's own. Background in philosophy helpful but not necessary. Letter grading.

***New.* Intellectual Traditions in Indigenous Communities (units TBD)**

Focus on Indigenous theories and philosophies of education. Students will read empirical, philosophical, and literary texts of leading scholars in Indigenous education and allied fields. Course explores the following set of questions: How are Indigenous communities defining the purposes and values of education? What kinds of relationships exist between schooling and education within Indigenous communities? How has settler colonialism impacted Indigenous pedagogical practices? How are scholars thinking and writing about Indigenous futures? A global Indigenous perspective is taken; however, emphasis is given to the Indigenous communities of North America. Letter grading.

New. Comparative Education (units TBD)

This course focuses on human learning in families and communities, histories of formal education and higher learning in Asia, Africa, the Americas, and Europe, and the imposition of the European model of schooling on the world, contemporary national systems, and the growing role of international organizations and of corporations. Letter grading.

New. An Introduction to the Educational Landscape (units TBD)

This course introduces students to the broad landscape of education with the aim of providing a panoramic view of the educational enterprise as a whole. Course content will include a theoretical/philosophical discussion of the ultimate goals of education (the “why” of education), a discussion of the curricular content of education (the “what” of education), a psychological and cognitive investigation into the science of learning and art and science of teaching (the “how” of education), and an inquiry into the social-cultural-political forces impacting the why, the what, and the how of education. Letter grading.

New. Women and Girls of Color in Education (units TBD)

The course attempts to contribute to the transformation of educational institutions in manners that support and empower girls and women of color throughout their educational journeys. The course will highlight how systems of domination influence the experiences of women and girls of color, including the policing of racialized and gendered bodies in both the classroom and the academy, vulnerability to violence, images of women of color in the media, being “the only one,” research deficits and deficit research for women and girls of color, and much more. The course will center on empowering girls and women of color through education by focusing on asset-based research on the population, the concept of intersectionality, literature and poetry for/by women of color, creating empowering and healthy communities for/by women of color, feminist of color organizations, and radical self-love and self-care. Letter grading.

Upper-Division Courses in Contexts of Teaching, Learning, and Development

Policy

EDUC 129 Education and the Law (5 units)

Seminar, four hours. Research seminar providing overview of high-profile legal controversies that shape so many policy debates at both K–12 and higher education levels. Major areas of focus include campus safety, religion and schools, educational quality and law, broad based right to equal educational opportunity, and Internet-related issues and concerns. Letter grading.

EDUC 137 Public Policy in Higher Education (5 units)

Lecture, four hours. Introduction to range of contemporary and ongoing higher education public policy issues, and conceptual and theoretical frameworks typically used to understand them. Development of fluency in public policy language, with focus on national, state, and institutional policy perspectives. Letter grading.

EDUC 162 Policy Analysis and Real Politics of Education (5 units)

Lecture/discussion, three hours. Exploration of relationship between scholarly policy analysis and actual workings of policy systems. Selected topics include achievement standards and assessment, school finance, equal access to education, and school reform. Letter grading.

***New. Education and Social Transformation: Learning from Real Examples* (units TBD)**

This course introduces students to actual examples of social transformations in education for the purposes of extracting approaches and principles for successful transformations in education (broadly construed). The course will examine such questions as: What were the goals of particular transformations? How were these transformations undertaken (through what kinds of thinking, strategizing, policies, etc.)? What were their contexts? Course content will also include constructing a modest plan for transforming a specific area of choice in education. Letter grading.

CAPPP Quarter in Washington DC (units counting as engagement)

UC Quarter in Sacramento (units counting as engagement). [This program includes many opportunities to engage with educational policy.]

Formal Education**EDUC 122 Perspectives on the American College (5 units)**

Seminar, four hours. Examination of role colleges and universities play in larger cultural life of U.S. society. Use of analysis of student movements as vehicle for exploration of key sociological, political, and cultural developments on U.S. campuses. Emphasis on interrelated research, academic, social, and policy issues underlying diverse system of higher education. Letter grading.

EDUC 143 Understanding Pathways to College (4 units)

Lecture, two hours; discussion, two hours. Examination of inequality across K–12 and higher education to understand how college admissions are stratified across racial and class lines. Roles of school personnel, higher education admissions, families, and students in promoting equal educational opportunity. Course is good preparation for students interested in working in UCLA programs such as Early Academic Outreach Programs that serve students in Los Angeles area schools. Letter grading.

Disciplinary Perspectives**EDUC M104 Introduction to Arts Education for Multiple Publics: Theory and Practice (4 units)**

(Same as Arts Education M102.) Seminar, three hours; outside study, nine hours. Introductory course with focus on arts education for multiple publics in inner-city settings. Study of core issues in arts education, creativity, and social justice as students develop, implement, and assess original syllabi, lesson plans, and community learning projects for multiple publics in inner-city schools and arts organizations. Collaboration with partner schools in planning, teaching, and

evaluation of arts education programs in dance, music, theater, and visual arts. P/NP or letter grading.

EDUC 118 Literacies in Society (5 units)

Lecture, four hours. Literacy plays significant role in cognition and language, political governance and law, and economic, social, and personal well-being. Exploration of these aspects of literacy and their implications for teaching and learning. Examination of literacy in workplace, healthcare, and community. Consideration of new literacies, interrelationship between literacy and technology, and impact of illiteracy on income and opportunity. Letter grading.

EDUC 166 Language, Literacy, and Academic Development: Multilingual Students (5 units)

Seminar, five hours. Use of child-centered approach to examine instructional strategies and assessment practices with pre-K–12 multilingual and English language learner (ELL) students who are learning academic content at same time they are acquiring English (and possibly additional languages) in school. Critical comparison of effectiveness of English-only programming with dual-language approaches (e.g., two-way immersion, transitional bilingual education) and roles of summative and formative assessments in educational decision-making with multilingual and ELL students. Letter grading.

EDUC M190 + lab Arts Education Undergrad Practicum: Preparation, Observation, and Practice (4 units)

(Same as Arts Education M192.) Seminar, three hours. Enforced requisite: course M104. Limited to juniors/seniors. Training and supervised practicum for advanced undergraduate students participating in Visual and Performing Arts Education minor. Students implement and evaluate original arts education programs under guidance of faculty members in small course settings. P/NP or letter grading.

Socio-Cultural and Socio-Political Contexts

EDUC 121 Introduction to K–12 Issues in American Public Education (5 units)

Seminar, four hours. Examination of American schooling experience (K–12) and analysis of various school and social policies that impact on children and adolescents. Systematic examination of major participants in American schooling process (parents, students, teachers, geographical space of school environment, school organizations, and society) and how they are associated with American schooling experience. Discussion of contemporary themes such as risk behaviors, SAT controversy, high school exit examinations, social promotion, technology in classroom, psychosocial development of children, school reform, equal educational opportunity, affirmative action, and educational assessment. Letter grading.

EDUC 147 Lesbian, Gay, Bisexual, and Transgender Issues in Education and Law (4 units)

Lecture, four hours. Lesbian, gay, bisexual, and transgender-related controversies that arise in schools, colleges, and universities today and how they are being addressed by legal and education communities. In particular, examination of real-life consequences of current laws and exploration of what might be done to make things better for all persons. Letter grading.

EDUC 152A Globalizations and Learning (4 units)

Lecture, two hours; discussion, two hours. Introduction to different conceptualizations of globalization and their relationship to educational processes and learning in contemporary societies. Discussion of several concepts and theoretical lenses as basis for approaching and understanding how dialectics of global and local are affecting educational systems and learning over lifespans. Letter grading.

EDUC 152B Global Citizenship Education (4 units)

Lecture, four hours. Exploration of issues of global citizenship in education and society as whole by analyzing critical challenges and envisioning possible solutions to multiple layers of theoretical, empirical, and practical implementation of global citizenship education. Examination of how global citizenship education and education for sustainable development are beginning to impact life, actions, policies, and practices of educators, students, non-government organizations, governments, multinational organizations, and other key players in local and global contexts. Examination of how global citizenship education impacts our worldview, teaching, and learning as we strive to envision and work toward more just and sustainable society. Letter grading.

EDUC 164 Race and Education: Access, Equity, and Achievement (5 units)

Seminar, four hours. Social/psychological perspective on education, with particular attention to race, ethnicity, and inequality. Study of structural, social, and personal determinants of educational outcomes. Consideration of relationship of schools to social context and other societal institutions. Examination of how education sets life trajectory in America and effects of race/ethnicity on access to educational opportunity in our society. Letter grading.

EDUC 187 Social Context of Learners in K–12: Diversity, Residential Mobility, Immigration, and Food Security Conditions in California (5 units)

Examination of learner conditions in California schools with focus on student experience. Analysis employs across-K–12-tiers school comparison, geographic disparity in shared experiences, and prevalence of special and difficult circumstances that have implications for learning and learning outcomes. Exploration of factors associated with conditions of vulnerability. Socioeconomic environment of learners is referent for underlying determinant of overall schooling experience. Identification of key areas including race and ethnic diversity in schools, geographic and residential mobility (including conditions of homelessness and temporary/transitional housing placements), immigration–schooling nexus, and conditions of food insecurity in student population. Data-driven, school-level analysis of issues that relies on statistics from California Department of Education (CDE) and Los Angeles Unified School District (LAUSD). Letter grading.

EDUC 187 Educational Perspectives of Relational Practices in Modern Medicine (5 units)

Systematic discussion of personhood and body concepts, in context of asymmetric person-to-person relationships in high-tech modern medical training and practice. Exploration of diverse implications for building theories of relational practice. Students learn to use phenomenological approach, to make sense of lived experience of making sense of world we inhabit; and stance on who we are and activities at hand in everyday practices. Phenomenological approach maintains focus on how things show up, what affordances emerge

in activities and practices, and how we comport toward them making sense of them, others, and ourselves. Letter grading.

EDUC 187 Educational Perspectives (5 units)

Broad overview of ways that educational researchers, policy makers, and practitioners conceptualize and study educational issues in society. Provides students with set of common reference points for discussing, analyzing, and approaching educational research. Letter grading.

EDUC 187 Teatro as Pedagogy (5 units)

Examination of teatro (theater) as pedagogical tool that functions to educate while it entertains. Materials address historical conditions that gave rise to Chicana/Chicano social protest theater in 1965, and consider continuities of political performance art in present day with specific focus on work of Chicano-Latino theater group Culture Clash. Letter grading.

CAPPP Quarter in Washington DC (units counting as engagement)

UC Quarter in Sacramento (units counting as engagement)

Family and Community Contexts

EDUC M136 Working Families and Educational Inequalities in Urban Schools (4 units)

(Same as Labor and Workplace Studies M136.) Seminar, three hours; fieldwork, five hours. Exploration of complex relationship between working-class and poor communities and inequalities in American urban schools. Drawing on multiple disciplinary frameworks that address issues of race, ethnicity, and immigration, schools viewed as sites where inequalities are produced and resisted. Review of history of exclusionary treatment and divergent conceptual frames that educational researchers have used to understand notion of inequality, access to quality public education, and how race, ethnicity, and class affect school experiences for working-class and poor communities. Look inside schools through community service learning opportunity to examine systems, structures, and everyday practices that sustain and reproduce inequality and policies that intend to remedy educational inequalities in urban schools. Opportunity to investigate issues of working-class families and inequalities as they relate to students' own communities and experiences. P/NP or letter grading.

EDUC 185 Community Service Learning for Academic Achievement [BruinCorps] (4 units)

Lecture, two hours; discussion, two hours. Emphasis on cognitive learning and motivation theories and their relevance to strategies for developing curricular instructional techniques and training that contribute to tutoring, counseling, and other instructional assistance in various school settings. P/NP or letter grading.

EDUC 195CE Community or Corporate Internships in Education (4 units)

Tutorial, one hour; fieldwork, eight to 10 hours. Limited to juniors/seniors. Internship in supervised, preapproved K–12 settings coordinated through Center for Community Learning. Students meet on regular basis with faculty sponsor or designee to construct series of reading and writing assignments that examine educational issues related to meaningful work at internship site. Students expected to learn ways in which urban schools are structured, organized, and

operate. May be repeated for credit. Individual contract with supervising faculty member required. P/NP or letter grading.

New. Foundations of Community Engagement (units TBD)

A seminar for students who come to the Education major already participating in individually arranged community engagement or volunteer activities. Emphasis is on critical reflection on learning from and with community members and on a justice perspective for engagement. Letter grading.

New. Family, School, and Community Connections (units TBD)

Study of family, community, and school connections, with an emphasis on key tensions and possibilities for educational and social transformation. Critical examination of the core literature on parent and family engagement, school–community partnerships, and methods for community-engaged research. Guided by a praxis-based approach, students will analyze a school–community project through the lenses of historicity, accountability, relationality, and equitable collaboration. Letter grading.

Conflict Resolution, Restorative Justice

EDUC M145A Restoring Civility: Understanding, Using, and Resolving Conflict (4 units)

(Same as Chicana and Chicano Studies M174A.) Lecture, one hour; discussion, three hours. Course M145A is enforced requisite to M145B. Designed for students who want to learn principles of dialogue and mediation, as alternatives to violence, and practice how to apply them in educational settings. In Progress grading (credit to be given only on completion of course M145B). Letter grading.

EDUC M145B Restoring Civility: Understanding, Using, and Resolving Conflict (4 units)

(Same as Chicana and Chicano Studies M174B.) Lecture, one hour; discussion, three hours. Enforced requisite: course M145A. Designed for students who want to learn principles of dialogue and mediation, as alternatives to violence, and practice how to apply them in educational settings. Letter grading.

EDUC M145C Alternatives to Violence: Peer Mediation in Public Schools (4 units)

(Same as Chicana and Chicano Studies M174C.) Lecture, one hour; fieldwork, three hours. Requisites: courses M145A, M145B. Limited to juniors/seniors. Application of student knowledge and experience to help students in partner schools to develop peer mediation programs to be sustained by future UCLA students. Work at partner school sites and demonstration of firm grasp of concepts of conflict resolution through weekly reflective journals, discussion through biweekly meetings, and final journal entry. Application of critical thinking, review of literature from earlier courses, and reflection on student field experiences to deepen understanding of violence, its causes, and what schools can do to mitigate it. Letter grading.

EDUC C160 Theory and Practice of Intergroup Dialogue: Building Facilitation Skills (4 units)

Seminar, four hours. Topics include social psychology of intergroup relations, intercultural and dialogic communication theories, methods for reconciling and bridging differences in schools

and communities, research and evaluation of intergroup dialogues and other educational methods for improving intergroup relations, and core competencies for planning, delivering, and evaluating intergroup dialogues in multicultural settings. While providing foundational grounding in theory and pedagogy of intergroup dialogue, particular attention to relationships between intergroup dynamics, structural inequalities, systems of privilege and oppression, and mental health outcomes and disparities among populations. Concurrently scheduled with course C244. Letter grading.

EDUC CM163 Narratives of Justice: Disrupting School-to-Prison Pipeline (4 units)

(Same as African American Studies CM163.) Lecture, four hours; discussion, one hour. Exploration of policies and practices, art and activism, and other forms of agency engaging school-to-prison pipeline. Concurrently scheduled with course CM213. P/NP or letter grading.

EDUC M194A Language, Literacy, and Human Development (5 units)

(Same as African American Studies M194A.) Seminar, three hours; laboratory, two hours (when scheduled). Enforced corequisite: course M182A or M183A. Research seminar designed to provide opportunity to combine theory and practice in study of human development in educational contexts. Focus on relationship between theories of development, culture, and language. May be taken independently for credit. Letter grading.

EDUC M194B Culture, Gender, and Human Development (5 units)

(Same as African American Studies M194B.) Seminar, three hours; laboratory, two hours (when scheduled). Enforced corequisite: course M182B or M183B. Research seminar designed to provide opportunity to combine theory and practice in study of human development in educational contexts. Focus on relationship between theories of development, culture, and gender. May be taken independently for credit. Letter grading.

EDUC M194C Culture, Communication, and Human Development (5 units)

(Same as African American Studies M194C.) Seminar, three hours; laboratory, two hours (when scheduled). Enforced corequisite: course M182C or M183C. Research seminar designed to provide opportunity to combine theory and practice in study of human development in educational contexts. Focus on relationship between theories of development, culture, and technologies. May be taken independently for credit. Letter grading.

Learning, Development, and Teaching

New. EDUC M115SL Community-Based Studies of Popular Literature: Children's Literature and Childhood Literacy [ENGL M115SL/CE M110SL, to be cross-listed with Education] (5 units)

(Same as Civic Engagement M110SL.) Lecture, four hours; discussion, one hour (when scheduled); fieldwork, two hours. Enforced prerequisite: English Composition 3. Service-learning course that examines history and development of one or more genres of popular literature, with attention to contemporary communities of readers and writers and formation of civil society. Topics vary and may include children's literature and childhood literacy, mass market fiction and book club culture, or science fiction and science policy. Service-learning

component includes meaningful work with local nonprofit organizations selected in advance by instructor. May be repeated for credit with topic change. P/NP or letter grading.

EDUC 127 Educational Psychology (5 units)

Lecture, two hours; discussion, two hours. Broad overview of educational psychology, with examination of relationship of teaching and learning; various perspectives as to how children learn; issues of teaching and learning that arise based on child's social class, ethnic background, gender, age, and level of ability. Letter grading.

EDUC 132 Autism: Mind, Brain, and Education (5 units)

Lecture, two hours; discussion, two hours. Study of autism spectrum disorders (ASD) and related disabilities. Discussion of characteristics of disorder, effective interventions, and exploration of impact of children with ASD on families. Limited number of independent observations of individuals in community required. Letter grading.

EDUC 133 Topics in Child Development and Social Policy (5 units)

Seminar, four hours; fieldwork, two hours. Research seminar designed to enable students to (1) gain basic understanding of ways in which public policies are established and implemented, (2) learn about policy landscape in several major domains of child and family life in U.S. and other countries, and (3) use scientific research on children's cognitive and social development to evaluate and understand effects of social and economic policies. Letter grading.

EDUC 152C Curriculum and Instruction in Global Citizenship Education (4 units)

Lecture, four hours. Questions regarding nature and possibility of education that can foster global citizenship necessary to understand and resolve world's most pressing issues. Focus on curriculum and instruction of global citizenship education. Using local and global research, exploration and analysis of various perspectives, curricula, and pedagogies pertaining to teaching and implementation of global citizenship education at different levels of education. Letter grading.

EDUC CM178 Critical Media Literacy and Politics of Gender: Theory and Production (4 units)

(Same as Gender Studies CM178.) Seminar, three hours. Corequisite: course CM178L. Use of range of pedagogical approaches to theory and practice of critical media literacy that necessarily involves understanding of new technologies and media forms. Study of both theory and production techniques to inform student analysis of media and critical media literacy projects. Concurrently scheduled with course CM278. Letter grading.

EDUC 187 Art Museum Teaching at Getty Museum (5 units)

Students apply pedagogical foundations learned in first two parts (related to sensory experiences, movement, mindfulness, etc.) to teaching practicum in which they lead K-12 student tours through Getty Museum. Focus on refining teaching strategies to meet needs of diverse learners, through meaningful experiences in informal learning environments. Study addresses equity issues in museum school visits to foster inclusive experience. Students continue to explore aspects of experiential learning and teaching, while making meaningful contributions to Los Angeles area school community. Students apply knowledge of Getty art collection gained during

previous study. Part three of three-part study. Designed for students who completed parts one and two. Held at Getty Center. Letter grading.

EDUC 187 Cognitive Development and Schooling (5 units)

Overview of theories, methods, and research on children's cognitive development and implications of this work for educational practice. Covers range of research from different perspectives, drawing from domains such as developmental psychology, cognitive psychology, developmental cognitive neuroscience, and education. Students learn about basic cognitive processes. Exploration of ways in which contexts—including those at home, early-care settings, and school—impact children's development. Letter grading.

EDUC 187 Early Childhood Mathematics Education (5 units)

Focus on how research in early childhood mathematics can be used to engage young people in learning mathematics. Study addresses research on how young children learn mathematics, teaching of preschool mathematics, and policy context shaping students' opportunities in early childhood education. Particular attention paid to issues of equity. Required: class participation and two additional hours at local preschool site working with students in mathematics. Letter grading.

EDUC 196C Instructional Apprenticeship in Teaching and Learning at UCLA Lab School (4 units)

Tutorial, 10 hours. Limited to juniors/seniors. Training and supervised apprenticeship for advanced undergraduate students at UCLA Lab School (Corinne A. Seeds campus), K–6 elementary school on UCLA campus. Students gain understanding of innovative educational work that goes into teaching and learning at UCLA Lab School through seminars, readings, observations, and discussions. Individual meetings with faculty mentor throughout term. May be repeated for credit. Individual contract required. Letter grading.

EDUC 196D Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools (4 units)

Tutorial, 10 hours. Limited to juniors/seniors. Introduction to K–12 teaching profession through training and supervised off-campus experiences at UCLA partner schools (Nora Sterry Elementary School, Brockton Elementary School, Emerson Middle School, University High School, UCLA Community School, or other LAUSD schools coordinated by students). Students gain grounded understanding of social issues in education through readings, observations, direct support in classrooms, and tutoring activities. Individual meetings with faculty mentor throughout term. May be repeated for credit. Individual contract required. Letter grading.

New. Instructional Apprenticeship in Teaching and Learning at UCLA Early Childhood Education Centers (4 units)

Tutorial, 10 hours. Limited to juniors/seniors. Introduction to early childhood education through training and supervised off-campus experiences at UCLA early care and education centers (The Krieger Center, Fernald Center, The University Village Center). Students gain grounded understanding of early childhood in educational settings through readings, observations, direct support in classrooms, and tutoring activities. Individual meetings with faculty mentor throughout term. May be repeated for credit. Individual contract required. Letter grading.

New. Identity, Agency, and Resistance (units TBD)

Introduction to social justice and community organizing frameworks that advance equity, well-being, and healing in vulnerable communities. Students will explore and reflect upon how individual and collective values, beliefs, and assumptions shape the way they view their world, and how they influence and are influenced by educational experiences. Students will examine examples of agency and resistance through the lens of youth and community organizing. Letter grading.

New. Culture and Cognition (units TBD)

Introduction to theoretical foundations of research on culture and cognition. Explores insights from cultural psychology, sociology, and anthropology to study various definitions of culture and mind across a range of settings (e.g., schools, workplaces, family, community spaces) and domains (e.g., science, art, literacy, mathematics). Consideration is given to the social, political, and educational implications of the ways we conceptualize culture and mind. Letter grading.

New. Learning Theory (units TBD)

Introduction to major research themes related to thinking and learning in cognitive and cultural psychology. Focuses on research related to classroom instruction. Explores application of constructivist and sociocultural learning theories to understand how students learn in these contexts. Students develop theoretical tools to analyze and design learning environments. Letter grading.

New. Introduction to Curriculum: Theories and Development (units TBD)

Introduction to prominent curriculum theories, major curriculum reforms and endeavors in American education, and the art and science of curriculum development. Contents of the course will include definitions of curriculum and its various components (goals, objectives, curricular content, strategies of teaching and learning, assessment), examples of actual curricula, and hands-on experience constructing a small-scale curriculum on a topic of choice. Letter grading.

New. Education as a Professional Enterprise (units TBD)

The course will focus on education as a profession in all types of formal and informal settings. It includes exploration of the responsibilities and duties of education professionals to understand and halt social reproduction for learners, as well as an examination of society's views on education and educators in the United States, past and present. Letter grading.

New. Learning and Teaching with Technological Tools (units TBD)

The course examines technology-based teaching and learning experiences (e.g., tangible tools, coding, computational games) across settings, including homes, museums, and schools. The role of technology in cognitive development, socio-emotional development, and disciplinary learning (science, mathematics, art, etc.) is considered. Letter grading.

Upper-Division Courses in Inquiry and Design for Learning

EDUC 135 (to be revised) Research Methods for Studying Key Issues and Problems in Education (5 units)

This course focuses on helping students become thoughtful critics and consumers of educational research. One aim of the course is to help students develop a sense of the importance of thinking carefully about alternative explanations, confirmation bias, and disconfirming evidence, which plays a key role both in assessing the validity of research findings and in conducting thoughtful research. A second major part of the course entails introducing students to the logic, use, and value of both qualitative methods and quantitative methods in addressing important substantive issues and policy issues in education, particularly issues connected with transforming schooling. Letter grading.

EDUC 139 Educational Program Evaluation (5 units)

Seminar, four hours. Stages and methods for conducting evaluations of educational and social programs, with emphasis on evaluation approaches that are theoretically grounded, methodologically rigorous, practical, and useful. Letter grading.

EDUC M194A Language, Literacy, and Human Development (units counting as research) [See description above]

EDUC M194B Culture, Gender, and Human Development (units counting as research) [See description above]

EDUC M194C Culture, Communication, and Human Development (units counting as research) [See description above]

***New.* Introduction to Assessment (units TBD)**

This course focuses on key aspects and uses of assessment in education, including issues of fairness, validity, and reliability; assessment of student learning, including formative assessment strategies; measurement of affective constructs; and measurement of teacher practice and student learning opportunities. Letter grading.

***New.* Ethnography in Educational Settings (units TBD)**

The course explores qualitative research using participant-observation, interviewing, and other methods to understand how people make sense of their worlds and how activities unfold in particular contexts. Students will read ethnographies of education and practice methods in settings where teaching and learning happen. Letter grading.

***New.* Design of Learning Environments (units TBD)**

This course introduces students to design-based research as a form of educational inquiry for the purposes of innovating and studying educational interventions in naturalistic settings. The course reviews the history, goals, cycles, and ethnographies of design-based research. Questions about the usefulness of design-based research for innovating learning environments, developing technological tools, and advancing knowledge of learning and development will be explored. Letter grading.

New. Designing for Social Transformation (units TBD)

This course examines possibilities of design-based research and its sister methods (social design experiments, community-based design research, participatory design research) for transforming agency among historically marginalized individuals and communities. The course explores questions about the process of design-based research through the lenses of history, power, solidarity, and relationality. Readings and activities will be grounded by the following questions: How can we design and implement educational innovations that promote social transformation? Who needs to be involved in this design and why? And what kinds of futures are we designing for? Students will evaluate existing educational designs and work in teams on group design projects. Letter grading.

New. Critical Place-Based Inquiries in Educational Research (units TBD)

Explores how conceptions of place, race, and culture relate to science education (learning about the natural world) and environmental justice movements within the context of settler colonialism. Through readings, classroom discussions, and activities, students will engage with the following questions: How have the categories of human (culture), race, place, and nature (more-than-human) been conceptualized in educational research? Over time, how have these conceptualizations been mobilized in discourses around science education, educational justice, and environmental sustainability? How are decolonizing conceptualizations of race and place influencing science education and research on environmental justice? Students will collaborate on a design project/activity to consider the challenges and affordances of particular modes of engaging with place (walking, mapping, guided tours, gardening, tree surveys, etc.) for science education and raising awareness about environmental justice issues. Letter grading.

CAPPP Quarter in Washington DC (units counting as research)

UC Quarter in Sacramento (units counting as research)

Attachment 3.
Suggested Pathways through the Major

Suggested Pathway 1: Research and Evaluation

The Education and Social Transformation Major requires the completion of **45 upper-division units** in addition to the TWO prerequisite lower-division courses. One of the upper-division courses must be designated as a community engagement course.

I. Prerequisites

EDUC 10 Introduction to Educational Issues and Scholarship (5)

Or EDUC 11 Education, Equality, and Future of American Society (5)

EDUC 35 Introduction to Inquiry and Research in Education (5)

II. TWO courses in “Histories and Philosophies of Education”

EDUC 130 Race, Class, and Education Inequality in U.S. (5)

Or EDUC C154 History of Education in the United States (5)

EDUC 187 Introduction to Topics in Philosophy of Education (5)

III. TWO courses in “Contexts of Teaching, Learning, and Development”

EDUC C126 Educational Anthropology (5)

Or EDUC XXX Comparative Education (TBD)

EDUC 162 Policy Analysis and Real Politics of Education (5)

Or EDUC 121 Introduction to K–12 Issues in American Public Education (5)

IV. TWO courses in “Inquiry and Design for Learning”

EDUC 139 Educational Program Evaluation (5)

EDUC XXX Introduction to Assessment (TBD)

V. Electives

EDUC M194A Language, Literacy, and Human Development (5 units counting as community engagement)*

EDUC XXX Ethnography in Educational Settings (TBD)

EDUC XXX Designing for Social Transformation (TBD)

Or EDUC XXX Critical Place-Based Inquiries in Educational Research (TBD)

Or EDUC XXX Historical Methods in Communities of Color (TBD)

VI. Place an asterisk next to the **course** listed above that meets the community engagement course requirement.

Suggested Pathway in Research and Evaluation: Sample Schedule

Fall	Winter	Spring
<i>Year 1</i>		
ENGCOMP 3DS English Composition, Rhetoric, and Language (Writing I) SPAN 5 Intermediate Spanish Soc & Cult GE	STAT 10 SOCIOL 1 Intro Sociology (Soc & Cult GE) Arts & Hum GE Science GE	EDUC 10 Introduction to Educational Issues and Scholarship Science GE Soc & Cult GE
<i>Year 2</i>		
EDUC 35 Introduction to Inquiry and Research in Education ENGCOMP 6W Language, Culture, and Discourse (Writing II) Science GE	APPLING 40W Language and Gender (Arts & Hum GE) Soc & Cult GE: Intro Anthro Amer Hist/Inst Elective	CHICANO 10B Introduction to Chicana/Chicano Studies (Soc & Cult GE; Diversity) ARTS ED 20 Introduction to Community Engagement through Arts (Arts & Hum GE) PSYCH 100A Psych Statistics
<i>Year 3</i>		
EDUC 187 Introduction to Topics in Philosophy of Education EDUC M194A Language, Literacy, and Human Minor/Elective/add'l Educ	EDUC C154 History of Education in the United States EDUC M194C Culture, Communication, and Human Development Minor/Elective/add'l Educ	EDUC XXX Introduction to Assessment Minor/Elective/add'l Educ Minor/Elective/add'l Educ Minor/Elective/add'l Educ
<i>Year 4</i>		
EDUC XXX Designing for Social Transformation EDUC 139 Educational Program Evaluation Minor/Elective/add'l Educ	EDUC C126 Educational Anthropology EDUC XXX Ethnography in Educational Settings Minor/Elective/add'l Educ	EDUC 162 Policy Analysis and Real Politics of Education Minor/Elective/add'l Educ Minor/Elective/add'l Educ

Suggested Pathway 2: Education Policy and Community

The Education and Social Transformation major requires the completion of **45 upper-division units** in addition to the TWO prerequisite lower-division courses. One of the upper-division courses must be designated as a community engagement course.

I. Prerequisites

EDUC 10 Introduction to Educational Issues and Scholarship (5)

Or EDUC 11 Education, Equality, and the Future of American Society (5)

EDUC 35 Introduction to Inquiry and Research in Education (5)

II. TWO courses in “Histories and Philosophies of Education”

EDUC 130 Race, Class, and Education Inequality in U.S. (5)

EDUC C125 Politics of Education (5)

Or EDUC 134 Educational Leadership, Organizational Theory, and Policy (5)

III. TWO courses in “Contexts of Teaching, Learning, and Development”

EDUC 129 Education and the Law (5)

EDUC 133 Topics in Child Development and Social Policy (5)

IV. TWO courses in “Inquiry and Design for Learning”

EDUC 139 Educational Program Evaluation (5)

EDUC XXX Designing for Social Transformation (TBD)

V. Electives

EDUC C154. History of Education in the United States (5)

EDUC XXX Family, School, and Community Connections (TBD)

EDUC M194A Language, Literacy, and Human Development (5)*

VI. Place an asterisk next to the **course** listed above that meets the community engagement course requirement.

Consult advisors on using courses from the UC Quarter in Sacramento (15 units) with a focus on education policies to count toward Education major.

Suggested Pathway in Education Policy and Community: Sample Schedule for a Transfer Student

Fall	Winter	Spring
<i>Year 3</i>		
EDUC 10 Introduction to Educational Issues and Scholarship	EDUC C154 History of Education in the United States	EDUC 129 Education and the Law
EDUC 35 Introduction to Inquiry and Research in Education	EDUC XXX Family, School, and Community Connections	EDUC 133 Topics in Child Development and Social Policy
Minor/Elective/add'l Educ	Minor/Elective/add'l Educ	Minor/Elective/add'l Educ
<i>Year 4</i>		
EDUC 130 Race, Class, and Education Inequality in U.S.	EDUC C125 Politics of Education	EDUC XXX Designing for Social Transformation
EDUC M194A Language, Literacy, and Human Development	EDUC 139 Educational Program Evaluation	Minor/Elective/add'l Educ
Minor/Elective/add'l Educ	Minor/Elective/add'l Educ	Minor/Elective/add'l Educ

Suggested Pathway 3: Teaching and Learning

The Education and Social Transformation Major requires the completion of **45 upper-division units** in addition to the TWO prerequisite lower-division courses. One of the upper-division courses must be designated as a community engagement course.

I. Prerequisites

EDUC 10 Introduction to Educational Issues and Scholarship (5)

Or EDUC 11 Education, Equality, and Future of the American Society (5)

EDUC 35 Introduction to Inquiry and Research in Education (5)

II. TWO courses in “Histories and Philosophies of Education”

EDUC 134 Educational Leadership, Organizational Theory, and Policy (5)

EDUC 130 Race, Class, and Education Inequality in U.S. (5)

Or EDUC C154 History of Education in the United States (5)

III. TWO courses in “Contexts of Teaching, Learning, and Development”

EDUC 187 Cognitive Development and Schooling (5)

Or EDUC XXX Learning Theory (TBD)

EDUC 118 Literacies in Society (5)

Or EDUC 166 Language, Literacy, and Academic Development: Multilingual Students (5)

Or EDUC 187 Early Childhood Mathematics Education (5)

IV. TWO courses in “Inquiry and Design for Learning”

EDUC XXX Ethnography in Educational Settings (TBD)

EDUC XXX Design of Learning Environments (TBD)

V. Electives

EDUC 133 Topics in Child Development and Social Policy (5)

Or EDUC 187 Social Context of Learners in K–12: Diversity, Residential Mobility, Immigration, and Food Security Conditions in California (5)

EDUC 196C Instructional Apprenticeship in Teaching and Learning at UCLA Lab School* (4)

Or EDUC 196D Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools (4) *

Or EDUC M194A Language, Literacy, and Human Development (5)*

Or EDUC M194C Culture, Communication, and Human Development (5)*

VI. Place an asterisk next to the **course** listed above that meets the community engagement course requirement.

Suggested Pathway in Teaching and Learning: Sample Schedule

Fall	Winter	Spring
<i>Year 1</i>		
ENGCOMP 3DS English Composition, Rhetoric, and Language (Writing I) Science GE Arts & Hum GE	SPAN 5 Intermediate Spanish STAT 10 Science GE	EDUC 10 Introduction to Educational Issues and Scholarship Soc & Cult GE Elective
<i>Year 2</i>		
EDUC 35 Introduction to Inquiry and Research in Education ENDCOMP 6W Language, Culture, and Discourse (Writing II) Soc & Cult GE	APPLING 40W Language and Gender (Arts & Hum GE) Amer Hist/Inst Science GE Elective	CHICANO 10B Introduction to Chicana/Chicano Studies (Soc & Cult GE; Diversity) ARTS ED 20 Introduction to Community Engagement through Arts (Arts & Hum GE) Science GE
<i>Year 3</i>		
EDUC 130 Race, Class, and Education Inequality in U.S. EDUC 187 Cognitive Development and Schooling Minor/Elective/add'l Educ	EDUC XXX Ethnography in Educational Settings EDUC 187 Early Childhood Mathematics Education Minor/Elective/add'l Educ	EDUC 134 Educational Leadership, Organizational Theory, and Policy EDUC 166 Language, Literacy, and Academic Development: Multilingual Students Minor/Elective/add'l Educ
<i>Year 4</i>		
EDUC XXX Learning Theory EDUC XXX Design of Learning Environments Minor/Elective/add'l Educ	EDUC 196D Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools Minor/Elective/add'l Educ Minor/Elective/add'l Educ	EDUC M194A Language, Literacy, and Human Development Minor/Elective/add'l Educ Minor/Elective/add'l Educ

Suggested Pathway 4: Higher Education

The Education and Social Transformation Major requires the completion of **45 upper-division units** in addition to the TWO prerequisite lower-division courses. One of the upper-division courses must be designated as a community engagement course.

I. Prerequisites

EDUC 10 Introduction to Educational Issues and Scholarship (5)
Or EDUC 11 Education, Equality, and Future of American Society (5)
EDUC 35 Introduction to Inquiry and Research in Education (5)

II. TWO courses in “Histories and Philosophies of Education”

EDUC C124 History of Higher Education (5) F
EDUC 130 Race, Class, and Education Inequality in U.S. (5)
Or EDUC C154 History of Education in the United States (5)

III. TWO courses in “Contexts of Teaching, Learning, and Development”

EDUC 122 Perspectives on the American College (5)
EDUC 129 Education and the Law (5)
Or EDUC 162 Policy Analysis and Real Politics of Education (5)

IV. TWO courses in “Inquiry and Design for Learning”

EDUC 139 Educational Program Evaluation (5)
EDUC XXX Designing for Social Transformation (TBD)

V. Electives

EDUC 187 Introduction to Topics in Philosophy of Education (5)
EDUC C125 Politics of Education (5)
EDUC XXX Foundations of Community Engagement [for majors already engaged or volunteering] (TBD)*
Or EDUC 196D Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools (4)*

VI. Place an asterisk next to the **course** listed above that meets the community engagement course requirement.

Consult advisors on using courses from the UC Quarter in Sacramento (15 units) with a focus on education policies to count toward Education major.

Suggested Pathway in Higher Education: Sample Schedule

Fall	Winter	Spring
<i>Year 1</i>		
ENGCOMP 3DS English Composition, Rhetoric, and Language (Writing I) CLUSTER 66A Los Angeles: The Cluster (GE) SPAN 5 Intermediate Spanish	CLUSTER 66B Los Angeles: The Cluster (GE) POL SCI 10 (Soc & Cult) SOC 10 (Soc & Cult)	EDUC 10 Introduction to Educational Issues and Scholarship CLUSTER 66CW Los Angeles: The Cluster (GE) (Writing II) EPS SCI 5 Environmental Geology of Los Angeles (Science)
<i>Year 2</i>		
EDUC 35 Introduction to Inquiry and Research in Education STATS 10 Introduction to Statistical Reasoning Science GE	APPLING 40W Language and Gender: Introduction to Gender and Stereotypes (Arts & Hum) ENVIRON 12 Sustainability and Environment (Science) Amer Hist/Inst Elective/Minor	CHICANO 10B Introduction to Chicana/Chicano Studies: Social Structure and Contemporary Conditions (Soc & Cult/Diversity) ARTS ED 20 Introduction to Community Engagement through Arts (Arts & Hum) Elective/Minor
<i>Year 3</i>		
EDUC C124 History of Higher Education EDUC 130 Race, Class, and Education Inequality in U.S. Elective/Minor/add'l Educ	EDUC XXX Foundations of Community Engagement Elective/Minor/add'l Educ Elective/Minor/add'l Educ	EDUC 122 Perspectives on the American College EDUC 187 Introduction to Topics in Philosophy of Education Elective/Minor/add'l Educ
<i>Year 4</i>		
EDUC 139 Educational Program Evaluation (Inquiry) Elective/Minor/add'l Educ Elective/Minor/add'l Educ Elective/Minor/add'l Educ	EDUC C125 Politics of Education (Hist/Phil) Elective/Minor/2nd major Elective/Minor/add'l Educ	EDUC 129 Education and the Law EDUC XXX Designing for Social Transformation Elective/Minor/add'l Educ

Attachment 4.
Syllabus of EDUC 10: Introduction to Educational Issues and Scholarship

Department of Education
Graduate School of Education & Information Studies
University of California, Los Angeles

Class Meeting Times:
Class Meeting Location:

Discussion Meeting Times:
Discussion Meeting Location(s):

Instructor:
Office Hours:

Teaching Assistant(s):
Office Hours:

Course Goals, Description, and Objectives

The goals of this course are to introduce students to:

- contemporary issues in the landscape of public education,
- ways that educational research intersects with policy and practice, and
- research conducted by faculty in the Department of Education at UCLA.

What is the purpose of public education? Educators, students, parents, politicians, and community members may have varying answers to this question. Their respective answers have implications for how we organize schools as social and cultural institutions, how we think about teaching and learning, and how we determine the intended outcomes of education. The question about the purpose of public education will drive our course readings, discussions, and assignments. We will examine this question in relation to contemporary issues in the landscape of public education; understanding education and educational institutions in social, cultural, and historical contexts; and understanding the science of learning and human development in educational settings.

This course serves as an introduction to the broad landscape of public education in the United States. It is applicable to students with interests in educational research, policy, or teaching in both formal and informal educational contexts. The course readings highlight the work of educational researchers from UCLA's Department of Education, especially the ways their scholarship intersects with policy and practice. To complement the weekly reading and class discussion, students will work in groups to identify a real-life problem affecting public education in Los Angeles. Students will study this problem from multiple perspectives throughout the course. The final project involves conceptualizing a socially-just solution to this real-life educational problem.

By the end of the course, students will be able to:

- Describe the preK-16 public educational landscape in relation to contemporary issues in educational research, policy, and practice.
- Demonstrate foundational understanding of social, cultural, and historical contexts for school reform, diversity, and civil rights in public education.
- Apply knowledge of educational institutions as social, cultural, historical contexts to conceptualize solutions to specific problems affecting educational opportunities in Los Angeles.
- Apply knowledge of science of learning and human development to conceptualize solutions to specific problems affecting educational opportunities in Los Angeles.

Required Texts, Materials, and Resources

All of the texts that are available online as e-books or journal articles through the UCLA library are marked with an asterisk.

Required Texts

Rose, M. (2014). *Why school? Reclaiming education for all of us* (2nd ed.). New York, NY: The New Press.*

Week 1

Labaree, D. F. (2018). Public schools for private gain: The declining American commitment to serving the public good. *Kappan*, 100(3), 8-13.*

Rogers, J., Bertrand, M., & Perez, W. (2012). *Finding common ground in education values: Influential Californians speak on the purpose of public education* [White paper]. Los Angeles, CA: UCLA IDEA. Retrieved from <https://idea.gseis.ucla.edu/publications/common-ground>

Week 2

McDonald, J. (2016). *Pedro Noguera: Perspectives on LAUSD* [Interview]. Retrieved from: <https://sudikoff.gseis.ucla.edu/pedro-noguera-perspectives-on-laUSD/>

Quartz, K. H., Geller, R. C., & McQueen, S. S. (2018). *The promise of community schooling: Reimagining neighborhood schools in urban communities* [Research, practice, and policy brief]. Retrieved from: <https://communityschooling.gseis.ucla.edu/wp-content/uploads/2018/03/Community-Schooling-Research-Brief-Winter-2018.pdf>

Video: *Inside California Education: UCLA Community Schools* [Video about Horace Mann and RFK]: https://www.youtube.com/watch?v=d5f_mCIMkgM

Week 3

Ayscue, J., Levy, R. Siegel-Hawley, G., & Woodward, B. (2017). *Choices worth making: Creating, sustaining, and expanding diverse magnet schools* [Manual for stakeholders]. Los Angeles, CA: Civil Rights Project/Proyecto Derechos Civiles. Retrieved from: <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/choices-worth-making-creating-sustaining-and-expanding-diverse-magnet-schools/?searchterm=magnet%20schools>

Berends, M. (2018). The continuing evolution of school choice in America. In R. Papa & S. Armfield (Eds.), *Handbook of education policy* (pp. 97–118). Hoboken, NJ: Wiley-Blackwell.

UCLA CRESST. (2018). *Jia Wang magnet school interview* [Blog]. Retrieved from: <https://50.cresst.org/2018/07/17/jia-wang-magnet-school-interview/>

Week 4

Jones, S. & Lesaux, N. (2018, December 27). Asking if early-childhood education ‘works’ is the wrong question. Here are the right ones. *Washington Post*. Retrieved from: https://www.washingtonpost.com/education/2018/12/27/asking-if-early-childhood-education-works-is-wrong-question-here-are-right-ones/?utm_term=.5f000ce07ec9

Kamenetz, A. (2018, March 3). Let’s stop talking about the ‘30 million word gap.’ *National Public Radio*. Retrieved from: <https://www.npr.org/sections/ed/2018/06/01/615188051/lets-stop-talking-about-the-30-million-word-gap>

Karoly, L. A., & Whitaker, A. A. (2016). *Informing investments in preschool quality and access in Cincinnati: Evidence of impacts and economic returns from national, state, and local preschool programs* [Research report]. Santa Monica, CA: RAND Corporation. Retrieved from: https://www.rand.org/pubs/research_reports/RR1461.html

Melnick, H., Meloy, B., Gardner, M., Wechsler, M., & Maier, A. (2018). *Building an early learning system that works: Next steps for California* [Policy brief]. Palto Alto, CA: Learning Policy Institute. Retrieved from: https://learningpolicyinstitute.org/sites/default/files/product-files/Building_Early_Learning_System_Works_CA_BRIEF.pdf

Week 5

Chang, M. J., Sharkness, J., Hurtado, S., & Newman, C. B. (2014). What matters in college for retaining aspiring scientists and engineers from underrepresented racial groups. *Journal of Research in Science Teaching*, 51(5), 555-580.*

Higher Education Research Institute at UCLA. (2017). *Engaging with diversity* [Infographic]. Retrieved from: <https://www.heri.ucla.edu/infographics/DLE-2017-Infographic.pdf>

McLennan, D., & Jacobo, S. (2017). *2017 Diverse learning environments* [Research brief]. Los Angeles, CA: Higher Education Research Institute at UCLA. Retrieved from: <https://www.heri.ucla.edu/briefs/DLE/DLE-2017-Brief.pdf>

Week 6

Badger, E., Miller, C. C., Pearce, A., & Quealy, K. (2018, March 19). Extensive data shows punishing reach of racism for Black boys. Retrieved from: <https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html>

Howard, T. C., & Associates. (2017). *The counter narrative: Reframing success of high achieving Black and Latino males in Los Angeles county* [Research report]. Los Angeles, CA: UCLA Black Male Institute. Retrieved from: <https://drive.google.com/file/d/0B6BCVAZoBjwvR0thcWxYTUplckU/view>

McCarty, T. L. (2018). Twelfth annual Brown Lecture in Education Research: So that any child may succeed: Indigenous pathways toward justice and the promise of Brown. *Educational Researcher*, 47(5), 271-283.*

Sudikoff Institute Public Forum. (2018). *Renewing the commitment to civil rights in America*. Retrieved from: <https://sudikoff.gseis.ucla.edu/renewing-the-commitment-to-civil-rights-in-america/>

UCLA Center X. (2018). *Sandra Graham: Reclaiming the value of diversity* [Interview]. Retrieved from: <https://centerx.gseis.ucla.edu/sandra-graham-reclaiming-the-value-of-diversity/>

Audio Interview: *Students in California More Segregated Than Ever* [KPCC Interview with Gary Orfield]: <https://www.scpr.org/programs/take-two/2014/05/14/37437/report-students-in-california-more-segregated-than/>

Week 7

Gorski, P. C. (2011). Unlearning deficit ideology and the scornful gaze: Thoughts on authenticating the class discourse in education. *Counterpoints*, 402, 152-173.*

Harmon, J. (2014). Rashmita Mistry: Research examines poverty's effects on well-being of children and families. *Ampersand*. Retrieved from: <https://ampersand.gseis.ucla.edu/rashmita-mistry-research-examines-povertys-effects-on-well-being-of-children-and-families/>

Week 8

Orellana, M. F., & García, O. (2014). Language brokering and translanguaging in school. *Language Arts*, 91(5), 386-392.*

Suárez-Orozco, C., Strom, A., & Larios, R. (2018). *A culturally responsive guide to understanding immigrant origin children* [Practitioner guide]. Retrieved from: <https://reimaginingmigration.org/a-culturally-responsive-guide-to-understanding-immigrant-origin-children/>

Week 9

Kazemi, E., Gibbons, L. K., Lomax, K., & Franke, M. L. (2016). Listening to and learning from student thinking. *Teaching Children Mathematics*, 23(3), 182-190.*

National Academies of Sciences, Engineering, and Medicine. (2018). Chapter 7: Implications for learning in school. In *How people learn II: Learners, contexts, and cultures* (pp. 135-162). Washington, DC: The National Academies Press.

Rogoff, B., Coppins, A. D., Alcalá, L., Aceves-Azuara, I., Ruvalcaba, O., López, A., & Dayton, A. (2017). Noticing learners' strengths through cultural research. *Perspectives on Psychological Science*, 12(5), 876-888.*

Resources

UCLA Library Research Guide for Education: <http://guides.library.ucla.edu/education>

UCLA Undergraduate Writing Center: <https://wp.ucla.edu/wc/>

UCLA Undergraduate Research Center for the Humanities, Research, and Social Sciences: <http://hass.ugresearch.ucla.edu/>

Course Assignments

- **Attendance and Participation (20%)**
 - Attend weekly classes and discussion sections. You are an important member of this classroom learning community. When you miss a class or discussion section, your absence impacts you, classmates, and instructors. It is also important to be on time. If you are late, or leave early, three times during the quarter, then it will count as an absence. Please communicate with the instructor and/or teaching assistants if you need to miss class or discussion section for any reason. Your final grade may be affected if you miss more than two classes or discussion sections.
 - Complete readings and be prepared to participate in debates and small group activities in weekly discussion section meetings. Your participation grade will be largely based on: your use of the course readings and materials in a weekly

debates; and evidence of your preparation for, and contribution to, small group activities.

- The instructor will post a ***Debate the Issues*** question to frame your reading of the assigned articles and chapters each week. These weekly debates are an opportunity for you to consider multiple perspectives on contemporary educational issues. To prepare for discussion section, you will need a response to the posted question and evidence from the readings to support your response. It is important that your debate response is grounded in the readings and not broad generalities or unsupported opinions.
- During the weekly discussion section, there will be time for you to work in a small group to identify, study, and conceptualize a solution to a contemporary educational issue. You will also have some individual work to do in preparation for these small group activities. The week-by-week outline of activities is under the **Final Project** heading below.

- **Short Writing Assignments (60%)**

- Write three ***Big Idea Essays*** (2 pages each). These essays will help you to integrate “big ideas” from class readings and lectures across multiple weeks. The instructor will post a writing prompt three times during the quarter (Week 3, Week 6, and Week 9). Your response should cite class readings and lectures. As you compose each response, please consult the “Afterword” chapter of Mike Rose’s *Why School?* for writing tips. You may choose to revise one essay during the quarter for the opportunity to earn a higher grade.
- Write a ***Public Talk Reflection Memo*** (1-2 pages) after attending a public talk/forum related to education at any time during the quarter. This assignment is intended to allow you to learn about the campus education community and how speakers present educational issues in a public forum. The instructor will share information about upcoming talks in GSE&IS. You are welcome to attend a talk outside of GSE&IS that is related to education. After attending the talk, write a brief memo (i.e., 1-2 pages) to summarize the main message, strategies the speaker(s) used to communicate their message (e.g., images, stories, handouts), and any connections to course readings/topics. Due by Finals Week.

- **Final Project (20%)**

- Write a group ***Project Proposal*** (5-6 pages) for a project or program that addresses a contemporary educational issue. Throughout the quarter, you will work in a small group (3-5 members) to identify an educational issue to study (e.g., play and recess, teacher evaluation, critical media literacy, charter school caps, supporting immigrant students), and develop an inquiry plan to systematically study this educational issue from multiple perspectives. By the end

of the course, each group will conceptualize and propose a project or program to address this issue. Below is a week-by-week outline for completing this project. Some of the work will be completed individually in preparation for discussion section, and some of the work will be completed as a small group during the discussion section. You will have dedicated time to work in small groups during the weekly discussion section meetings.

- **Week 1:** Form small groups with 3-5 members. Discuss group norms for collaboration, and develop a communication plan among group members.

Before the next discussion section, each group member should consult *Education Week*, *NPR*, *Los Angeles Times*, *The Washington Post*, *The New York Times*, and other major news outlets to learn about contemporary issues in education. Be prepared to share what you learned during small group meetings in your discussion section.

- **Week 2:** Share what you learned about contemporary issues in education from reading major news outlets.

Before the next discussion section, each group member should speak informally with current teachers, youth, parents, professors, and/or other community members about their experiences with public education. What do they appreciate about public schools? What concerns do they have? Be prepared to share what you learned during small group meetings in your discussion section.

- **Week 3:** Share what you learned about public education from speaking with a variety of stakeholders. Then identify the contemporary educational issue your small group will study. Write 1-2 paragraphs to define and describe the issue as you and your group members now understand it. Working together, create an inquiry plan for this focal issue. What do you need to learn about the issue? For example, you might consider: Who are the stakeholder groups? What current federal, state, and district policies impact this issue? What body of research on learning and human development might be relevant to this issue? How will you gather this information? What specific steps will you take? Each small group needs to create a timeline for how and when you will conduct the inquiry.
- **Week 4:** Working with your small group, sketch an organizational map to represent the different institutions involved in your educational issue. What institutions are involved? In what ways, if at all, are there formal or informal connections between these institutions? Keep this map. You can revisit and revise the map throughout the quarter as you continue the inquiry.

- **Week 5:** Working with your small group, sketch a stakeholder map to represent the multiple stakeholder groups involved in your educational issue. Who are the stakeholder groups? What are the specific interests of each group? What are their shared interests? What are their different interests? Keep this map. You can revisit and revise the map throughout the quarter as you continue the inquiry.
- **Week 6:** Working with your small group, list the major federal, state, and local district policies that impact this issue. Find these policies, read them, and jot notes on the language of these policies.
- **Week 7:** Revisit the 1-2 paragraphs you and your group members wrote during Week 3 to define and describe the educational issue as you understood it at the time. Revise these paragraphs to reflect your current understanding. Discuss your inquiry plan progress with group members. In consultation with the TAs, you may consider adjusting your inquiry plan.

Before the next discussion section, each group member should search for relevant research related to the educational issue. Maintain an annotated bibliography to keep track of the journal articles and book chapters you read. You might consider using a free software program to organize your bibliography. Be prepared to share what you learned during small group meetings in your discussion section.

- **Week 8:** Share what you learned about the educational issue from reading relevant research. Working with your small group, compile a shared annotated bibliography.

Before the next discussion section, each group member should continue reading relevant research related to the educational issue. Add to the annotated bibliography to keep track of the journal articles and book chapters you read. Be prepared to share what you learned during small group meetings in your discussion section.

- **Week 9:** Share what you learned about the educational issue from reading relevant research. Working as a group, review your notes and inquiry plan. What have you learned about the educational issue? Revisit the 1-2 paragraphs you and your group members wrote during Week 3, and revised during Week 7, to define and describe the educational issue as you understood it at the time. Revise these paragraphs to reflect your current understanding. Working with your small group, conceptualize a project or program that would address this issue. Outline your proposal.
- **Week 10:** Present your group's proposed project or program for feedback in discussion section. Be prepared to explain the ways in which this

project or program embodies principles of social justice. Complete a self and group evaluation of your inquiry plan and final project.

- **Finals Week:** Submit your group's *Project Proposal* (5-6 pages) to describe a project or program to address the educational issue you studied this quarter. You should write this proposal for a particular audience (e.g., school committee, superintendent, museum board of directors, community action agency, state board of education). As you compose the proposal, please consult the "Afterword" chapter of Mike Rose's *Why School?* for writing tips. The proposal should: begin with a clear definition and description of the educational issue, cite relevant research and policy documents, include information about the proposed project or program that is particularly relevant for your intended audience, and include a reference list.

Course Policies and Procedures

Grading Policies

- Attendance and Participation – 20%
- Short Writing Assignments – 60%
 - Big Ideas Essay #1 – 15%
 - Big Ideas Essay #2 – 15%
 - Big Ideas Essay #3 – 15%
 - Public Talk Reflection Memo – 15%
- Final Project – 20%

Grade	Plus	Standard Grade	Minus
A	98-100	94-97	90-93
B	88-89	84-87	80-83
C	78-79	74-77	70-73
D	68-69	64-67	60-63
F	59 or lower		

For Students with Disabilities²

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² <http://www.cae.ucla.edu/Suggested-Syllabus-Statement>

Academic Honesty³

UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal.

From Title IX Office⁴

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@careprogram.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.

Diversity Statement⁵

I consider it part of my responsibility as instructor to address the learning needs of all of the students in this course. I will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome. In scheduling midterms and other exams, I have tried to avoid conflicts with major religious holidays. If there is a conflict with your religious observances, please let me know as soon as possible so that we can work together to make arrangements.

3 <http://www.deanofstudents.ucla.edu/Faculty>

4 <http://www.sexualharassment.ucla.edu/#349101888-resources>

5 <https://equity.ucla.edu/wp-content/uploads/2016/06/CreatingaPositiveClassroomClimateWeb-2.pdf>

Weekly Calendar of Class Topics, Readings, and Assignments

Date	Topics	Readings and Assignments
Week 1: [date]	<p>What Is the Purpose of Public Education?</p> <ul style="list-style-type: none"> • Course Overview • Introduction to Guiding Question • History of Public Schools in the United States • Preview Course Themes 	<p>Readings:</p> <ul style="list-style-type: none"> • Rose, M. (2014). <i>Why school?</i> Introduction, Chapter 1, and Afterword • Labaree, D. F. (2018). Public schools for private gain: The declining American commitment to serving the public good. <i>Kappan</i>, 100(3), 8-13. • Rogers, J., Bertrand, M., & Perez, W. (2012). <i>Finding common ground in education values: Influential Californians speak on the purpose of public education</i> [White paper]. Los Angeles, CA: UCLA IDEA. <p>Discussion Section Activities:</p> <ul style="list-style-type: none"> • <i>Debate the Issues</i> • Small Group: Discuss group norms for collaboration, and develop a communication plan.
Week 2: [date]	<p>K-12 Public Education Reform</p> <ul style="list-style-type: none"> • Overview of Major Federal and State Policies • Introduction to Los Angeles Educational Landscape • Community Schooling • University Partnerships with Local Districts <p>Video: <i>Inside California Education: UCLA Community Schools</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> • Rose, M. (2014). <i>Why school?</i> Chapter 2 and Chapter 3 • McDonald, J. (2016). <i>Pedro Noguera: Perspectives on LAUSD</i> [Interview]. • Quartz, K. H., Geller, R. C., & McQueen, S. S. (2018). <i>The promise of community schooling: Reimagining neighborhood schools in urban communities</i> [Research, practice, and policy brief]. <p>Discussion Section Activities:</p> <ul style="list-style-type: none"> • <i>Debate the Issues</i> • Small Group: Share what you learned about contemporary issues

		<p>in education from consulting major news outlets.</p> <p>Due:</p> <ul style="list-style-type: none"> Consult major news outlets to learn about contemporary issues in education.
<p>Week 3: [date]</p>	<p>K-12 Public Education Reform (continued)</p> <ul style="list-style-type: none"> Overview of School Choice Policies Charter Schools Magnet Schools <p>Guest Speaker: UCLA Education Librarian and Undergraduate Writing Center Representative</p>	<p>Readings:</p> <ul style="list-style-type: none"> Rose, M. (2014). <i>Why school?</i> Chapter 4 Ayscue, J., Levy, R. Siegel-Hawley, G., & Woodward, B. (2017). <i>Choices worth making: Creating, sustaining, and expanding diverse magnet schools</i> [Manual for stakeholders]. Los Angeles, CA: Civil Rights Project/Proyecto Derechos Civiles. Berends, M. (2018). The continuing evolution of school choice in America. In R. Papa & S. Armfield (Eds.), <i>Handbook of education policy</i> (pp. 97–118). Hoboken, NJ: Wiley-Blackwell. UCLA CRESST. (2018). <i>Jia Wang magnet school interview</i> [Blog]. <p>Discussion Section Activities:</p> <ul style="list-style-type: none"> <i>Debate the Issues</i> Small Group: Share what you learned from speaking with a variety of stakeholders about their experiences with public education. Small Group: Identify the contemporary educational issue your small group will study. Write 1-2 paragraphs to define and describe the issue as you now understand it. Create an inquiry plan for this focal issue. <p>Due:</p>

		<ul style="list-style-type: none"> • Speak with current teachers, youth, parents, professors, and/or other community members about their experiences with public education.
Week 4: [date]	Expanding Access to Public Education: Early Childhood Education	<p>Readings:</p> <ul style="list-style-type: none"> • Jones, S. & Lesaux, N. (2018, December 27). Asking if early-childhood education ‘works’ is the wrong question. Here are the right ones. <i>Washington Post</i>. • Kamenetz, A. (2018, March 3). Let’s stop talking about the ‘30 million word gap.’ <i>National Public Radio</i>. • Karoly, L. A., & Whitaker, A. A. (2016). <i>Informing investments in preschool quality and access in Cincinnati: Evidence of impacts and economic returns from national, state, and local preschool programs</i> [Research report]. Santa Monica, CA: RAND Corporation. • Melnick, H., Meloy, B., Gardner, M., Wechsler, M., & Maier, A. (2018). <i>Building an early learning system that works: Next steps for California</i> [Policy brief]. Palo Alto, CA: Learning Policy Institute. <p>Discussion Section Activities:</p> <ul style="list-style-type: none"> • <i>Debate the Issues</i> • Small Group: Sketch an organizational map to represent the different institutions involved in your educational issue. <p>Due:</p> <ul style="list-style-type: none"> • <i>Big Ideas Essay #1</i>
Week 5: [date]	Expanding Access to Public Education: Higher Education	<p>Readings:</p> <ul style="list-style-type: none"> • Rose, M. (2014). <i>Why School?</i> Chapter 10

		<ul style="list-style-type: none"> • Chang, M. J., Sharkness, J., Hurtado, S., & Newman, C. B. (2014). What matters in college for retaining aspiring scientists and engineers from underrepresented racial groups. <i>Journal of Research in Science Teaching</i>, 51(5), 555-580. • Higher Education Research Institute at UCLA. (2017). <i>Engaging with diversity</i> [Infographic]. • McLennan, D., & Jacobo, S. (2017). <i>2017 Diverse learning environments</i> [Research brief]. Los Angeles, CA: Higher Education Research Institute at UCLA. <p>Discussion Section Activities:</p> <ul style="list-style-type: none"> • <i>Debate the Issues</i> • Small Group: Sketch a stakeholder map to represent the multiple stakeholder groups involved in your educational issue.
Week 6: [date]	<p>Diversity, Desegregation, and Civil Rights in Public Schools</p> <p>Audio Interview: <i>Students in California More Segregated Than Ever</i> (KPCC Interview with Gary Orfield)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Badger, E., Miller, C. C., Pearce, A., & Quealy, K. (2018, March 19). Extensive data shows punishing reach of racism for black boys. <i>The New York Times</i>. • Howard, T. C., & Associates. (2017). <i>The counter narrative: Reframing success of high achieving Black and Latino males in Los Angeles county</i> [Research report]. Los Angeles, CA: UCLA Black Male Institute. • McCarty, T. L. (2018). Twelfth annual Brown Lecture in Education Research: So that any child may succeed: Indigenous pathways toward justice and the

		<p>promise of Brown. <i>Educational Researcher</i>, 47(5), 271-283.</p> <ul style="list-style-type: none"> • Sudikoff Institute Public Forum. (2018). <i>Renewing the commitment to civil rights in America</i>. • UCLA Center X. (2018). <i>Sandra Graham: Reclaiming the value of diversity</i> [Interview]. <p>Discussion Section Activities:</p> <ul style="list-style-type: none"> • <i>Debate the Issues</i> • Small Group: Research major federal, state, and district policies that impact your educational issue.
Week 7: [date]	Stereotypes and Issues of Poverty in Public Education	<p>Readings:</p> <ul style="list-style-type: none"> • Rose, M. (2014). <i>Why School?</i> Chapter 7 and Chapter 12 • Gorski, P. C. (2011). Unlearning deficit ideology and the scornful gaze: Thoughts on authenticating the class discourse in education. <i>Counterpoints</i>, 402, 152-173. • Harmon, J. (2014). Rashmita Mistry: Research examines poverty's effects on well-being of children and families. <i>Ampersand</i>. <p>Discussion Section Activities:</p> <ul style="list-style-type: none"> • <i>Debate the Issues</i> • Small Group: Revisit the 1-2 paragraphs you wrote during Week 3 to define and describe the educational issue as you understood it at the time. Revise these paragraphs to reflect your current understanding. • Small Group: Discuss your inquiry plan progress. In consultation with the TAs, you may consider adjusting your inquiry plan. <p>Due:</p>

		<ul style="list-style-type: none"> • <i>Big Ideas Essay #2</i>
Week 8: [date]	Supporting Immigrant Students	<p>Readings:</p> <ul style="list-style-type: none"> • Rose, M. (2014). <i>Why School?</i> Chapter 8 • Orellana, M. F., & García, O. (2014). Language brokering and translanguaging in school. <i>Language Arts</i>, 91(5), 386. • Suárez-Orozco, C., Strom, A., & Larios, R. (2018). <i>A culturally responsive guide to understanding immigrant origin children</i> [Practitioner guide]. <p>Discussion Section Activities:</p> <ul style="list-style-type: none"> • <i>Debate the Issues</i> • Share what you learned from reading research related to your educational issue. Compile a shared annotated bibliography. <p>Due:</p> <ul style="list-style-type: none"> • Search for research related to your educational issue. In the discussion section, you will need to have access to your annotated bibliography of journal articles and book chapters you read.
Week 9: [date]	Designing Learning Environments for Diverse Student Populations	<p>Readings:</p> <ul style="list-style-type: none"> • Kazemi, E., Gibbons, L. K., Lomax, K., & Franke, M. L. (2016). Listening to and learning from student thinking. <i>Teaching Children Mathematics</i>, 23(3), 182-190. • National Academies of Sciences, Engineering, and Medicine. (2018). Chapter 7: Implications for learning in school. In <i>How people learn II: Learners, contexts, and cultures</i> (pp. 135-162). Washington, DC: The National Academies Press.

		<ul style="list-style-type: none"> Rogoff, B., Coppens, A. D., Alcalá, L., Aceves-Azuara, I., Ruvalcaba, O., López, A., & Dayton, A. (2017). Noticing learners' strengths through cultural research. <i>Perspectives on Psychological Science</i>, 12(5), 876-888. <p>Discussion Section Activities:</p> <ul style="list-style-type: none"> <i>Debate the Issues</i> Small Group: Share what you learned from reading research related to your educational issue. Small Group: Review your notes and inquiry plan. Revisit the 1-2 paragraphs you and your group members wrote during Week 3, and revised during Week 7, to define and describe the educational issue as you understood it at the time. Revise these paragraphs to reflect your current understanding. Small Group: Outline a project or program that would address this issue. <p>Due:</p> <ul style="list-style-type: none"> Continue to read research related to your educational issue.
Week 10: [date]	What is the Purpose of Public Education?	<p>Readings:</p> <ul style="list-style-type: none"> Rose, M. (2014). <i>Why School?</i> Chapter 13 and Conclusion <p>Discussion Section Activities:</p> <ul style="list-style-type: none"> Present your proposed project or program for feedback. Complete a self- and group-evaluation of your inquiry plan and final project. <p>Due:</p> <ul style="list-style-type: none"> <i>Big Ideas Essay #3</i> <i>Self and Group Evaluation</i>

<p>Finals Week: [date]</p>		<p>Due:</p> <ul style="list-style-type: none"> • <i>Project Proposal</i> • <i>Public Talk Reflection Memo</i> (You may submit this memo at any point during the quarter.)

Attachment 5.
Syllabus of EDUC 35: Introduction to Inquiry and Research in Education

Department of Education
Graduate School of Education & Information Studies
University of California, Los Angeles

Instructor:
Office:
Office Hours:

Teaching Assistant(s):
Office
Office Hours:

Class Meeting Times:
Class Meeting Location:

Discussion Meeting Times:
Discussion Meeting Location:

Course Description

The course is an introduction to empirical and analytical educational research. It is intended for undergraduate students who are interested in learning: how to recognize sound research designs, and how to conceptualize and design small-scale research. The course provides an overview of different methods of conceptualizing inquiry and gathering evidence, including qualitative approaches (e.g., ethnographic, narrative, case study) and quantitative approaches (e.g., survey, correlational, quasi-experimental). The course lectures, readings, and assignments highlight these multiple methods of inquiry and research, the ethics of conducting research in the social sciences, and norms of conducting and reporting research in the field of education. The course also includes a brief overview and history of the major strands of research in education over the last century.

In this course, we will study multiple methods of research in education through a selection of readings in one thematic area of importance to educators: equity and social justice in education (broadly construed). This research area is timely in that May of 2019 marks the sixty-fifth anniversary of the landmark Supreme Court case, *Brown vs Board of Education* (May 17th 1954), in which it was argued that “separate but equal” educational facilities were inherently unequal and violated the equal protection of the laws guaranteed by the Fourteenth Amendment. Equity in education, at least under the law, is a right and a guarantee for all. Over sixty-five years since this landmark Supreme Court case, however, inequities still persist in American public education. What are these inequities? How have they come about? Why do they persist generation after generation? How might researchers address inequities in public education? These are the kinds of questions we will be asking *en route* to an investigation of different methods of conducting research in this important area of concern to educators.

We will begin addressing some of these questions through a careful reading of research. Many of the authors are faculty members in the UCLA Department of Education, and throughout the

course, “Meet the Author” interviews will provide an opportunity to learn from how the scholars discuss both the content of their research and their research methods. These authors approach this same research area in radically different ways: they ask different kinds of questions regarding inequity and equity, they use different methods, they come from different disciplines, and they use different theoretical frames. Our interest is in the different ways in which the authors approach questions of inequity and equity in education, as well as the different methods they use to investigate these questions.

By focusing on one thematic area of research in education, students will have a unique opportunity for exploring and examining educational and social scientific research from a variety of approaches, perspectives, disciplines, and theoretical frames: How do the authors study and research inequity and equity? What are their purposes? What questions do they ask? How do they identify and recruit participants and study sites? What methods do they use? What sorts of evidence do they gather? How do they gather this evidence? How do they interpret this evidence? And how do they present the evidence in a compelling way? In answering these questions, we will also examine issues such as: the difference between assertions based on systematic and disciplined inquiry and opinions, the role of ethics and the Institutional Review Board in the research process, research norms and policies set by major professional organizations (e.g., American Educational Research Association, American Anthropological Association), and conventions for reporting and writing about research in the social sciences. Throughout the course, the goal is an up-close examination of the researcher qua *researcher* and the very process of research in education.

In summary, the goals of this course are to:

- Make visible and transparent the researcher, research methods, and the process of conducting and communicating about research in education.
- Address the “why” of research (in terms of the value of seeking evidence for assertions for sometimes high stakes judgments and decision-making impacting lives of social actors) and distinguish research from mere opinion.
- Introduce a variety of qualitative and quantitative approaches to inquiry and research in education.
- Emphasize the importance of researcher ethics and introduce best practices with respect to working with study participants and protecting social data.
- Provide tools for evaluating the soundness of research studies in education.

Required Texts, Materials, and Resources

Required Text

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications.

Weekly Articles

There will be one or two educational research articles assigned to read each week. The PDF files for the weekly articles will be provided on CCLE. See below for readings for each week.

Handouts

There will be periodic in-class handouts to supplement the readings and discussion.

Resources

UCLA Library Research Guide for Education: <http://guides.library.ucla.edu/education>

UCLA Undergraduate Writing Center: <https://wp.ucla.edu/wc/>

UCLA Undergraduate Research Center for the Humanities, Research, and Social Sciences:
<http://hass.ugresearch.ucla.edu/>

Course Expectations and Assignments

1) Attendance and Participation (20%)

- Attend weekly classes and discussion sections. You are an important member of this classroom learning community. When you miss a class or discussion section, your absence impacts you, classmates, and instructors. It is also important to be on time. If you are late, or leave early, three times during the quarter, then it will count as an absence. Please communicate with the instructor and/or teaching assistants if you need to miss class or discussion section for any reason. Your final grade may be affected if you miss more than two classes or discussion sections.
- Complete readings and be prepared to participate in weekly discussion sections. To fully participate, you will be expected to have completed the readings and assignments in advance. Your participation grade will be based on: your use of the course readings in classroom discussions and activities; and evidence of your preparation for, and contribution to, small group activities.

2) Short Assignments (60%)

- Complete six *Cornerstone Research Workshops* on fundamentals of conducting research. These workshops will address important research skills and how to navigate library resources available through UCLA. The online modules are available through CCLE (<http://www.library.ucla.edu/support/research-help/attend-research-workshop/cornerstone-research-workshop-series>). The weekly calendar of class topics, readings, and assignments includes deadlines for each of the six workshops. After you complete each workshop, upload your responses and certificate to CCLE.

- Complete the ***CITI Course in Protection of Human Research Subjects*** by Week 3 (<https://www.citiprogram.org/>). This course will introduce you to the ethics of conducting research, and it is required for all researchers at UCLA. Be sure to take the course for social and behavioral research. After you complete the course, upload the certificate to CCLE.
- Write ***Reading Summaries*** (1-2 pages, double spaced) on the content and the method readings for week. Writing the ***Reading Summaries*** will help you focus on the most important information in the assigned content and methods articles. These summaries will also prepare you to fully participate in class discussions. Content article summaries should include the following: research goal, research questions and/or hypotheses, research method, study site and participants, methods of data collection, methods of data analysis, main findings or results, and your reactions to the study. Methods article summaries should include a paragraph on the nature of the method introduced.
- Write a ***Big Ideas Essay*** (4-5 pages, double spaced). The essay will be an opportunity to integrate “big ideas” about educational inquiry and research from class readings and lectures across multiple weeks. The instructor will post a writing prompt during Week 6 of the quarter. Your response should cite class readings and lectures, and you may cite additional literature to support your response.
- Complete six ***Annotated Reference List Entries*** (in preparation for the group ***Research Proposal***) for journal articles that report on empirical research related to your chosen research proposal topic addressing the course focus on equity and social justice in education. We recommend using a software program (e.g., Zotero) to manage your references. Each annotated reference entry should include full bibliographic information for the article as well as 1-3 sentences to summarize each of the following: research goal, research questions and/or hypotheses, research method, study site and participants, methods of data collection, methods of data analysis, main findings or results, and your reactions to the study.

3) Final Group Project (20%)

- Develop a ***Research Proposal*** (8-10 pages, double-spaced) for a study in the area of equity and social justice. Working with your peer inquiry group, conceptualize and design a small-scale study related to the specific issue you are studying this quarter. The final research proposal should include the following sections: a) a clear statement of the problem, research goals, research questions; b) a literature review (preliminary and drawing from your annotated reference list entries); c) description of study site and participants, researcher positionality; d) methods of data collection and analysis. (Submit working drafts of each section after the first half of the quarter as indicated in the weekly schedule.)

4) Optional: Extra Credit

- In consultation with the instructor, you may complete a modest assignment to further your understanding of the research process. (Assignment for the purpose of increasing borderline grades [e.g. A- to A, or B to B+].)

5) Optional: Advanced Research Workshop Series by UCLA Library

- Consider taking advanced research workshops offered by the UCLA library on the following topics: *Introduction to Statistical Software*; *Introduction to R*; *Introduction to GIS: Got data? Let's map it!*; *Advanced Tableau: Data Visualization*; *EndNote*; *Story Maps*; *OpenRefine: Get data and clean it!*; *Zotero*; *Excel for Research*; *3D Modeling for Research*.

Course Policies and Procedures

Grading Policies

- Attendance and Participation – 20%
- Short Assignments – 60%
 - *Cornerstone Research Workshops* – 10%
 - *CITI Course* – 5%
 - *Reading Summaries* – 10%
 - *Big Ideas Essay* – 25%
 - *Annotated Reference List Entries* – 10%
- Research Proposal – 20%

Grade	Plus	Standard Grade	Minus
A	98-100	94-97	90-93
B	88-89	84-87	80-83
C	78-79	74-77	70-73
D	68-69	64-67	60-63
F	59 or lower		

Students with Disabilities⁶

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Academic Honesty⁷

⁶ <http://www.cae.ucla.edu/Suggested-Syllabus-Statement>

⁷ <http://www.deanofstudents.ucla.edu/Faculty>

UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal. All students are responsible for understanding and complying with UCLA's Statement on Academic Integrity.

From Title IX Office⁸

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@careprogram.ucla.edu (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.

Diversity Statement⁹

Note from instructors and TA's: We consider it part of our responsibility as instructors to address the learning needs of all of the students in this course. We attempt to present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. We also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome. In scheduling midterms and other exams, we have tried to avoid conflicts with major religious holidays. If there is a conflict with your religious observances, please let us know as soon as possible so that we can work together to make arrangements.

Weekly Calendar of Class Topics, Readings, and Assignments

⁸ <http://www.sexualharassment.ucla.edu/#349101888-resources>

⁹ <https://equity.ucla.edu/wp-content/uploads/2016/06/CreatingaPositiveClassroomClimateWeb-2.pdf>

Week 1

Introduction to the Course, Introduction to Equity and Social Justice in Education,

Overview and description of the course: goals, expectations, and assignments.

Introduction to the topic of equity and social justice in education: what is it and why is it important; brief history of equity and social justice in American education; ideals and realities; *Plessy v. Fergusson* (1896), *Piper v. Big Pine School District of Inyo County* (1924), *Mendez v. Westminster* (1947), and *Brown v. Board of Education* (1954); continued segregation and inequities along multiple dimensions (ethnicity, class, gender, disability, etc.).

Some major strands, topics, and questions of research in education over the last 100 years (past, present, and future prospects).

Discussion Section

- Introductions
- Overview of assignments
- Description of online research modules
- Discussion of online *Cornerstone Research Workshops* 1-3
- Brief description of final research proposal
- Examples of qualitative and quantitative research
- Student experiences and perceptions of inequities in education

Readings

Fourteenth Amendment of the U.S. Constitution

Court documents: Summary judgments on *Plessy v. Fergusson* (1896), *Piper v. Big Pine School District of Inyo County* (1924), *Mendez v. Westminster* (1947), and *Brown v. Board of Education* (1954)

Ladson-Billings, G. (2004). DeWitt Wallace-Reader's Digest Distinguished Lecture: Landing on the wrong note: The price we paid for *Brown*. *Educational Researcher*, 33(7), 3-13.

Moll, L. C. (2010). Sixth Annual *Brown* Lecture in Education Research: Mobilizing culture, language, and educational practices: Fulfilling the promises of *Mendez* and *Brown*. *Educational Researcher*, 39(6), 451-460.

Assignments Due

- Online *Cornerstone Research Workshops* (by UCLA Library)
- Getting Started with Research at UCLA

- Developing Research Questions and Creating Keywords
- Developing Your Research Plan

Week 2

Introduction to (Multidisciplinary) Social Scientific and Educational Research

Purposes of research in the interest of justified assertions in contrast to mere opinions. Anatomy of a research process: area of interest, review of literature, determination of research gaps (needs analysis), formulation of researchable questions, choice of appropriate methods, means of analysis, presentation of results and conclusions based upon findings.

Broad overview of quantitative and qualitative approaches; appropriateness of each with respect to questions of interest (e.g. understanding participant meanings, understanding relationships, major trends, understanding causal relationships, etc.); distinctions between topics and researchable questions; broad philosophical approaches (e.g. post-positivist, constructivist, transformative, pragmatic, etc. in Creswell & Creswell)

Overview of types of academic publication; peer review process for academic journals. Introduction to major professional organizations and journals in educational research.

Discussion Section

- Dissecting a research article
- Examples from educational research
- Discussion of Creswell & Creswell (2018) Chapter 1
- Discussion of online *Cornerstone Research Workshops* 4 and 5
- Start thinking of possible areas of research interests/topics in equity and social justice in education.
- Start thinking of possible collaborative peer inquiry groups (3-4 students in each group).

Readings

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications. [Chapter 1: The Selection of a Research Approach, pp. 1-21]

McCarty, T. L. (2018). Twelfth Annual *Brown* Lecture in Education Research: So that any child may succeed: Indigenous pathways toward justice and the promise of "Brown". *Educational Researcher*, 47(5), 271-283.

Spencer, M. B. (2008). Fourth Annual *Brown* Lecture in Education Research: Lessons learned and opportunities ignored since *Brown v. Board of Education*: Youth development and the myth of a color-blind society. *Educational Researcher*, 37(5), 253-266.

Assignments Due

- Online *Cornerstone Research Workshops* (by UCLA Library)
 - Finding Sources with the UCLA Library
 - Collecting and Citing Sources
- *Reading Summary* (1-2 pages, double spaced) on Creswell & Creswell (2018) Chapter 1

Week 3

Research Questions, Literature Review and Ethics of Research

Determination of research questions (from topics to researchable questions, concept mapping, exploring questions of interest, focusing then narrowing).

Purposes of literature review: determination of extant research in the area, building on prior research and determining gaps in the area of research interest; steps in conducting a research review; elements in a research review (real world rationale, extant literature, gaps, theoretical perspectives, research questions and/or hypotheses, etc.); strategies for conducting a literature review; strategies for searching and synthesizing scholarly literature; strategies for reading and critiquing academic publications.

Ethics of Research: brief history of ethics in social research (why ethics?)/human subjects; values informing guidelines on the conduct of social research; role of the Institutional Review Board (IRB).

Discussion Section

- Discussion of Creswell & Creswell (2018) Chapter 2
- Review of literature
- Discussion of online *Cornerstone Research Workshop 6*
- Form collaborative peer inquiry groups
- Peer inquiry groups: Begin process of determining research topic and research questions.

Readings

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications. [Chapter 2: Review of the Literature, pp. 23-47]

Hakuta, K. (2011). Seventh Annual *Brown Lecture* in Education Research: Educating language minority students and affirming their equal rights: Research and practical perspectives. *Educational Researcher*, 40(4), 163-174.

Orfield, G. (2014). Tenth Annual *Brown* Lecture in Education Research: A new Civil Rights agenda for American education. *Educational Researcher*, 43(6), 273-292.

Assignments Due

- Online *Cornerstone Research Workshops* (by UCLA Library)
 - Writing a Literature Review
- *Reading Summary* (1-2 pages, double spaced) on Creswell & Creswell (2018) Chapter 2
- *CITI Course in Protection of Human Research Subjects*

Week 4

Introduction to Qualitative Research I: Interviews

Example from Educational Research: Content and Methodological Analysis

Howard (2010) “Hearing Footsteps in the Dark:
African American Descriptions of Effective Teachers”

Nature of qualitative research; purposes of qualitative research (e.g. understanding participant meanings, deeper understanding of the ‘what’ and the ‘how’ etc.); kinds of qualitative studies, qualitative research designs, researcher’s role and reflexivity; data collection, data recording (descriptions vs. interpretations vs. judgements) and data analysis procedures; interpretations, validity and reliability; examples of good practices: avoiding “premature typifications,” looking for disconfirming instances as well, etc.

Special reference to qualitative study through interviews.

Meet the Author: Professor Tyrone Howard. Short presentation on above research with Q & A on content and methodology of study.

Discussion Section

- Discussion of Creswell & Creswell (2018) Chapter 9
- Further examples from education research
- More in-depth introduction to elements in a research proposal
- Peer inquiry groups: Narrow down research topic, and begin generating research questions. Start working on statement of the problem, research goals, and research questions.

Readings

Howard, T. (2010). Hearing footsteps in the dark: African American descriptions of effective teachers. *Journal of Education for Students Placed at Risk*, 7(4), 425-444.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications. [Chapter 9: Qualitative Methods, pp. 179-199]

Assignments Due

- *Reading Summary* (1-2 pages, double spaced) on Creswell & Creswell (2018) Chapter 9 and Howard (2010) “Hearing Footsteps”

Week 5

Introduction to Quantitative Research I: Large Scale Survey Research

Example from Educational Research: Content and Methodological Analysis

Eagan et al. (2017) “The American Freshman: National Norms Fall 2016”
by the UCLA Higher Education Research Institute (HERI)

Nature of quantitative research; purposes of quantitative research; kinds of quantitative studies; Special reference to survey research: the survey design, the population and sample, instrumentation; variables, data analysis, interpreting results and presenting conclusions. “The American Freshman: National Norms Fall 2016” (conclusions, survey design, nature of questions, order of questions, instrumentation, sample, sample size, etc.).

Special reference: quantitative research through large scale surveys.

Meet the Author: Professor Kevin Eagan. Short presentation on above research with Q & A on content and methodology of study.

Discussion Section

- Discussion of Creswell & Creswell (2018) Chapter 8 (Surveys)
- Further examples from education research
- Examination of CIRP Freshman Survey instrument
- Peer inquiry groups: Continue working on statement of the problem, research goals, and research questions.

Readings

Eagan, K., et al. (2017) *The American freshman: National norms fall 2016*. Higher Education Research Institute (HERI). UCLA Graduate School of Education and Information Studies

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications. [Chapter 7:

Research Questions and Hypotheses, pp. 133-146; and Chapter 8: Quantitative Methods, pp. 147-160]

Assignments Due

- Complete the CIRP Freshman Survey (from HERI).
- *Reading Summary* (1-2 pages, double spaced) on Creswell & Creswell (2018) Chapter 8 and Egan et al. (2017) “The American Freshman”

Week 6

Introduction to Qualitative Research: II: Ethnography

Example from Educational Research: Content and Methodological Analysis

McCarty et al. (2014) “Activist Ethnography with Indigenous Youth: Lessons from Humanizing Research on Language and Education”

Nature of ethnography, purposes of ethnography, brief history of ethnographic research in education (e.g. Margaret Mead, George and Louise Spindler, Paul Willis, etc.) the centrality of participants ‘meaning’, underlying research philosophy in participant observation, video analysis, analysis of material artifacts, insiders’ vs. outsiders’ perspectives, participants in cultures, for what and for whom, research design, the field, data analysis, etc.

Meet the Author: Professor Teresa McCarty. Short presentation on above research with Q & A on content and methodology of study.

Discussion Section

- Discussion of McCarty, et al. (2014) “Activist Ethnography with Indigenous Youth” and Anderson-Levitt (2004) “Ethnography”
- Further examples of ethnographic studies in education
- Peer inquiry groups: Begin group discussion synthesizing literature review of articles. Begin group discussion on possible methodological approach for *Research Proposal*.

Readings

McCarty, et al. (2014). Activist ethnography with Indigenous youth: Lessons from humanizing research on language and education. In D. Paris & M. Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 81-104). Thousand Oaks, CA: Sage.

Anderson-Levitt, K. (2004). Ethnography. In J. Green et al. (Eds), *Handbook of complementary methods in education* (pp. 279-295). Mahwah, NJ: Lawrence Erlbaum Associates.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications. [Chapters 5 and 6: The Introduction and The Purpose Statement, pp. 99-132]

Assignments Due

- *Reading Summaries* (1-2 pages, double spaced) on McCarty et al. (2014) “Activist Ethnography with Indigenous Youth” and Anderson-Levitt (2004) “Ethnography”
- Two *Annotated Reference List Entries* for journal articles that report on empirical research related to your chosen research proposal topic and question of interest
- Peer inquiry groups: Submit a draft of the following: statement of the problem, research goals, and research questions (at end of discussion).

Week 7

Introduction to Quantitative Research II: Relational/Correlational Study

Example from Educational Research: Content and Methodological Analysis

Huang & Bailey (2016) “The Long-Term English Language and Literacy Outcomes of First Generation Former Child Immigrants in the United States”

Further introduction to quantitative research; nature of correlational studies; purposes of correlation studies; variables, predictor and outcome variables.

Meet the Author: Professor Alison Bailey. Short presentation on above research with Q & A on content and methodology of study.

Discussion Section

- Discussion on Huang & Bailey (2016) “The Long-Term English Language and Literacy Outcomes of First Generation Former Child Immigrants in the United States”
- Further examples of correlational studies in education
- Peer inquiry groups: Discuss how to synthesize literature review of articles. Begin draft of description of study site, participants, and researcher positionality.

Reading

Huang, B., & Bailey, A. (2016). The long-term English language and literacy outcomes of first generation former child immigrants in the United States. *Teachers College Record*, 118(11), 1-42.

Assignments Due

- *Reading Summary* (1-2 pages, double spaced) on Huang & Bailey (2016) “The Long-Term English Language and Literacy Outcomes of First Generation Former Child Immigrants in the United States”
- Two *Annotated Reference List Entries* for journal articles that report on empirical research related to your chosen research proposal topic and question of interest

Week 8

Introduction to Mixed Methods Research and Procedures

Example from Educational Research: Content and Methodological Analysis

Suárez-Orozco et al. (2010) “Academic Trajectories of Newcomer Immigrant Youth”

Nature of mixed methods research; purposes of mixed methods research; components of mixed methods procedures; types of mixed methods designs: convergent, explanatory sequential, exploratory sequential, and others; factors important in choosing a mixed methods design.

Meet the Author: Professor Carola Suárez-Orozco. Short presentation on above research with Q & A on content and methodology of study.

Discussion Section

- Discussion of Suárez-Orozco et al. (2010) “Academic Trajectories of Newcomer Immigrant Youth”
- Further examples of mixed method studies in education
- Discussion on synthesizing literature review of articles
- Peer inquiry groups: Finalize methodological approach for *Research Proposal*.

Readings

Suárez-Orozco, C., Gaytán, F. X., Bang, H. J., Pakes, J., O'Connor, E., & Rhodes, J. (2010). Academic trajectories of newcomer immigrant youth. *Developmental Psychology*, 46(3), 602-618.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications. [Chapter 10: Mixed Methods Procedures, pp. 213-245]

Assignments Due

- *Reading Summary* (1-2 pages, double spaced) on Creswell & Creswell (2018) Chapter 10 and Suárez-Orozco et al. (2010) “Academic Trajectories of Newcomer Immigrant Youth”
- Two *Annotated Reference List Entries* for journal articles that report on empirical research related to your chosen research proposal topic and question of interest
- Peer inquiry groups: Submit a draft of: a literature review (preliminary and drawing from your *Annotated Reference List Entries*); and a description of study site, participants, and researcher positionality (at end of discussion section).

Week 9

Introduction to Quantitative Research III: Quasi Experimental Design

Example from Educational Research: Content and Methodological Analysis

Mistry et al. (2012) “Increasing the Complexity of Young Adolescents’ Beliefs About Poverty and Inequality: Results of an 8th Grade Social Studies Curriculum Intervention”

Further introduction to quantitative research: experimental design. The nature of experimental design, purposes of experimental design (for causal inference rather than mere relationship); participants, variables, instrumentation and materials; experimental procedures: pre-experimental design, quasi-experiment, true experiment, single subject design; threats to validity; procedures, data analysis, interpreting results and making conclusions.

Meet the Author: Professor Rashmita Mistry. Short presentation on above research with Q & A on content and methodology of study.

Discussion Section

- Discussion of Mistry et al. (2012) “Increasing the Complexity of Young Adolescents’ Beliefs About Poverty and Inequality”
- Further examples of experimental and quasi-experimental studies in education
- Discussion of synthesizing literature review of articles
- Peer inquiry groups: Finalize group discussion on methodological approach for your *Research Proposal*.

Readings

Mistry, R., Brown, C., & Chow, K. (2012). Increasing the complexity of young adolescents' beliefs about poverty and inequality: results of an 8th grade social studies curriculum intervention. *Journal of Youth Adolescents*, 41(6), 704-716.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). [Chapter 8: Quantitative Methods, pp 161-176]

Assignments Due

- *Reading Summary* (1-2 pages, double spaced) on Mistry et al. (2012) “Increasing the Complexity of Young Adolescents’ Beliefs About Poverty and Inequality” and Creswell & Creswell (2018) Chapter 8
- *Big Ideas Essay* (4-5 pages, double spaced)
- Peer inquiry groups: Submit a draft of your proposed methods of data collection and analysis.

Week 10

Introduction to Design-Based Research

Example from Educational Research: Content and Methodological Analysis

Bang & Marin (2015) “Nature-Culture Constructs in Science Learning: Human/Non-Human Agency and Intentionality”

Introduction to design-based research, nature of design-based research, purposes of design-based research; settings and procedures.

Meet the Author: Professor Ananda Marin. Short presentation on above research with Q & A on content and methodology of study.

Discussion Section

- Discussion of Bang & Marin (2015) “Nature-Culture Constructs in Science Learning” and Barab & Squire (2004) “Design-based Research”
- Further examples of design-based studies in education
- Peer inquiry groups: Finalize *Research Proposal*

Readings

Bang, M., & Marin, A. (2015). Nature–culture constructs in science learning: Human/non-human agency and intentionality. *The Journal of Research in Science Teaching*, 52, 530-544.

Barab, S., & Squire, K. (2004). Design-based research: Putting a stake in the ground. *The Journal of the Learning Sciences*, 13(1), 1-14.

Assignments Due

- *Reading Summary* (1-2 pages, double spaced) on Bang & Marin “Nature-Culture Constructs in Science Learning” and Barab & Squire “Design-based Research”

Week 11 (Finals Week)

Assignments Due

- Submit Final Group Project: *Research Proposal* (Friday 5:00 PM Finals Week)

Appendix

Guiding Principles Informing the Design of the Course

- Emphasizes a conceptual understanding of methods rather than a technical understanding (what is a correlational study and when is it appropriate (how is it different from a causal study), what is a case study and when is it appropriate) as opposed to performing a correlation, regression analysis, a chi square, etc.
- Addresses pertinent ‘why’ questions throughout the course in the interest of rationalizing choice of research methods (as opposed to proceeding habitually or conventionally): Why might a study of actors’ interpretations be important here? Why might a causal study be appropriate here? What might be gained from a focused case study approach here?
- Close alignment of course learning goals with course content, activities, and assessments
- Incorporates “doing” (actually observing, writing field notes, interviewing, constructing surveys, etc.) as part of course assignments in addition to merely reading, writing and discussing
- Uses multi-modal methods for the presentation of material including print, film, audio recordings, images, performances, exhibits, etc.
- Where possible, incorporates field trips to pertinent sites, including schools, museums, performances, events, etc.
- Incorporates a variety of methods of assessment of learning and for learning (writing, presenting, performing, drawing/ illustrating, implementing, constructing, demonstrating, etc.)
- Focuses on one thematic area to highlight how a specific area of research can be approached from a variety of methods, disciplines, theories and perspectives
- Encourages collaborative group work and group presentations in the interest of learning from peers and promoting a collegiate culture for the learning process
- Abstract concepts are illustrated and exemplified in practice and grounded, lived realities (e.g. class struggle, reification, activity theory, induction, etc.) as opposed to remaining ethereal concepts.
- Wherever appropriate, incorporates contemporary media (news, films, postings, internet postings, tweets, cartoons) for the purposes of illustrating key concepts and approaches

- Incorporates routine formative and summative evaluation mechanisms throughout the duration of the course for continuous monitoring and improvement of educational experiences (How is it going? What can be done better? Are meeting our goals?).

**Attachment 6.
Curriculum Map**

	Learning Goals							
	Ability to analyze education in social and political context				Skills for effecting change			Core values
	1	2	3	4	5	6	7	8
Preparation for the Major: 10 Credit Hours								
10	X	X	X	X		X	X	X
OR 11	X		X	X				
35					X		X	X
Major Requirements: At Least 45 Credit Hours								
<i>Histories and Philosophies of Education (at least 2 courses)</i>								
M 102	X		X		X		X	X
M 103	X		X		X		X	X
M 108			X				X	X
C 124			X	X			X	X
C 125				X			X	X
C 126			X		X		X	X
130			X			X	X	X
131	X						X	X
134				X			X	X
C 154			X		X		X	X
187	X		X				X	X
Intellectual Traditions in Indigenous Communities (New)	X		X				X	X
Comparative Education (New)			X	X			X	X
Introduction to the Educational Landscape (New)	X	X	X	X			X	X
Women and Girls of Color in Education (New)			X	X			X	X
<i>Context for Teaching, Learning, and Development (at least 2 courses)</i>								
118	X	X					X	X
122	X		X	X			X	X

132*		X					X	X
133		X					X	X
147			X	X			X	X
164			X				X	X
166		X				X	X	X
187 Educational Perspectives of Relational Practices in Modern Medicine		X					X	X
187 Cognitive Development and Schooling		X				X	X	X
187 Theater as Pedagogy in Education			X		X		X	X
M 187 Early Childhood & Math Education		X				X	X	X
187 Art Museum Teaching [at Getty]		X				X	X	X
187 Social Context of Learners in K-12: Diversity, Residential Mobility, Immigration, and Food Security Conditions in California		X	X		X		X	X
152A	X		X				X	X
152B	X		X				X	X
152C	X	X				X	X	X
M 194A*		X			X		X	X
M 194C*		X			X		X	X

196C Instructional Apprenticeship in Teaching and Learning at UCLA Lab School*		X					X	X
196D Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools*		X					X	X
196X Instructional Apprenticeship Early Childhood Education Centers*		X					X	X
Fdns Community Engagement* [for majors already engaged or volunteering] (New)			X				X	X
<i>Inquiry and Design for Learning (at least 2 courses)</i>								
139					X		X	X
M 194A*		X			X		X	X
M 194B*		X			X		X	X
M 194C*		X			X		X	X
Introduction to Assessment (New)		X			X		X	X
Ethnography in Educational Settings (New)			X		X		X	X
Design of Learning Environments (New)		X			X		X	X

Designing for Social Transformation (New)			X		X	X	X	X
Critical Place-Based Inquiries in Educational Research (New)		X			X	X	X	X
Historical Methods in Communities of Color (New)			X		X		X	X
CAPP Quarter Washington, DC*	X					X	X	X
UC Quarter Sacramento*	X					X	X	X
<i>Community Engagement Requirement (1 course; 4 credit hours or more)</i>								
* courses with an asterisk meet this requirement								
<i>Elective Courses</i>								
EDUC X	varies	varies	varies	varies	varies	varies	varies	varies

**Attachment 7.
Three-Year Course Schedule**

Enrollment Projection

<i>Students</i>	In fall of ...				
	2019	2020	2021	2022	2023
Incoming Freshmen		70	70	70	70
Admit Continuing Students	100	100	100	100	100
<i>Continuing Sophomores</i>		100	170	170	170
<i>Continuing Juniors</i>			100	170	170
External Transfer Juniors	20	30	40	40	40
<i>Continuing Seniors</i>		20	30	140	210
TOTAL PRE-MAJORS & MAJORS	120	320	510	690	760

Three-Year Course Schedule

Year 1, 2019–2020					
Fall 2019			Instructor	CE10	Cap
Lower Division					
	10	Introduction to Educational Issues and Scholarship	C. Suarez-O.		80
	35	Introduction to Inquiry and Research in Education	Hansen		80
Upper Division					
<i>Histories and Philosophies of Education</i>					
M	102	Mexican Americans and Schools	Garcia		40
C	124	History of Higher Education	Chang		40
	130	Race, Class, and Education Inequality in U.S.	Howard		160
<i>Contexts of Teaching, Learning, and Development</i>					
	118	Literacies in Society	K. Gomez		40
	187	Educational Perspectives of Relational Practices in Modern Medicine	Raia		40
	187	Cognitive Development and Schooling	Grammer		160
	187	Art Museum Teaching at Getty Museum	Ryoo	yes	25
	152A	Globalizations and Learning	Desjardins		40
M	194C	Culture, Communication, and Human Development	Orellana	yes	20
	196C	Instructional Apprenticeship in Teaching and Learning at UCLA Lab School	Nimmo-Ramirez	yes	12
	196D	Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools	Bang	yes	25

10 Community engagement course

	196X	Instructional Apprenticeship in Early Childhood Education Centers	Valentine	yes	12
<i>Inquiry and Design for Learning</i>					
	135	Introduction to Educational Inquiry	Jaquette		40
Winter 2020			Instructor	CE	Cap
Lower Division					
	11	Education, Equality, and Future of American Society	Noguera		80
	35	Introduction to Inquiry and Research in Education	Eagan		80
Upper Division					
<i>Histories and Philosophies of Education</i>					
M	103	Asian American Education and Schooling	Teranishi		40
	NEW	An Introduction to the Educational Landscape	Wood		40
<i>Contexts of Teaching, Learning, and Development</i>					
	132	Autism: Mind, Brain, and Education	Kasari	yes	40
	147	Lesbian, Gay, Bisexual, and Transgender Issues in Education and Law	Biegel		25
	164	Race and Education: Access, Equity, and Achievement	Allen		40
	166	Language, Literacy, and Academic Development: Multilingual Students	Bailey		40
	187	Early Childhood Mathematics Education	Franke	yes	40
	187	Art Museum Teaching at Getty Museum	Ryoo	yes	25
	195	Internships		yes	
	194A	Language, Literacy, and Human Development	Orellana	yes	10
	196C	Instructional Apprenticeship in Teaching and Learning at UCLA Lab School	Nimmo-Ramirez	yes	12
	196D	Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools	Bang	yes	25
	196X	Instructional Apprenticeship in Early Childhood Education Centers	Valentine	yes	12
<i>Inquiry and Design for Learning</i>					
	139	Educational Program Evaluation	Alkin		40
	NEW	Ethnography in Educational Settings	Graham		40
Spring 2020			Instructor	CE	Cap
Lower Division					
	10	Introduction to Educational Issues and Scholarship	Rogers Francois		80
	35	Introduction to Inquiry and Research in Education	McDonough		80
	NEW	Introduction to Quantitative Reasoning	Jeon		80

Upper Division

Histories and Philosophies of Education

M	102	Mexican Americans and Schools	Solorzano		40
	NEW	Comparative Education	Torres		40

Contexts of Teaching, Learning, and Development

	133	Topics in Child Development and Social Policy	Mistry		40
	162	Policy Analysis and Real Politics of Education	Noguera		160
	187	Social Context of Learners in K–12: Diversity, Residential Mobility, Immigration, and Food Security Conditions in California	Omwami		40
	187	Art Museum Teaching at Getty Museum	Ryoo	yes	25
	196C	Instructional Apprenticeship in Teaching and Learning at UCLA Lab School	Nimmo-Ramirez	yes	12
	196D	Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools	Bang	yes	25
	196X	Instructional Apprenticeship in Early Childhood Education Centers	Valentine	yes	12
	NEW	Foundations of Community Engagement [for majors already engaged or volunteering]	Hurtado	yes	40
<i>Inquiry and Design for Learning</i>					
	NEW	Design of Learning Environments	L. Gomez		40

Year 2, 2020–2021

Fall 2020			Instructor	CE	Cap
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Lower Division

	10	Introduction to Educational Issues and Scholarship	C. Suarez-O.		120
	10	Introduction to Educational Issues and Scholarship	New Faculty		120
	35	Introduction to Inquiry and Research in Education	Hansen		80

Upper Division

Histories and Philosophies of Education

C	124	History of Higher Education	Chang		40
	130	Race, Class, and Education Inequality in U.S.	Howard		160
	130	Race, Class, and Education Inequality in U.S.	New Lecturer		160

Contexts of Teaching, Learning, and Development

	118	Literacies in Society	K. Gomez		40
	187	Educational Perspectives of Relational Practices in Modern Medicine	Raia		40
	187	Cognitive Development and Schooling	Grammer		160
	187	Art Museum Teaching at Getty Museum	Ryoo	yes	25
	152A	Globalizations and Learning	Desjardins		40
M	194C	Culture, Communication, and Human Development	Orellana	yes	20
	196C	Instructional Apprenticeship in Teaching and Learning at UCLA Lab School	Nimmo-Ramirez	yes	12

	196D	Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools	Bang	yes	25
	196X	Instructional Apprenticeship in Early Childhood Education Centers	Valentine	yes	12
<i>Inquiry and Design for Learning</i>					
	135	Introduction to Educational Inquiry	Jaquette		80
Winter 2021			Instructor	CE	Cap
Lower Division					
	11	Education, Equality, and the Future of American Society	Garcia		80
	11	Education, Equality, and the Future of American Society	New Faculty		80
	35	Introduction to Inquiry and Research in Education	Eagan		80
	NEW	Introduction to Quantitative Reasoning	New Lecturer		80
Upper Division					
<i>Histories and Philosophies of Education</i>					
M	103	Asian American Education and Schooling	Teranishi		40
C	125	Politics of Education	New Lecturer		40
	NEW	An Introduction to the Educational Landscape	Wood		40
<i>Contexts of Teaching, Learning, and Development</i>					
	132	Autism: Mind, Brain, and Education	Kasari	yes	40
	147	Lesbian, Gay, Bisexual, and Transgender Issues in Education and Law	New Lecturer		25
	164	Race and Education: Access, Equity, and Achievement	Allen		40
	166	Language, Literacy, and Academic Development: Multilingual Students	Bailey		40
	187	Early Childhood Mathematics Education	Franke	yes	40
	187	Art Museum Teaching at Getty Museum	Ryoo	yes	25
	195	Internships		yes	
	194A	Language, Literacy, and Human Development	Orellana	yes	10
	196C	Instructional Apprenticeship in Teaching and Learning at UCLA Lab School	Nimmo-Ramirez	yes	12
	196D	Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools	Bang	yes	25
	196X	Instructional Apprenticeship in Early Childhood Education Centers	Valentine	yes	12
<i>Inquiry and Design for Learning</i>					
	139	Educational Program Evaluation	Alkin		40
	NEW	Ethnography in Educational Settings	Graham		40

Spring 2021			Instructor	CE	Cap
Lower Division					
	10	Introduction to Educational Issues and Scholarship	New Faculty		120
	35	Introduction to Inquiry and Research in Education	McDonough		80
	35	Introduction to Inquiry and Research in Education	New Faculty		80
	NEW	Introduction to Quantitative Reasoning	Jeon		40
Upper Division					
<i>Histories and Philosophies of Education</i>					
M	102	Mexican Americans and Schools	Solorzano		40
	NEW	Comparative Education	Torres		40
<i>Contexts of Teaching, Learning, and Development</i>					
	133	Topics in Child Development and Social Policy	Mistry		40
	162	Policy Analysis and Real Politics of Education	Noguera		160
	187	Social Context of Learners in K–12: Diversity, Residential Mobility, Immigration, and Food Security Conditions in California	Omwami		40
	187	Art Museum Teaching at Getty Museum	Ryoo	yes	25
	196C	Instructional Apprenticeship in Teaching and Learning at UCLA Lab School	Nimmo-Ramirez	yes	12
	196D	Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools	Bang	yes	25
	196X	Instructional Apprenticeship in Early Childhood Education Centers	Valentine	yes	12
	NEW	Foundations of Community Engagement [for majors already engaged or volunteering]	Hurtado	yes	40
<i>Inquiry and Design for Learning</i>					
	NEW	Design of Learning Environments	L. Gomez		40
	NEW	Introduction to Assessment	New Faculty		40

Year 3, 2021–2022

Fall 2021			Instructor	CE	Cap
Lower Division					
	10	Introduction to Educational Issues and Scholarship	C. Suarez-O.		120
	10	Introduction to Educational Issues and Scholarship	New Faculty		120
	35	Introduction to Inquiry and Research in Education	Hansen		80
Upper Division					
<i>Histories and Philosophies of Education</i>					
M	102	Mexican Americans and Schools	Garcia		40
C	124	History of Higher Education	Chang		40
	130	Race, Class, and Education Inequality in U.S.	Howard		160
	130	Race, Class, and Education Inequality in U.S.	New Lecturer		160

Contexts of Teaching, Learning, and Development

	118	Literacies in Society	K. Gomez		40
	187	Educational Perspectives of Relational Practices in Modern Medicine	Raia		40
	187	Cognitive Development and Schooling	Grammer		160
	187	Art Museum Teaching at Getty Museum	Ryoo	yes	25
	152A	Globalizations and Learning	Desjardins		40
M	194C	Culture, Communication, and Human Development	Orellana	yes	20
	196C	Instructional Apprenticeship in Teaching and Learning at UCLA Lab School	Nimmo-Ramirez	yes	12
	196D	Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools	Bang	yes	25
	196X	Instructional Apprenticeship in Early Childhood Education Centers	Valentine	yes	12
<i>Inquiry and Design for Learning</i>					
	135	Introduction to Educational Inquiry	Jaquette		120
	NEW	Designing for Social Transformation	New Lecturer		40
	NEW	Ethnography in Educational Settings	New Lecturer		40

Winter 2022		Instructor	CE	Cap
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Lower Division

	11	Education, Equality, and the Future of American Society	Noguera		80
	11	Education, Equality, and the Future of American Society	Garcia		80
	35	Introduction to Inquiry and Research in Education	Eagan		80
	NEW	Introduction to Quantitative Reasoning	New Lecturer		40

Upper Division

Histories and Philosophies of Education

M	103	Asian American Education and Schooling	Teranishi		40
C	125	Politics of Education	New Lecturer		40
C	154	History of Education in the United States	New Faculty		80
	NEW	An Introduction to the Educational Landscape	Wood		40
	NEW	Comparative Education	Torres		80

Contexts of Teaching, Learning, and Development

	132	Autism: Mind, Brain, and Education	Kasari	yes	40
	147	Lesbian, Gay, Bisexual, and Transgender Issues in Education and Law	New Lecturer		25
	164	Race and Education: Access, Equity, and Achievement	Allen		40
	166	Language, Literacy, and Academic Development: Multilingual Students	Bailey		40
	187	Teatro as Pedagogy	Garcia		10

	187	Early Childhood Mathematics Education	Franke	yes	40
	187	Art Museum Teaching at Getty Museum	Ryoo	yes	25
	195	Internships		yes	
	194A	Language, Literacy, and Human Development	Orellana	yes	10
	196C	Instructional Apprenticeship in Teaching and Learning at UCLA Lab School	Nimmo-Ramirez	yes	12
	196D	Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools	Bang	yes	25
	196X	Instructional Apprenticeship in Early Childhood Education Centers	Valentine	yes	12
<i>Inquiry and Design for Learning</i>					
	139	Educational Program Evaluation	Christie		40
	NEW	Ethnography in Educational Settings	Graham		40
	NEW	Historical Methods in Communities of Color	New Lecturer		40
<hr/>					
Spring 2022			Instructor	CE	Cap
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Lower Division					
	10	Introduction to Educational Issues and Scholarship	New Faculty		120
	35	Introduction to Inquiry and Research in Education	McDonough		80
	35	Introduction to Inquiry and Research in Education	New Faculty		80
	NEW	Introduction to Quantitative Reasoning	Jeon		40
Upper Division					
<i>Histories and Philosophies of Education</i>					
M	102	Mexican Americans and Schools	Solorzano		40
	187	Introduction to Topics in Philosophy of Education	New Faculty		40
<i>Contexts of Teaching, Learning, and Development</i>					
	122	Perspectives on the American College	New Faculty		80
	133	Topics in Child Development and Social Policy	Mistry		40
	187	Social Context of Learners in K–12: Diversity, Residential Mobility, Immigration, and Food Security Conditions in California	Omwami		40
	187	Art Museum Teaching at Getty Museum	Ryoo	yes	25
	152C	Curriculum and Instruction in Global Citizenship Education	New Lecturer		40
	196C	Instructional Apprenticeship in Teaching and Learning at UCLA Lab School	Nimmo-Ramirez	yes	12
	196D	Instructional Apprenticeship in Teaching and Learning at UCLA Partner Schools	Bang	yes	25
	196X	Instructional Apprenticeship in Early Childhood Education Centers	Valentine	yes	12
	NEW	Foundations of Community Engagement [for majors already engaged or volunteering]	Hurtado	yes	40

Inquiry and Design for Learning

NEW Design of Learning Environments
NEW Introduction to Assessment

L. Gomez 40
New Faculty 40

Attachment 8.
Education Faculty with Joint Appointments

Faculty Member	Primary Department	Secondary/Tertiary Department
Walter Allen	Education	African American Studies, Sociology
Li Cai	Education	Psychology
Mitchell Chang	Education	Asian American Studies
Kimberley Gomez	Education	Information Studies
Louis Gomez	Education	Information Studies
Connie Kasari	Education	Psychiatry
Douglas Kellner	Education	Germanic Languages, Gender Studies
Pedro Noguera	Education	African American Studies, Chicana/o Studies, Sociology
Federica Raia	Education	Medicine/Cardiology
Daniel Solórzano	Education	Chicana/o Studies
Jeffrey Wood	Education	Psychiatry

Attachment 9.
Multiple-Listed Education Courses

	EDUCATION COURSE LISTING	SECOND DEPARTMENT
M102	Mexican Americans and Schools	Chicana and Chicano Studies
M103	Asian American Education and Schooling	Asian American Studies
M104	Introduction to Arts Education for Multiple Publics: Theory and Practice	Arts Education
M108	Sociology of Education	Sociology
M112	Inner and Outer Worlds of Children: Social Policies	Honors Collegium
M136	Working Families and Educational Inequalities in Urban Schools	Labor and Workplace Studies
M145A	Restoring Civility: Understanding, Using, and Resolving Conflict	Chicana and Chicano Studies
M145B	Restoring Civility: Understanding, Using, and Resolving Conflict	Chicana and Chicano Studies
M145C	Alternatives to Violence: Peer Mediation in Public Schools	Chicana and Chicano Studies
M148	Women in Higher Education	Gender Studies
CM178	Critical Media Literacy and Politics of Gender: Theory and Production	Gender Studies
CM178L	Critical Media Literacy and Politics of Gender: Laboratory	Gender Studies
M182A	Language, Literacy, and Human Development Ethnography	African American Studies
M182B	Culture, Gender, and Human Development Ethnography	African American Studies
M182C	Culture, Communications, and Human Development Ethnography	African American Studies
M183A	Language, Literacy, and Human Development Ethnography	African American Studies
M183B	Culture, Gender, and Human Development Ethnography	African American Studies
M183C	Culture, Communications, and Human Development Ethnography	African American Studies
M190	Arts Education Undergraduate Practicum: Preparation, Observation, and Practice	Arts Education
M190SL	Arts Education Undergraduate Practicum and Capstone Project	Arts Education
M194A	Language, Literacy, and Human Development Research Group Seminars	African American Studies
M194B	Culture, Gender, and Human Development Research Group Seminars	African American Studies
M194C	Culture, Communications, and Human Development Research Group Seminars	African American Studies

Attachment 10.
Education Courses Approved to Fulfill Diversity Requirement

Number	Course Title	College/School
M104	Introduction to Arts Education for Multiple Publics: Theory and Practice	Arts and Architecture Letters and Science School of Music Public Affairs
M108	Sociology of Education	Letters and Science School of Music Public Affairs
122	Perspectives on American College	Letters and Science School of Music Public Affairs
M136	Working Families and Educational Inequalities in Urban Schools	Letters and Science School of Music Public Affairs
147	Lesbian, Gay, Bisexual, and Transgender Issues in Education and Law	Letters and Science School of Music Public Affairs
C160	Theory and Practice of Intergroup Dialogue: Building Facilitation Skills	Letters and Science School of Music Public Affairs
166	Language, Literacy, and Academic Development: Educational Considerations for School-Age Multilingual and English Language Learner Students	Letters and Science School of Music Public Affairs
CM178	Critical Media Literacy and Politics of Gender: Theory and Production	Letters and Science School of Music Public Affairs

Attachment 11.
Budget and Chancellorial Commitment



MEMORANDUM

Office of Academic Planning & Budget
2115 Murphy Hall
140501

From: Jeff Roth, Associate Vice Chancellor, Academic Planning & Budget
Re: Resource Analysis for B.A. in Education and Social Transformation

I am writing in response to a request for a resource analysis of the Graduate School of Education and Information Studies' proposal to establish a Bachelor of Arts degree program in Education and Social Transformation.

Academic Planning and Budget worked with the School to determine an appropriate budget for the program. An increased allocation of general funds will be provided to support the new major and funds are contingent on the program's approval by the Academic Senate. Please see the attached Chancellorial Commitment for the assumptions used in creating the funding agreement along with a resource and expenditures analysis. The funding agreement is subject to change with any modifications to the assumptions in the Chancellorial Commitment.

Please do not hesitate to contact me should you have any additional questions.

Sincerely,

A handwritten signature in black ink that reads "Jeff Roth". The signature is stylized with a long horizontal line extending to the right.

Jeff Roth
Associate Vice Chancellor
Academic Planning and Budget

B.A. in Education and Social Transformation Proposal

Chancellorial Commitment

December 3, 2018

Summary of Commitment

UCLA's Graduate School of Education and Information Studies is proposing to initiate a Bachelor of Arts degree program in Education and Social Transformation. Funding for this program will only be provided if the program is approved by the Academic Senate. Furthermore, the information below includes the assumptions used in creating this funding agreement and it is subject to change with any modifications to the assumptions.

An increased allocation of general funds will be provided to support the establishment of the new major. Per the assumptions below, annual funding will be provided as the program enrolls additional cohorts and full enrollment is expected by the fifth year. At full enrollment, the program will require \$2.7M per year and will be teaching an additional 14,407 undergraduate student credit hours annually. It is also assumed that the School will continue to teach service credit hours and that there will be general education courses that the majors take outside of GSEIS.

Program Enrollment

The undergraduate major expects to enroll approximately 120 students per freshmen cohort and will ramp up enrollment over four years to approximately 750 students. Table 1 below shows the expected increase in Major FTE, the associated increase in student credit hours, and also total student credit hours per student FTE.

Table 1. Proposed increases in Education and Social Transformation undergraduate major student enrollment

	Student FTE in Major					Total Major SCH per Student FTE					Total SCH				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
Freshman & Continuing	100	140	140	130	120	2.5	2.5	2.5	2.5	2.5	250	350	350	325	300
Continuing Sophomores	-	100	140	140	130		2.5	2.5	2.5	2.5		250	350	350	325
Junior	-	-	100	140	140			22.5	22.5	22.5			2,250	3,150	3,150
Junior Transfers	-	75	85	100	120			27.5	27.5	27.5			2,338	2,750	3,300
Senior	-	-	100	185	240	-	-	-	22.5	22.5	-	-	-	4,163	5,400
Totals	100	315	565	695	750	2.5	5.0	55.0	77.5	77.5	250	600	5,288	10,738	12,475

Education expects to continue to teach non-major students, even slightly increasing service credit hours. Table 2 below shows the estimated increase in student credit hours as expected by Year 5.

Table 2. Proposed increase in undergraduate student credit hours as taught by Education

Proposed Increase in UG SCH:	Year 5
Proposed LD - non-majors	750
Proposed UD - non-majors	4,500
Proposed Major SCH	12,475
Continue Minor SCH	6,125
Total UG SCH	23,850
Currently Taught UG SCH	9,443
Increase in UG SCH	14,407

Calculating Incremental Faculty & Lecturers for New Major

APB and GSEIS used benchmarks of teaching ratios from the Social Sciences as a guideline for the number of incremental faculty and lecturers that would be needed in order to support the new major. After applying these benchmark ratios and discussing existing workloads in GSEIS, APB and GSEIS determined that with an additional 6 ladder faculty and 5 lecturers, the School would be able to handle the increased demand.

Proposed UG Major Budget & FTE

The undergraduate major is expected to be at full enrollment by Year 5. Table 4 shows the budgeted expenses for the program which are based on assumptions as listed above. As noted above, funding for this program in the amounts below will only be provided if the program is approved by the Academic Senate and is subject to change if there are any modifications to the assumptions regarding enrollment and student credit hours as discussed in this funding agreement.

Table 4. Proposed Budget & FTE for Undergraduate Major

GSE&IS Undergraduate Education Major Proposal
Proposed Resource Budget
2018-2023

	Expenses					FTE					Per FTE Expense				
	2018-19	2019-20	2020-21	2021-22	2022-23	2018-19	2019-20	2020-21	2021-22	2022-23	2018-19	2019-20	2020-21	2021-22	2022-23
	YR 0	YR 1	YR 2	YR 3	YR 4	YR 0	YR 1	YR 2	YR 3	YR 4	Yr 0	Yr 1	Yr 2	Yr 3	Yr 4
Academic Salaries															
Ladder Faculty	\$ -	\$ 102,000	\$ 525,300	\$ 649,271	\$ 668,749	0.0	1.0	5.0	6.0	6.0	\$ -	\$ 102,000	\$ 105,060	\$ 108,212	\$ 111,458
Non-Ladder Faculty	\$ -	\$ 34,266	\$ 176,470	\$ 363,528	\$ 374,434	0.0	0.5	2.5	5.0	5.0	\$ -	\$ 68,532	\$ 70,588	\$ 72,706	\$ 74,887
Subtotal Academic	\$ -	\$ 136,266	\$ 701,770	\$ 1,012,799	\$ 1,043,183	0.0	1.5	7.5	11.0	11.0					
Staff Salaries															
Assistant Dean UG Ed	\$ 110,000	\$ 113,300	\$ 116,699	\$ 120,200	\$ 123,806	1.0	1.0	1.0	1.0	1.0	\$ 110,000	\$ 113,300	\$ 116,699	\$ 120,200	\$ 123,806
Student Affairs Officer II	\$ 55,000	\$ 56,650	\$ 116,699	\$ 180,300	\$ 185,709	1.0	1.0	2.0	3.0	3.0	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100	\$ 61,903
Student Success Officer	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100	\$ 61,903	1.0	1.0	1.0	1.0	1.0	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100	\$ 61,903
Program Rep II	\$ 47,960	\$ 49,399	\$ 50,881	\$ 52,407	\$ 80,969	1.0	1.0	1.0	1.0	1.5	\$ 47,960	\$ 49,399	\$ 50,881	\$ 52,407	\$ 53,979
MSA Intern (Supported by Dept)	\$ -	\$ -	\$ -	\$ -	\$ -	0.0	0.0	0.0	0.0	0.0	\$ -	\$ -	\$ -	\$ -	\$ -
Student Worker (Supported by Dept)	\$ -	\$ -	\$ -	\$ -	\$ -	0.0	0.0	0.0	0.0	0.0	\$ -	\$ -	\$ -	\$ -	\$ -
IT Support (ETU)	\$ 35,000	\$ 36,050	\$ 37,132	\$ 38,245	\$ 39,393	0.5	0.5	0.5	0.5	0.5	\$ 70,000	\$ 72,100	\$ 74,263	\$ 76,491	\$ 78,786
Subtotal Staff	\$ 302,960	\$ 312,049	\$ 379,760	\$ 451,253	\$ 491,780	4.5	4.5	5.5	6.5	7.0					
Teaching Assistant's	\$ -	\$ 70,905	\$ 146,065	\$ 338,505	\$ 503,620	0.0	10.0	20.0	45.0	65.0	\$ 6,884	\$ 7,091	\$ 7,303	\$ 7,522	\$ 7,748
Personnel Benefits															
Ladder Faculty	\$ -	\$ 32,436	\$ 167,045	\$ 206,468	\$ 212,662										
Non-Ladder Faculty	\$ -	\$ 10,897	\$ 56,117	\$ 115,602	\$ 119,070										
Assistant Dean UG Ed	\$ 58,410	\$ 60,162	\$ 61,967	\$ 63,826	\$ 65,741										
Student Affairs Officer II	\$ 34,870	\$ 35,916	\$ 73,987	\$ 114,310	\$ 117,739										
Student Success Officer	\$ 34,870	\$ 35,916	\$ 36,994	\$ 38,103	\$ 39,246										
Program Rep II	\$ 30,407	\$ 31,319	\$ 32,258	\$ 33,226	\$ 51,334										
MSA Intern (Supported by Dept)	\$ -	\$ -	\$ -	\$ -	\$ -										
Student Worker (Supported by Dept)	\$ -	\$ -	\$ -	\$ -	\$ -										
IT Support (ETU)	\$ 18,585	\$ 19,143	\$ 19,717	\$ 20,308	\$ 20,918										
Subtotal Benefits	\$ 177,142	\$ 225,788	\$ 448,086	\$ 591,844	\$ 626,711										
Non-Personnel Expenses															
Faculty Research Funds	\$ -	\$ 20,000	\$ 40,000	\$ 60,000	\$ -										
ED Major Start-Up Expenses (PD Training etc.)	\$ 75,000	\$ -	\$ -	\$ -	\$ -										
Student Services Office Materials & Supplies	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000										
Marketing/Promotional Materials	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ -										
Recruitment Activities	\$ 6,000	\$ 6,000	\$ 6,300	\$ 6,615	\$ 6,946										
Tech Equipment (Computers etc)	\$ 18,000	\$ -	\$ -	\$ 18,000	\$ -										
Student Expenses/Fee's (commencement/association fees/ mentors)	\$ 5,000	\$ 5,000	\$ 6,000	\$ 6,500	\$ 7,000										
	\$ 119,000	\$ 46,000	\$ 67,300	\$ 106,115	\$ 18,946										
Yearly Total	\$ 599,102	\$ 791,008	\$ 1,742,980	\$ 2,500,516	\$ 2,684,240	4.5	16.0	33.0	62.5	83.0					