

**APPENDIX L**

**University of California  
Committee on Educational Policy  
Academic Senate, Irvine**

Prepared by: Mark Warschauer, Associate Dean

Ext: 42526 Date: 9/25/13

## **REQUEST FOR APPROVAL OF NEW OR MODIFIED UNDERGRADUATE DEGREE REQUIREMENTS**

School: Education

Department: \_\_\_\_\_

B.S. or B.A. in: Education Sciences Proposed Effective Date: Fall 2014

Minor/Concentration/Specialization/Emphasis in \_\_\_\_\_

*State proposed degree requirements. For revision of existing programs, attach a copy of the present degree requirements as well as the proposed requirements with the changes underlined.*

See attached proposal for a new degree program and its requirements. The proposal follows the guidelines for establishing an undergraduate major.

*Rationale, including the effect, if any, on other academic units. (attach additional sheet if necessary)  
Attach a statement of agreement from the Department Chair of affected units.*

See attached proposal for rationale and letters from affected units.

**Faculty concerned for the purposes of this major:** Senate faculty members of the School of Education

(see the guidelines for establishing undergraduate majors and minors:

[http://www.senate.uci.edu/4\\_SenCom/EducPolicy/CEP%20Docs/CEP\\_Docs\\_index.html](http://www.senate.uci.edu/4_SenCom/EducPolicy/CEP%20Docs/CEP_Docs_index.html))

**Faculty vote:** # For 20 # Against 0 # Abstain 0 # Not voting 3

Was there student participation? Yes x\* No        \*Students participated in focus groups for input on proposal.

**APPROVED:** \_\_\_\_\_ Date \_\_\_\_\_

Department Chair Doreen Home Vandiver Date 10-9-13  
Dean \_\_\_\_\_ Date \_\_\_\_\_

**Approved Effective:** F        W        S        20       

**Committee on Educational Policy Chair** \_\_\_\_\_ Date \_\_\_\_\_

Proposal for a New Undergraduate Major:  
B.A. in Education Sciences

School of Education  
University of California, Irvine

September 26, 2013

**University of California, Irvine  
Proposal for a B.A. in Education Sciences**

**I. Introduction**

**1.1 Name of major and degree title**

B.A. in Education Sciences

**1.2 The School/Department/Program that will administer the major**

The School of Education will administer the major.

**1.3 Faculty vote**

For the purposes of the major, the “faculty” consists of the core Senate faculty of the School of Education. A vote of the faculty was held on September 25, 2013.

Number eligible to vote: 23

Number who recommend approval of the major: 20

Number who recommend against approval of the major: 0

Number who abstain: 0

Number absent or on sabbatical: 3

**1.4 Is the major included in the most recent five-year plan?**

Our most recent five-year plan focused on the development of a School of Education, which we believed to be a prerequisite toward this step. Our proposal for a School of Education was developed following the approval of the School, which occurred in July 2012.

**1.5a History of Field and Discipline**

Education as a field of study has existed since the late 19th century. The first Ph.D. in Education in California was granted at UC Berkeley in 1897. In the early 1920s, 25 institutions nationwide were offering doctoral programs in education, and by the early 1930s that number had almost doubled. Today, Ph.D. programs in education are offered at most universities in the United States, including at seven UC campuses (Berkeley, Davis, Irvine, Los Angeles, Riverside, Santa Barbara, and Santa Cruz). These programs and their faculty address a wide range of interdisciplinary issues related to research on learning, teaching, cognition, social development, and policy in educational contexts.

Schools and programs of education have come under criticism for poor academic standards and there have been some attempts to break up schools or end programs. But, in the light of the serious educational challenges facing our nation, more recent trends are to strengthen schools and programs of education. For example, Harvard just launched a Ph.D. program in education for the first time in the university’s history, joining other major universities that offer Ph.D.’s in the field such as Stanford, Columbia, Penn, Michigan, Penn State, Vanderbilt, and NYU.

The University of California, Irvine is at the forefront of efforts to strengthen the field of education by placing it on solid disciplinary and interdisciplinary foundations and basing it on rigorous research standards. We have internationally known scholars in areas such as economics and public policy, learning and cognition, human development, applied linguistics, informatics and media studies, and social science research methodology, all working together to shed light on issues of teaching, learning, and development inside and outside of schools. We organize our work on these topics in four main areas represented in our PhD program: the psychological aspects of education (Learning, Cognition, and Development); the social aspects (Educational Policy and Social Context); the mediational (Language, Literacy, and Technology); and the research methods and approaches required for rigorous evaluation of learning processes and outcomes.

Unfortunately, the kinds of research-based approaches to education that we and others are trying to promote at the Ph.D. level are not yet as prominent in bachelor's programs in education. Outside of California, most major universities offer bachelor degrees in education that focus on teacher preparation, rather than on a broad academic understanding of education as a field. Since in California teacher preparation is conducted in fifth-year credential programs, instead of as part of bachelor degrees, California universities have typically not offered bachelor's degrees in educational fields. This trend has started to change recently, though, with some universities offering undergraduate degrees that combine teacher preparation with subject matter instruction (e.g., UCI's recently approved major in Biology/Education) and others offering more general majors that focus on foundational knowledge in particular areas related to education (e.g., Human Development).

We believe that the time is ripe to strengthen the field of education as an academic pursuit not only at the doctoral level but also at the undergraduate level, and thus propose a new undergraduate major toward that end. We use the term "education sciences" to signal that the major does not focus on teacher preparation but rather on broader intellectual understanding of the field of education. The name "education sciences" parallels that of a federal agency, the Institute of Education Sciences, that was created with broad bipartisan support in 2002 to advance the field of education research, making it more rigorous in support of evidence-based education. In addition, it parallels the terms "social sciences" and "political science," as well as the term "learning sciences." The latter term is used by a number of graduate or undergraduate programs (e.g., Stanford, Northwestern, University of Washington, Indiana University, Purdue) that focus on interdisciplinary studies of learning but do not emphasize some of the broader educational research issues that will also be part of our program, such as the economics of education, the social context of education, and methods of educational evaluation. We thus believe the title "education sciences" is most appropriate.

We have attached a letter of support for this initiative from the Dean of the School of Education at UCLA.<sup>1</sup>

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<sup>1</sup> Note that the letters of support that we attach reference the title "Education and Human Development." That was a title we considered in an earlier version of the proposal. Dean Val Jenness of Social Ecology recommended that we instead use the title "Education Sciences," which was one that we were also considering and which we have ultimately decided to use. As the Deans who have written letters of support are very busy, and the change of title does not substantively change our proposal, we have decided not to trouble them by requesting revised letters.

## **The Discipline as Offered at Other UC Campuses**

There are currently no similar four-year majors in the UC system.

## **Campus Academic Plan**

The proposed major addresses many of the objectives of the UCI Strategic Plan, including strengthening our undergraduate programs, increasing the number of majors across campus, expanding our contributions to the region, state, and nation through contributions in the area of public education, and increasing the number of out-of-state students on campus.

### **1.5b Timeliness**

There has never been a greater need to reform and improve U.S. education, nor fiercer societal debates on how to do so. UCI's launching of an undergraduate major in education sciences can heighten the leadership role of our campus in preparing a generation of graduates with the skills to contribute positively to this endeavor and to influence these debates.

### **1.5c Needs of Society**

Though the development of a post-industrial informational economy has heightened the need for a well-educated populace, the United States has steadily fallen in this regard, and now is far behind many other countries, threatening our economic competitiveness and global leadership. With approaches toward remedying this situation fiercely debated, it is essential that those who shape and implement educational policy and practice be well grounded in research in education sciences. The proposed major will provide a solid undergraduate foundation for those who go into educational careers in research and evaluation, leadership, curriculum design, assessment, professional development, and teaching.

### **1.5d Standard at Other Major Research Universities?**

Majors in education are offered at research universities across the country, including Northwestern (12th rated national university by US News & World Report); Washington University in St. Louis (14); Vanderbilt (17); University of Virginia (24), University of Michigan (29); and University of North Carolina, Chapel Hill (30). Many of these programs focus on teacher preparation, while ours will focus the field of education as an academic pursuit.

## **1.6a Educational Goals and Objectives**

The major will provide students with an overview of the foundations of education sciences as organized in our Ph.D. program, including human development and cognition, societal and policy contexts affecting education, media and communication systems for learning, and educational research and evaluation. Upper division courses will allow students to gain greater expertise in these areas and, if they wish, to complete a specialization to help prepare them for further study or careers in an education field.

The major is not a professional education degree. However, those who complete the major who are interested in pursuing teaching credentials will be able to complete important pre-requisite coursework and then pursue a streamlined path through a UCI post-baccalaureate teaching credential program. Other students who complete the major will be prepared to pursue

leadership, administration, program development, curriculum design, or research and evaluation positions, or graduate study in a variety of educational, social, or clinical fields.

Proposed learning outcomes for the major are as follows:

1. Students will demonstrate an understanding of the main theoretical perspectives and research findings on learning and human development in educational settings.
2. Students will demonstrate an understanding of educational research methods and critically evaluate empirical evidence related to educational practices and outcomes.
3. Students will effectively frame and suggest solutions to problems related to educational theory, policy, and practice.
4. Students will apply educational theories and evidence in conducting and reflecting on fieldwork or research.

### **1.6b Curricular Structure**

Five required lower division courses will provide foundational knowledge in the main content areas of the program and in statistics for education.

Beyond that, all students will take seven upper division courses from the broad array of courses that represent the interdisciplinary nature of the field: 4 courses selected from the program's main content areas and 3 additional electives. The major also offers six optional specializations. Students have the choice to complete either a broad program of study or a more focused one with a specialization, depending upon their interests and career plans.

To help students understand the relationship between theory and practice in education, students will be required to complete 40 hours of fieldwork or research in an educational setting as part of the major, which can occur either through or outside of their coursework.

All courses and specializations are listed in section 4.1

### **1.6c Distinctive Features**

Our program will have the following distinctive features:

- It will bring multiple strong disciplinary perspectives to the study of education, including cognitive sciences, developmental psychology, sociology, economics, and applied linguistics, as well as interdisciplinary perspectives, such as those from fields such as informatics and media studies.
- It will include a strong component in educational research and evaluation, preparing students for both careers and future study involving rigorous evaluation of educational impacts and learning outcomes.

- It will include six attractive specializations, including important sub-fields not normally well covered at the undergraduate level, such as after-school learning and development, and digital media and learning.

### **1.7 Elements and timetable for developing and sustaining the major**

Proposals for the six new courses and one modified course are attached. They will be more fully developed over 2013-2014 and taught for the first time in 2014-2015, during the first year of the program.

Given the recent sharp growth in the School of Education (nine new tenure-line faculty hired in the last three years), we do not require any new FTE to launch the program.

The Student Services unit will build on its existing staff that support the minor in educational studies; it is anticipated that 1.0 extra support staff member will be needed to launch the major in fall 2014, with future growth of staff commensurate with growth of the major.

No additional library or laboratory space is required. A letter is attached from the Education librarian at UCI to confirm this.

### **1.8 Relationship to existing programs on campus**

This interdisciplinary major is related to a number of programs on campus but still plays a very distinct role. As with Psychology and Social Behavior, the major address young people's development trajectory, but does so in a much more specific educational context. Similarly as with Psychology (Cognitive Sciences), the major addresses thinking and learning processes, but again in a more applied and educational context. There is similar small overlap between the major and undergraduate programs in Sociology (related to the social context of schools), Economics (related to human capital development), Urban Studies (related to urban schooling), Informatics (related to technology and education), English (related to literacies), and mathematics, history, and STEM fields (related to teaching and learning of academic disciplines). The School faculty believes that these interdisciplinary links between the major and other programs will heighten opportunities for research and teaching collaboration across campus.

There is very little overlap between the proposed major and the degree programs offered by the School of Biological Sciences and School of Physical Sciences that are part of the Cal Teach Science and Mathematics Teacher Preparation Program.<sup>2</sup> The proposed major focuses on general academic content related to education and learning, whereas the Cal Teach degree programs combine the study of a math or science discipline and teacher preparation for secondary math or science teachers. The curriculum for the proposed major is very distinct from the curriculum of the teacher preparation elements of the Cal Teach degree programs.

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<sup>2</sup> The School of Biological Sciences offers a major in Biology/Education that blends the study of biological sciences with teacher credential coursework. The School of Physical Sciences offers majors in Chemistry, Earth System Science, Environmental Science, Mathematics, and Physics that each have an optional concentration in secondary education with teaching credential.

Finally, there is significant overlap between the proposed major in education sciences and the School of Education's minor in educational studies. For this reason, students will not be able to complete both the major in education sciences and the minor in educational studies.

## **II. Projected Demand**

### **2.1 Projected Student Demand for the Major**

The School of Education's minor in educational studies, which has graduated an average 344 students per year over the last three years, will contribute many of the students to the major and thus ensure that the major gets off to a strong start. We expect the number of students in the major to grow from 100 to 500 by the fifth year of the program.

The experience of our Ph.D. program suggests that two of our specializations -- in (1) English Language Learning and (2) Digital Media and Learning -- will be attractive to international students. One of our three Ph.D. specializations is in Language, Literacy, and Technology, and in the most recent year, we received 50 applications to this program (38% of our total applicant pool), 30 of which were from international students.

### **2.2 Projected Number of Degrees to be Awarded Each Year for the First Five Years**

| Year      | Number of Majors | Number of Degrees Awarded |
|-----------|------------------|---------------------------|
| 2014-2015 | 100              | 0                         |
| 2015-2016 | 200              | 20                        |
| 2016-2017 | 300              | 50                        |
| 2017-2018 | 400              | 100                       |
| 2018-2019 | 500              | 150                       |

### **2.3 Student Input in the Development of the Major**

All students enrolled in 2012-2013 undergraduate courses offered by the School of Education were invited to participate in (a) an online survey and/or (b) a focus group in April 2013. A total of 128 students responded to the survey, most of whom reported that they planned to complete a minor in educational studies; 42 participated in the focus group session. The survey and focus group addressed questions such as whether students would be likely to enroll in this major, how likely they would be to choose a specialization, and any other opinions on the proposed major.

#### **Feedback:**

- 59% of survey respondents said they would be very likely or likely to select a major offered by the School of Education. (Students selected one response on a 5-item scale: Very likely, likely, neutral/not sure, not likely, very unlikely.) Their reasons tended to be associated with an intent to pursue a teaching career or other education-related career, or they had a high interest in education as field of study. Some students who took the

survey, as well as some in the focus group indicated the desirability of double majoring in Education and another discipline.

- For each of five different specializations proposed in the major, respondents were asked to indicate the likelihood they would choose that specialization. (Students selected one response on a 5-item scale: Very likely, likely, neutral/not sure, not likely, very unlikely.) The following are the percentages of survey respondents who said they would be very likely or likely to select a given specialization: Children's Learning and Development-72%; Early Childhood Learning and Development-58%; After-School Learning and Development-35%; Digital Media and Learning-33%; Educational Research and Evaluation-31%. The survey did not include a question about the English Language Learning specialization.

### **III. Student/Faculty Opportunities**

#### **3.1 Opportunities for Graduates**

According to the US Bureau of Labor and Statistics, about 8.4 million people work in the education, training, and library career field. Graduates with a major in education sciences will be prepared to pursue further studies or careers in the following fields:

- Educational Research and Evaluation
- Educational Administration
- Student Affairs/Counseling
- Curriculum and Program Development
- Instructional Design
- Clinical Applications
- Teaching

They will pursue these fields in the following settings:

- Early Childhood Education
- Elementary Education
- Secondary Education
- After School Education
- Adult Education
- Higher Education
- Government and Non-Profits
- Corporate Education
- International Education
- Child Health and Welfare

As the major is not a professional education degree, students who complete the major will not earn a single subject or multiple subject teaching credential. Those who wish to go into teaching will need to pursue a post-baccalaureate professional education program.

#### **3.2 Relationship to research and/or professional interests of the faculty**

Since the program is organized along the lines of the main specializations of our Ph.D. in Education program, it closely matches the research and professional interests of the faculty. Nearly all our faculty currently teach in the education minor already and find the courses there to be an excellent match with their research and professional interests. The faculty also typically involve about 100 undergraduate research assistants per quarter in their various research projects; the existence of the undergraduate major will make it easier to identify and recruit undergraduate research assistants that match well with faculty research initiatives.

#### **IV. Program and Courses**

##### **4.1a Required and Elective Courses**

A total of 48 units are required as follows:

##### **12 units in Human Development and Learning, including:**

###### **4 units in a required lower division course:**

40: Theories of Development and Learning Applied to Education (4)

###### **4 units in one of the following upper division courses on development**

106 Introduction to Early Childhood Education (4)

107 Child Development in Education (4)

108 Adolescent Development and Education (4)

185 Social Development in Education (4)

###### **4 units in one of the following upper division courses on learning**

128 Exceptional Learners (4)

160 Foundations of Out-of-School Learning (4)

173 Cognition and Learning in Educational Settings (4) (same as Psy Beh 192T)

176 Psychology of Learning, Abilities, and Intelligence (4) (same as Psy Beh 192U)

##### **8 units in Educational Policy and Social Context, including:**

###### **4 units in a required lower division course:**

50: Origins, Purposes, and Central Issues in K-12 Education (4 units)

###### **4 units in one of the following upper division courses:**

124 Multicultural Education in K-12 Schools (4) (same as Chc/Lat 183)

126 Ethics and Education (4)

145 Theories and Pedagogies of Race in Education (4)

149 Family, School, and Community in Early Childhood (4)

150 Changing the High School Experience (4)

175 Foundations of Education (4)

182 Latina/Latino Access and Persistence in Higher Education (4) (same as Chc/Lat 184)

##### **8 units in Communication and Media, including:**

**4 units in a required lower division course:**  
30 21st Century Literacies (4 units)

**4 units in one of the following upper division courses:**

- 130 Children's Learning and Media (4)
- 131 Educational Technology (4)
- 104E Multimedia and the Arts in the Multicultural Classroom (4)
- 125 Children, Schools, and Cinema (4)
- 134 Teaching English Internationally (4)
- 151 Language and Literacy (4) (same Psy Beh 192V)

**8 units in Educational Research and Evaluation:**

**8 units in required lower division courses:**

- 10: Educational Research Design (4 units)
- 15: Statistics for Educational Research (4 units)

NOTE: a statistics course in Social Ecology (SocEcol 13) or Statistics (Stats 7), or a statistics sequence in a Social Science discipline (Anthro 10A-B, PoliSci 10A-B, Psych 10A-B, SocSci 9A-B, SocSci 10A-B, or Sociol 10A-B), is acceptable as an alternative to EDUC 15, Statistics for Educational Research.

**12 additional units in School of Education courses, at least 8 of which must be at the upper division level (i.e., #100-#199), except for the following professional education courses:** 109, 143AW, 143BW, 148, 158

[A maximum of 8 units for any repeatable course (e.g., EDUC 198, 199) may be used to satisfy this elective requirement. For students who complete specializations, a maximum of 8 units of courses from other departments outside the School of Education which meet specialization requirements may be applied toward these 12 additional units.]

**4.1b Course Action Forms for New or Revised Courses**

New Courses:

- 10: Educational Research Design (4)
- 15: Statistics for Education Research (4)
- 30: 21st Century Literacies (4)
- 40: Theories of Development and Learning Applied to Education (4)
- 156: Introduction to Field Methods in Education (4)
- 159: Experimental Research Methods (4)

Revised Courses:

- 157: Change title from "Research Methods in Education" to "Educational Research and Evaluation"

**4.1c Special requirements if any (e.g., research projects, examinations, field studies)**

All students must complete a minimum of 40 hours of field experience or research in an educational setting. This requirement may be satisfied in one of two ways:

- 40 hours of field experience or research completed in conjunction with one or more approved practicum courses. Students should consult the Education Student Affairs Office or School of Education Website for Undergraduate Academic Programs for a current list of approved practicum courses.
- By petition, using verifiable hours from courses that are not on the approved practicum course list, or hours from educational fieldwork that is not linked to a UCI course (e.g., tutoring experience, instructional experience in a summer program for children).

#### **4.1d Specializations**

The following six specializations are offered.

##### **Early Childhood Learning and Development (must take the following courses (16 units) plus fieldwork):**

Required Courses:

- 40 Theories of Development and Learning Applied to Education (4) [required lower division course for the major]
- 106 Introduction to Early Childhood Education (4)
- 107 Child Development in Education (4)
- 149 Family, School, and Community in Early Childhood (4)

Also required for this specialization is 40 hours of field experience in an early childhood setting. This can be fulfilled by taking Education 193 or otherwise completing verifiable fieldwork. These hours may also be used to complete the fieldwork requirement for the major.

##### **After-School Learning and Development (must take 24 units from the following courses as follows):**

Required Courses:

- 160 Foundations of Out-of-School Learning (4)
- 191 Advanced Fieldwork in After-School Education (4)

4 units from the following:

- 107 Child Development in Education (4)
- 108 Adolescent Development and Education (4)
- 124 Multicultural Education in K–12 Schools (4) (same as Chc/Lat 183)
- 128 Exceptional Learners (4)

4-8 units from the following curricula group 1 courses:

- 100 Educational Strategies for Tutoring and Teacher Aiding (4) (same as Engr 197A)
- 132 Reading and Writing Enrichment for After-School Programs (4)
- 138 Children's Literature in the Elementary Classroom (4)
- 122A Foundations of Elementary School Mathematics I (4)
- 122B Foundations of Elementary School Mathematics II (4)
- 122C Foundations of Elementary School Mathematics III (4)
- 161 Discovering Science in Out-of-School Hours (4)

4-8 units from the following curricula group 2 courses:

- 104D Preparation for Teaching Fine Arts in K–12 Schools (4)
- 131 Educational Technology (4)
- 137 Art in the Elementary School (4)
- 190 Principles and Practices of K–6 After School Sports and Fitness (4)

**Children's Learning and Development (must take 24 units from the following courses as follows):**

Required Courses:

- 40 Theories of Development and Learning Applied to Education (4) [required lower division course for the major]
- 107 Child Development in Education (4)
- 124 Multicultural Education in K–12 Schools (4) (same Chc/Lat 183)
- 173 Cognition and Learning in Educational Settings (4) (same as Psy Beh 192T)

8 additional units from the following:

- 122A-B-C Foundations of Elementary School Mathematics I-II-III (4)
- 128 Exceptional Learners (4)
- 130 Children's Learning and Media
- 132 Reading and Writing Enrichment for After-School Programs (4)
- 137 Art in the Elementary School (4)
- 138 Children's Literature in the Elementary Classroom (4)
- 151 Language and Literacy (4) (Same as Psy Beh 192V)
- 152F Teaching Math with Technology (4)
- 161 Discovering Science in Out-of-School Hours (4)
- 190 Principles and Practices of K–6 After School Sports and Fitness (4)

Also required for this specialization is 40 hours of field experience in children's learning settings (i.e., ages 5 through 12). These hours may also be used to complete the fieldwork requirement for the major.

**Digital Media and Learning (must take 16 units from the following courses, at least 8 of which must be in the School of Education):**

- 30 21st Literacies (4) [required lower division course for the major]
- 104E Multimedia and the Arts in the Multicultural Classroom (4)
- 130 Children's Learning and Media (4)
- 131 Educational Technology (4)
- 139 Technology and Literacy (4)
- ICS 3 Internet Technologies and their Social Impact (4)
- ICS 4 Human Factors for the Web (4)
- ICS 60 Computer Games and Society (4)
- ICS 161 Game Engine Lab (4)

**English Language Learning (must take 20 units from the following courses and fieldwork)**

Required Courses:

- 30 21st Century Literacies (4) [required lower division course for the major]
- 134 Teaching English Internationally (4)
- 151 Language and Literacy (4) (same as Psy Beh 192V)

8 additional units from the following courses:

- 132 Reading and Writing Enrichment for After-School Programs (4)
- 138 Children's Literature in the Elementary Classroom (4)
- 139 Technology and Literacy (4)

- 141J-K-L: Early Language, Literacy, and Social Development (same as PSY 141J-K-L) (4)
- 151 Language and Literacy (4) (same as Psy Beh 192V)
- 153A Urban Youth and the Development of Literacy through the Arts I (4)
- 153B Urban Youth and the Development of Literacy through the Arts II (4)
- 179 Advanced Composition for Teachers (4) (same as English 179)
- LIN 3 Introduction to Linguistics (4)
- LIN 10 Introduction to Phonology (4)
- LIN 20 Introduction to Syntax (4)
- LIN 51 Acquisition of Language (same as PSY 56L) (4)
- LIN 155 Psychology of Language (same PSY 150) (4)
- LIN 68 Introduction to Language and Culture (same as Anthropology 2D) (4)
- LIN 99 Special Topics in Linguistics (4)
- LIN 100 Grammatical Theory (4)
- LIN 111 Intermediate Phonology (4)
- LIN 112 Advanced Phonology (4)
- LIN 119 Special Topics in Phonetics/Phonology (4)
- LIN 121 Intermediate Syntax (4)
- LIN 123 Experimental Syntax (4)
- LIN 143 Semantics (4)
- LIN 163B The Structure of English (4)
- LIN 172 History of English (4)

Also required for this specialization is 40 hours of field experience working directly with English language learners. These hours may also be used to complete the fieldwork requirement for the major.

#### **Educational Research and Evaluation (must take 20 units as follows)**

##### Required Courses:

- 10: Educational Research Design (4) [required lower division course for the major]
- 15: Statistics for Educational Research (4) [required lower division course for the major; lower division statistics courses from other departments may be substituted as specified above]

##### 12 additional units from the following courses:

- 156 Introduction to Field Methods in Education (4)
- 157 Educational Research and Evaluation<sup>3</sup> (4)
- 159 Experimental Research Methods (4)
- 198 Directed Research in Education (4) [A maximum of 4 units of ED 198 may be used to satisfy requirements for this specialization.]
- Stats 110 Statistical Methods for Data Analysis I (4)

The following are additional requirements applicable to all specializations:

Except where noted otherwise, students may petition to apply up to 4 units of Education 198 or 199 courses or up to 4 units for courses from other departments to meet any of the above specialization requirements when they address the topic of the specialization.

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<sup>3</sup> currently titled *Research Methods in Education*

Students may complete more than one specialization. No more than two courses may be used to concurrently meet requirements in more than one specialization.

**4.1e Provide a sample four-year program for completion of the degree**

See Appendix E.

**4.2 Academic preparation for the major**

**4.2a What is the recommended preparation at the freshman level for success?**

Standard requirements for entry to the University of California

**4.2b What is the recommended preparation for junior-level standing?**

Standard requirements for transfer to the University of California

**4.2c Please list prerequisites for admission of new students at the freshman and transfer levels**

None, other than existing UCI admission and transfer requirements

**4.3 Include a list of present and proposed courses including potential instructors.**

See Appendix B with the list of courses and potential instructors.

**What impact will this have on existing course loads?**

There will be no impact on existing course loads. With the exception of the six new courses for the major, the School already has the capacity to offer and staff its other undergraduate courses for its minor in educational studies program. The addition of new senate faculty over several years will provide the School with the instructional capacity and expertise to handle the course load for the major.

**4.4 What impact will the proposed major have on other undergraduate and graduate programs at UCI?**

Since students in our current educational studies minor have a wide variety of majors across campus (see Appendix A), we expect the impact on individual programs outside of Education will be limited. We expect that there may be a small number of transfers from the School of Social Ecology (Psych and Social Behavior) and the School of Social Sciences (Sociology and Psychology); attached letters from the Deans of Social Ecology and Social Sciences indicate that they support the proposed major.

We do not expect that the major will have any substantial impact on any of the degree programs offered through the Cal Teach Science and Mathematics Teacher Preparation Program, which includes the School of Biological Sciences major in biology/education and School of Physical Sciences majors in chemistry, earth system science, environmental science, mathematics or physics with an optional concentration in secondary education and teaching credential. The education sciences major is not a teacher preparation program, nor is it focused on STEM disciplines, so it will not be a substitute for students who are interested in the Cal Teach degree programs.

We expect that the major will reduce the number of students who complete School of Education's undergraduate minor in educational studies, as many students in the minor will instead major in education sciences. However, we think that the combined total of students in the major and minor will be greater than the number that was previously in the minor, thus increasing the demand for the many courses that are shared across both programs.

The major is expected to increase interest in the post-baccalaureate programs in the School of Education, including the Single Subject and Multiple Subject Credential Programs, the Master of Arts in Teaching, and the Ph.D. in Education. It may also increase interest in post-baccalaureate programs offered through UCI Extension, such as in Teaching English as a Foreign Language or Virtual Teacher Education. We do not expect it to impact other graduate programs on campus.

Though the major does not require courses from other departments, two of the specializations will allow students to satisfy specialization requirements with courses from other Schools (some ICS courses will be application to the Digital Media and Learning Specialization, and a number of Linguistics courses will be applicable to the English Language Teaching specialization). Attached letters from the Deans of ICS and Social Sciences indicate that they support the proposed major.

**4.4a If the major includes courses and faculty participation from related fields or other departments, letters of agreement from the department chair(s) (or equivalent) must be included**

**4.4b Include comment letters from all department chairs from areas related to the proposed major**

See letters from:

Dean, School of Social Ecology

Chair, Department of Psychology and Social Behavior

Dean, School of Social Sciences

Dean, Bren School of Information and Computer Sciences

**4.5 Proposed catalog copy including description of major, the educational goals and objectives of the major, and all requirements**

See Appendix F.

## **V. ACADEMIC STAFF**

**5.1 Attach the endorsement of the complete proposal by the Faculty Executive Committee, or equivalent, of the school with the official vote attached.**

See Appendix L Cover Sheet: Request for Approval of New or Modified Undergraduate Degree Requirements.

**5.2.a List of faculty members in your department expected to teach majors' courses on a regular basis, including faculty ranks and areas of specialization**

See Appendix C.

**5.2.b Submit proposed course teaching assignments for at least one year in advance**  
See Appendix D.

## **VI. RESOURCE REQUIREMENTS**

**6.1 Faculty FTE, including proposals for release time, if relevant**

No new faculty FTE are needed. With the steady growth of the School's faculty in recent years, the School has the instructional capacity to support the major. No proposals for release time are needed.

**6.2 Teaching assistantships required**

No additional teaching assistantships are required to launch the program as we will place greater focus on starting lower division courses in the first two years, and make adjustments to number of size of upper division courses as necessary. Future teacher assistant requests would depend on the growth of course enrollment.

**6.3 New library acquisitions. Include a letter from the University Librarian or the Head of Collection Development.**

No new library acquisitions are needed. A letter from the University Librarian is attached.

**6.4 Instructional equipment, including computer and laboratory**

No instructional equipment is needed.

**6.5 Staff: staff shared with other programs; staff exclusive to administration of this major**

One new Student Affairs Officer will be added using School funds. The increase of FTE will be used to assist both with program administration and academic advising in the new major.

**6.6 Describe the resources or infrastructure available for the academic advising of new majors.**

The School has a Student Affairs unit with a Director, five Student Affairs Officers, and an undergraduate peer advisor, who have provided undergraduate advising for the minor in educational studies. The Student Affairs staff also provide graduate advising for professional teacher preparation programs, a Master of Arts in Teaching program, and a Ph.D. program.

**6.7 Space and other capital facilities**

None needed.

**6.8 Other operating costs**

None needed.

## **Appendix A**

### **I. Historical Data for Minor in Educational Studies Graduates**

#### *Minor in Educational Studies Graduates*

| <b>Academic Year</b> | <b>No. Graduates</b> |
|----------------------|----------------------|
| 2011-2012            | 330                  |
| 2010-2011            | 358                  |
| 2009-2010            | 343                  |
| 2008-2009            | 321                  |
| 2007-2008            | 281                  |
| 2006-2007            | 263                  |
| 2005-2006            | 281                  |
| 2004-2005            | 288                  |
| 2003-2004            | 327                  |
| 2002-2003            | 307                  |
| 2001-2002            | 226                  |
| 2000-2001            | 132                  |
| 1999-2000            | 115                  |
| 1998-1999            | 56                   |

#### *Most Prevalent Majors Earned by Minor in Educational Studies Graduates in 2010-2011 Total No. of Minor Graduates = 358*

| <b>Major</b>      | <b>No. Ed Minor Grads</b> | <b>Percent of Total Ed Minor Grads (358)</b> |
|-------------------|---------------------------|----------------------------------------------|
| Psych & Soc. Beh. | 60                        | 16.76%                                       |
| Sociology         | 41                        | 11.45%                                       |
| Psychology        | 40                        | 11.17%                                       |
| English           | 28                        | 7.82%                                        |

|                                                                  |        |       |
|------------------------------------------------------------------|--------|-------|
| Criminology                                                      | 16     | 4.47% |
| Drama                                                            | 16     | 4.47% |
| Soc. Ecology                                                     | 16     | 4.47% |
| Business Econ.                                                   | 15     | 4.19% |
| Bio. Sciences                                                    | 14     | 3.91% |
| International Stud.                                              | 10     | 2.79% |
| Political Science                                                | 10     | 2.79% |
| History                                                          | 8      | 2.23% |
| Mathematics                                                      | 8      | 2.23% |
| Soc. Science                                                     | 8      | 2.23% |
| Chic./Latino Stud.                                               | 7      | 1.96% |
| Anthropology                                                     | 6      | 1.68% |
| Economics                                                        | 5      | 1.40% |
| Music-Perform.                                                   | 5      | 1.40% |
| Pub. Health-Sci.                                                 | 5      | 1.40% |
| Total percent of Ed. Studies minor grads covered by these majors | 88.83% |       |
| Other majors with less than 5 Ed Studies minor grads             | 11.17% |       |

***Percentage of all 2010-2011 Educational Studies Minor Graduates in Each of These Schools/Programs***

| School/Program | No. of Ed Minor Grads | Percentage of all Ed Minor Grads |
|----------------|-----------------------|----------------------------------|
| Soc. Sciences  | 142                   | 39.66%                           |
| Soc. Ecology   | 92                    | 25.70%                           |
| Humanities     | 54                    | 15.08%                           |

|                 |     |       |
|-----------------|-----|-------|
| Arts            | 28  | 7.82% |
| Bio. Sciences   | 16  | 4.47% |
| Phys. Sciences  | 15  | 4.19% |
| Health Sciences | 9   | 2.51% |
| Engineering     | 1   | 0.28% |
| Pharm. Sciences | 1   | 0.28% |
| Totals          | 358 | 100%  |

## II. Historical Data on Student Credit Hours for Undergraduate Education Courses

| <b>SCH Reported by OIR<br/>(Method = Instructor<br/>Payroll Home Dept.)</b> | <b>Year Total</b> |
|-----------------------------------------------------------------------------|-------------------|
| <b>2005-2006</b>                                                            | 9431              |
| <b>2006-2007</b>                                                            | 10753             |
| <b>2007-2008</b>                                                            | 12139             |
| <b>2008-2009</b>                                                            | 12839             |
| <b>2009-2010</b>                                                            | 15309             |
| <b>2010-2011</b>                                                            | 18035             |
| <b>2011-2012</b>                                                            | 18933             |

## **Appendix B**

### **Courses and Instructors**

#### Current, Approved Undergraduate Education Courses

| <b>Course</b>                                                                  | <b>Qualified Instructors</b>                                                                                      |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 50 Origins, Purposes, and Central Issues in K-12 Education                     | Thurston Domina, Associate Professor; Anne McDaniel, Assistant Professor; Rossella Santagata, Associate Professor |
| 100 Educational Strategies for Tutoring and Teacher Aiding (same as Engr 197A) | Susan Guilfoyle, Lecturer w/ Continuing Appt.                                                                     |
| 103 Advanced Tutoring                                                          | Susan Guilfoyle, Lecturer w/ Continuing Appt.                                                                     |
| 104D Preparation for Teaching Fine Arts in K-12 Schools                        | Liane Brouillette, Associate Professor                                                                            |
| 104E Multimedia and the Arts in the Multicultural Classroom                    | Lecturer                                                                                                          |
| 106 Introduction to Early Childhood Education                                  | Penelope Collins, Associate Professor                                                                             |
| 107 Child Development in Education                                             | Stephanie Reich, Associate Professor                                                                              |
| 108 Adolescent Development and Education                                       | AnneMarie Conley, Assistant Professor; Joseph Mahoney, Professor; Jacquelynne Eccles, Distinguished Professor     |
| 121 Child Care Research and Policy                                             | Deborah Vandell, Professor                                                                                        |
| 122A-B-C Foundations of Elementary School Mathematics I, II, III               | Valerie Henry, Lecturer w/ Continuing Appt.                                                                       |
| 124 Multicultural Education in K-12 Schools (same as Chc/Lat 183)              | Gil Conchas, Associate Professor; Tesha Sengupta-Irving, Assistant Professor                                      |
| 125 Children, Schools, and Cinema                                              | Susan Guilfoyle, Lecturer w/ Continuing Appt.                                                                     |
| 126 Ethics and Education                                                       | Jeff Johnston, Lecturer w/ Continuing Appt.                                                                       |
| 128 Exceptional Learners                                                       | Penelope Collins, Associate Professor                                                                             |
| 130 Children's Learning and Media                                              | Rebecca Black, Associate Professor                                                                                |
| 131 Educational Technology                                                     | Mark Warschauer, Professor; Rebecca Black, Associate Professor                                                    |
| 132 Reading and Writing Enrichment for After-School Programs                   | Susan Guilfoyle, Lecturer w/ Continuing Appt.                                                                     |
| 134 Teaching English Internationally                                           | Mark Warschauer, Professor                                                                                        |

|                                                                                                |                                                                                                                   |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 136 Teaching and Learning Secondary Science                                                    | Hosun Kang, Assistant Professor                                                                                   |
| 137 Art in the Elementary School                                                               | Lecturer                                                                                                          |
| 138 Children's Literature in the Elementary Classroom                                          | Jeanne Stone, Lecturer w/ Continuing Appt.                                                                        |
| 139 Technology and Literacy                                                                    | Mark Warschauer, Professor; Rebecca Black, Associate Professor                                                    |
| 141A-B-C Jumpstart: Early Language, Literacy, and Social Development (same as Psych 141 J-K-L) | Virginia Mann, Professor in Cognitive Sciences Dept.                                                              |
| 145 Theories and Pedagogies of Race in Education                                               | Tesha Sengupta-Irving, Assistant Professor                                                                        |
| 149 Family, School, and Community in Early Childhood                                           | Stephanie Reich, Associate Professor                                                                              |
| 150 Changing the High School Experience                                                        | Judith Sandholtz, Professor                                                                                       |
| 151 Language and Literacy (same as Psy Beh 192V)                                               | Josh Lawrence, Assistant Professor; Jeannette Mancilla-Martinez, Assistant Professor                              |
| 152F Teaching Mathematics with Technology                                                      | Valerie Henry, Lecturer w/ Continuing Appt.                                                                       |
| 153A-B Urban Youth and the Development of Literacy through the Arts I & II                     | Lecturer                                                                                                          |
| 155 Special Topics in Educational Issues and Asian Americans                                   | Varied faculty in Asian American Studies Department                                                               |
| 157 Educational Research and Evaluation                                                        | Stephanie Reich, Associate Professor; Thurston Domina, Associate Professor                                        |
| 160 Foundations of Out-of-School Learning                                                      | Joseph Mahoney, Professor                                                                                         |
| 161 Discovering Science in Out-of-School Hours                                                 | Hosun Kang, Assistant Professor                                                                                   |
| 170A Issues and Controversies in Secondary History-Social Studies                              | Lecturer                                                                                                          |
| 170B Teaching and Learning Secondary History-Social Studies                                    | Lecturer                                                                                                          |
| 172A Issues and Controversies in Secondary Mathematics                                         | Valerie Henry, Lecturer w/ Continuing Appt.                                                                       |
| 172B Teaching and Learning Secondary Mathematics                                               | Valerie Henry, Lecturer w/ Continuing Appt.; Karajean Hyde, Lecturer w/ Continuing Appt.                          |
| 173 Cognition and Learning in Educational Settings (same as Psy Beh 192T)                      | AnneMarie Conley, Assistant Professor; Penelope Collins, Associate Professor; Susanne Jaeggi, Assistant Professor |

|                                                                                    |                                                                              |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 175 Foundations of Education                                                       | Thurston Domina, Associate Professor; Liane Brouillette, Associate Professor |
| 176 Psychology of Learning, Abilities, and Intelligence (same as Psy Beh 192U)     | AnneMarie Conley, Assistant Professor; Penelope Collins, Associate Professor |
| 177 Geography and Social Issues in K–12 Education                                  | Liane Brouillette, Associate Professor                                       |
| 178 Poetry in the K–12 Classroom                                                   | Lecturer                                                                     |
| 179 Advanced Composition for Teachers (Same as Writing 179)                        | Rebecca Black, Assistant Professor                                           |
| 180 Interdisciplinary Topics in Education                                          | Varied faculty                                                               |
| 181A-B Principles and Practices of Coaching Sports I & II                          | Jeff Johnston, Lecturer w/ Continuing Appt.                                  |
| 182 Latina/Latino Access and Persistence in Higher Education (same as Chc/Lat 184) | Anne McDaniel, Assistant Professor                                           |
| 183 College Advising for High School Students                                      | Lecturer                                                                     |
| 185 Social Development in Education                                                | Joseph Mahoney, Professor; Jacquelynne Eccles, Distinguished Professor       |
| 190 Principles and Practices of K–6 After School Sports and Fitness                | Jeff Johnston, Lecturer w/ Continuing Appt.                                  |
| 191 Advanced Fieldwork in After-School Education                                   | Joseph Mahoney, Professor                                                    |
| 193 Directed Studies in Early Childhood Education                                  | Penelope Collins, Associate Professor; Stephanie Reich, Associate Professor  |
| 198 Directed Research in Education                                                 | Varied faculty                                                               |
| 199 Individual Study                                                               | Varied faculty                                                               |

### Proposed Courses

| Course                                 | Qualified Instructors                                                                              |
|----------------------------------------|----------------------------------------------------------------------------------------------------|
| 10 Educational Research Design         | Thurston Domina, Associate Professor; Stephanie Reich, Associate Professor                         |
| 15 Statistics for Educational Research | Thurston Domina, Associate Professor; George Farkas, Professor; Anne McDaniel, Assistant Professor |
| 30 21st Century Literacies             | Mark Warschauer, Professor; Rebecca Black, Associate Professor                                     |

|                                                                                             |                                                                                |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 40 Theories of Development and Learning Applied to Education                                | Penelope Collins, Associate Professor; AnneMarie Conley, Assistant Professor   |
| 156 Introduction to Field Methods in Education                                              | Elizabeth van Es, Associate Professor; Rossella Santagata, Associate Professor |
| 159 Experimental Research Methods                                                           | Stephanie Reich, Assistant Professor; Susanne Jaeggli, Associate Professor     |
| 157 [existing course number with proposed title change] Educational Research and Evaluation | Stephanie Reich, Associate Professor; Thurston Domina, Associate Professor     |

**Appendix C**  
**Faculty Members in the School of Education Expected to Teach the Major's Courses on a Regular Basis**

| Faculty Name                 | Title                        | Areas of Expertise                                                                                  |
|------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------|
| Black, Rebecca               | Associate Professor          | Language & Literacy, Popular Culture, Online Learning                                               |
| Brouillette, Liane           | Associate Professor          | Educational Leadership, School Reform, Arts Education                                               |
| Collins, Penelope            | Associate Professor          | Cognition & Learning, Linguistic Diversity, Learning Disabilities, Phonology, Reading Development   |
| Conchas, Gil                 | Associate Professor          | Diversity & Equity, Race & Urban Education, School Reform, Immigration                              |
| Conley, AnneMarie            | Assistant Professor          | Motivation, Adolescent Development, Person-Centered Approaches to Studying Change                   |
| Domina, Thurston             | Associate Professor          | Educational Policy, Inequality, Higher Education                                                    |
| Eccles, Jacquelynne          | Distinguished Professor      | Developmental Psychology, Personality and Social Contexts                                           |
| Farkas, George               | Professor                    | Achievement Gap, Educational Inequality, Early Childhood, Afterschool Programs                      |
| Guilfoyle, Susan             | Lecturer w/ Continuing Appt. | K-12 Literacy and Reading, After-school Literacy Enrichment; Bilingual Education; Teacher Education |
| Henry, Valerie               | Lecturer w/ Continuing Appt. | Elementary and Secondary Mathematics, Educational Technologies, Teacher Education                   |
| Jaeggi, Susanne              | Assistant Professor          | Cognitive Psychology, Cognitive Neuroscience, Memory                                                |
| Kang, Hosun                  | Assistant Professor          | Science Education, Educational Assessment                                                           |
| Johnston, Jeff               | Lecturer w/ Continuing Appt. | Ethics, Coaching and Physical Education in K-12 Schools and After-School, Teacher Education         |
| Lawrence, Joshua             | Assistant Professor          | Adolescent Reading, Vocabulary Development, Longitudinal Analysis, Second Language Acquisition      |
| Mahoney, Joseph              | Professor                    | Child/Adolescent Social Development, Out-of-School Time, Social/Educational Intervention & Policy   |
| Mancilla-Martinez, Jeannette | Assistant Professor          | Vocabulary Development, Reading Comprehension, Language Minority Learners                           |
| McDaniel, Anne               | Assistant Professor          | Higher Education, Comparative/International Education, Gender, Social Inequalities                  |
| Reich, Stephanie             | Associate Professor          | Socio-emotional Development, Parent-child Interactions, Peer                                        |

|                        |                                 |                                                                                     |
|------------------------|---------------------------------|-------------------------------------------------------------------------------------|
|                        |                                 | Networks, Social Affordances of Technology                                          |
| Sandholtz, Judith      | Professor                       | Teacher Professional Development, Teacher Education, School-University Partnerships |
| Santagata, Rossella    | Associate Professor             | Mathematics Education, Video & Multimedia in Teacher Learning; Culture & Learning   |
| Sengupta-Irving, Tesha | Assistant Professor             | Math Education, Equity and Diversity, Teacher Education                             |
| Stone, Jeanne          | Lecturer w/<br>Continuing Appt. | Elementary Literacy and Language Arts, Elementary Mathematics, Teacher Education    |
| Warschauer, Mark       | Professor                       | Lang & Literacy, Technology in Education, Diversity & Equity                        |

**APPENDIX D**  
**Proposed Courses for First Year of Major**

| Course No. | Units |       | Course Title                                              | Fall Instructor | Winter Instructor | Spring Instructor |
|------------|-------|-------|-----------------------------------------------------------|-----------------|-------------------|-------------------|
| 10         | 4     |       | Educational Research Design                               | Domina          |                   |                   |
| 15         | 4     |       | Statistics for Education Research                         |                 | McDaniel          |                   |
| 30         | 4     |       | 21st Century Literacies                                   |                 |                   | Black             |
| 40         | 4     |       | Theories of Development and Learning Applied to Education | Conley          | Collins           |                   |
| 50         | 4     | Sec A | Origins, Purposes, and Central Issues in K-12 Education   | McDaniel        | Stone             | Stone             |
| 50         | 4     | Sec B | Origins, Purposes, and Central Issues in K-12 Education   | Santagata       | Santagata         | Domina            |
| 100        | 4     |       | Educational Strategies for Tutoring and Teacher Aiding    |                 | Guilfoyle         |                   |
| 104D       | 4     |       | Preparation for Teaching Fine Arts in K-12 Schools        | Brouillette     |                   | Brouillette       |
| 106        | 4     |       | Early Childhood Education                                 | Collins         |                   |                   |
| 107        | 4     |       | Child Development in Education                            | Reich           | Reich             | Lecturer          |
| 108        | 4     |       | Adolescent Development in Education                       | Mahoney         | Lecturer          | Conley            |
| 122A       | 4     |       | Foundations of Elem Such Math                             | Henry           |                   |                   |
| 122B       | 4     |       | Foundations of Elem Sch Math                              |                 | Henry             |                   |
| 122C       | 4     |       | Foundations of Elem Sch Math                              |                 |                   | Henry             |
| 124        | 4     | Sec A | Multicultural Education in K-12 Schools                   | Conchas         | Sengupta-Irving   | Conchas           |
| 124        | 4     | Sec B | Multicultural Education in K-12 Schools                   | Conchas         | Sengupta-Irving   | Lecturer          |
| 125        | 4     |       | Children, Schools, and Cinema                             | Stone           | Guilfoyle         | Guifoyle          |
| 126        | 4     |       | Ethics and Education                                      |                 |                   | Johnston          |

|      |          |       |                                                                  |                       |                     |                     |
|------|----------|-------|------------------------------------------------------------------|-----------------------|---------------------|---------------------|
| 128  | 4        |       | Exceptional Learners                                             |                       |                     | Collins             |
| 130  | 4        |       | Children's Learning and Media                                    | Black                 |                     |                     |
| 131  | 4        |       | Educational Technology                                           |                       | Lecturer            | Lecturer            |
| 132  | 4        |       | Reading and Writing Enrichment<br>for After School Programs      |                       |                     | Guilfoyle           |
| 134  | 4        |       | Teaching English Internationally                                 |                       | Lecturer            | Warschaue<br>r      |
| 137  | 4        |       | Art in the Elementary School                                     |                       | Lecturer            | Lecturer            |
| 138  | 4        |       | Children's Literature in the<br>Elementary Classroom             | Stone                 | Black               | Stone               |
| 150  | 4        |       | Changing the High School<br>Experience                           | Sandholtz             |                     | Sandholtz           |
| 151  | 4        |       | Language and Literacy                                            | Mancilla-<br>Martinez | Lawrence            |                     |
| 157  | 4        |       | Educational Research and<br>Evaluation                           |                       | Reich               |                     |
| 160  | 4        |       | Foundations of Out of School<br>Learning                         | Mahoney               | Mahoney             |                     |
| 173  | 4        |       | Cognition & Learning in K-12<br>Settings                         | Conley                | Jaeggi              | Jaeggi              |
| 175  | 4        |       | Foundations of Education                                         | Brouillette           |                     |                     |
| 181A | 4        | sec A | Principles and Practices of<br>Coaching Sports I                 |                       | Johnston            |                     |
| 181A | 4        | sec B | Principles and Practices of<br>Coaching Sports I                 |                       | Johnston            |                     |
| 190  | 4        |       | K-6 Sports & Fitness                                             |                       |                     | Johnston            |
| 191  | 4        |       | Advanced Fieldwork in After-<br>school Education (CASE capstone) |                       |                     | Mahoney             |
| 198  | Variable |       | Directed Research In Educe                                       | Multiple<br>Faculty   | Multiple<br>Faculty | Multiple<br>Faculty |
| 199  | Variable |       | Individual Study                                                 | Multiple<br>Faculty   | Multiple<br>Faculty | Multiple<br>Faculty |

**Appendix E**  
**Sample Four-Year Program for Completion of the Degree**

| FALL                         | WINTER                                   | SPRING                                    |
|------------------------------|------------------------------------------|-------------------------------------------|
| <b>Freshman</b>              |                                          |                                           |
| Education 50                 | Education 40                             | Education 30                              |
| Gen. Ed/Elective             | Gen. Ed/Elective                         | Gen. Ed/Elective                          |
| Gen. Ed/Elective             | Gen. Ed/Elective                         | Gen. Ed/Elective                          |
|                              |                                          | Gen. Ed/Elective                          |
| <b>Sophomore</b>             |                                          |                                           |
| Education 10                 | Education 15                             | Education Elective                        |
| Gen. Ed/Elective             | Gen. Ed/Elective                         | Gen. Ed/Elective                          |
| Gen. Ed/Elective             | Gen. Ed/Elective                         | Gen. Ed/Elective                          |
| Gen. Ed/Elective             | Gen. Ed/Elective                         | Gen. Ed/Elective                          |
| <b>Junior</b>                |                                          |                                           |
| Education UD Learning Course | Education UD Development Course          | Education UD Policy/Social Context Course |
| Gen. Ed/Elective             | Gen. Ed/Elective                         | Gen. Ed/Elective                          |
| Gen. Ed/Elective             | Gen. Ed/Elective                         | Gen. Ed/Elective                          |
| Gen. Ed/Elective             | Gen. Ed/Elective                         | Gen. Ed/Elective                          |
| <b>Senior</b>                |                                          |                                           |
| Education Elective           | Education UD Communications/Media Course | Education Elective                        |
| Gen. Ed/Elective             | Gen. Ed/Elective                         | Gen. Ed/Elective                          |
| Gen. Ed/Elective             | Gen. Ed/Elective                         | Gen. Ed/Elective                          |
| Gen. Ed/Elective             | Gen. Ed/Elective                         | Gen. Ed/Elective                          |

## **Appendix F**

### **Proposed Catalog Copy**

#### **OVERVIEW** (Underlined text shows edits to the current catalogue text in this Overview section)

The School of Education is a unique interdisciplinary academic unit committed to promoting educational success in and out of school for ethnically and economically diverse learners from preschool through college (P–20) through collective research, teaching, and service activities. The multidisciplinary faculty includes scholars in psychology, sociology, economics, linguistics, language and literacy, policy, race and ethnicity, and the achievement gap. Their research addresses core issues in contemporary education: (1) equity of opportunity for ethnically, linguistically, and economically diverse learners; (2) teaching and learning in science and math; (3) early childhood education and development; (4) out-of-school learning; and (5) effective interfaces between technology and education.

The School of Education integrates the themes of Learning, Cognition, and Development; Educational Policy and Social Context; and Language, Literacy, and Technology across its programs, including the B.A. in Education Sciences, the minor in Educational Studies, the Teacher Credential, the Master's in Teaching, and the Ph.D. in Education. Scholarly work arises from the common belief that education environments, both in and out of school, are the sites of change in the quality of life and the availability of productive life choices for learners of all ages.

#### **DEGREES** (*This is a new section.*)

|                    |        |
|--------------------|--------|
| Education Sciences | B.A.   |
| Teaching           | M.A.T. |
| Education          | Ph.D.  |

#### **HONORS** (*This is a new section.*)

**Graduation with Honors.** Honors at graduation, e.g., *cum laude*, *magna cum laude*, *summa cum laude*, are awarded to approximately the top 12 percent of the graduating seniors. To be eligible for honors, a general criterion is that students must have completed at least 72 units in residence at the University of California. The student's cumulative record at the end of the final quarter is the basis for consideration for awarding Latin honors. Other important factors are considered (See "Honors Recognition" in the Honors Opportunities information in the Division of Undergraduate Education section).

#### **UNDERGRADUATE PROGRAMS** (*This is a new section.*)

##### **Bachelor of Arts in Education Sciences**

The major in Education Sciences builds a theoretical foundation and applied understandings in the study of education, focusing on four primary areas: human development, learning, and cognition; societal and policy contexts affecting education; media and communication systems for learning; and educational research and evaluation. Program faculty bring multiple disciplinary perspectives to their research and courses, including cognitive sciences, developmental psychology, sociology, economics, applied linguistics, informatics, and media studies. Lower division coursework in the major introduces students to each of the four primary areas, while upper division courses will allow students to build depth of

understanding and explore applications in each area, and if they wish, to complete a specialization to help prepare them for further study or careers in education. Specializations are offered in the following fields: Early Childhood Learning and Development; Children's Learning and Development; After-School Learning and Development; Digital Media and Learning; English Language Learning; and Educational Research and Evaluation.

Undergraduates enrolled in the Education Sciences degree program are encouraged to complete courses inside and outside of the major to enhance career preparation and pursue personal interests. With advanced planning, students in the major can complete a minor or a second major in another discipline.

Two important ways to build depth of understanding in preparation for careers or graduate study are to participate in faculty-directed research and in fieldwork in school-based or other education settings. Accordingly, students in the major augment their coursework with a minimum of 40 hours of field experience or research in an educational setting.

The B.A. in Education Sciences is not a professional educational degree. However, those who complete the major will be prepared to pursue a post-baccalaureate teaching credential program. (See School of Education section on Teaching Credentials and M.A.T. program.) Students interested in teaching elementary grades will benefit from completing the major with a specialization in *Early Childhood Learning and Development* or *Children's Learning and Development*. Students who are interested in teaching in middle schools or high schools should consult an Education Student Affairs Counselor about combining an appropriate major and minor, or completing a double major to develop appropriate expertise in the subject they plan to teach.

Education Sciences majors are also prepared for other types of instructional or administrative positions in programs such as those focused on early childcare (see specialization in *Early Childhood Learning and Development*), out-of-school learning (see specialization in *After-School Learning and Development*), adult learning, or international education (see specialization in *English Language Learning*). Additionally, students who complete the major are prepared to enter other education-related career fields in the private and public sectors, such as curriculum development and instructional design (see specialization in *Digital Media and Learning*), academic counseling, child welfare, governmental policy, program evaluation (see specialization in *Educational Research and Evaluation*), or education sales and marketing. Students interested in graduate study will be well prepared to pursue advanced degree programs in education or related fields (see specialization in *Educational Research and Evaluation*).

#### **ADMISSION TO THE MAJOR IN EDUCATION SCIENCES** (*This is a new section.*)

**Freshmen:** Preference will be given to those who rank the highest using the selection criteria as stated in the Undergraduate Admissions section of the *Catalogue*.

**Transfer students:** Preference will be given to Junior-level applicants with the highest grades overall (minimum cumulative GPA of 3.0). It is suggested that prospective transfer students work toward completing coursework to fulfill the UCI general education requirements or IGETC.

**Change of Major.** Students who wish to change their major to Education Sciences should contact the Education Student Affairs Office for information about change-of-major requirements, procedures, and policies. Information is also available at <http://www.changeofmajor.uci.edu>.

#### **REQUIREMENTS FOR THE B.A. DEGREE IN EDUCATION SCIENCES** (*This is a new section.*)

**University Requirements:** [See pages XX-XX.](#)

**Grade Requirement**

A minimum grade average of at least C (2.0) is required (1) overall, (2) in all of the courses required for the major program, and (3) in the upper-division courses required for the major program. No more than two courses (8 units) applied to the major program may be taken Pass/Not Pass.

**Overlap Restrictions**

**Double Majors.** In fulfilling degree requirements for multiple majors, a maximum of two courses may overlap between two majors.

**Major and Minor Requirements.** Students may not receive both the major in Education Sciences and the minor in Educational Studies. In fulfilling requirements for a minor, a maximum of two courses may overlap between a major in Education Sciences and a minor from another department.

**Major Requirements**

Twelve courses (48 units) and a practicum as specified below:

*Lower-Division Requirements (20 units total)*

A. Five lower division courses (20 units): Education 10, 15\*, 30, 40, 50.

\*The following statistics courses are approved alternatives for Education 15: SocEcol 13 or Stats 7. The following course sequences are an approved alternative for Education 15 (both courses in the sequence must be completed): Anthro 10A-B; PoliSci 10A-B; Psych 10A-B; SocSci 9A-B; SocSci 10A-B; or Sociol 10A-B.

*Upper-Division Requirements (28 units total)*

A. One development course (4 units) selected from: Education 106, 107, 108, 185.

B. One learning course (4 units) selected from: Education 128, 160, 173, 176.

C. One educational policy and social context course (4 units) selected from: Education 124, 126, 145, 149, 150, 175, 182.

D. One communications and media course (4 units) selected from: Education 130, 131, 104E, 125, 134, 151.

E. Three additional electives (12 units) in Education courses numbered 100 to 199\*, not including the following professional education courses: Education 109, 143AW, 143BW, 148, 158. At least 8 units of elective courses must be at the upper division level. A maximum of 8 units for any repeatable Education course (e.g., EDUC 198, 199) may be used to satisfy this elective requirement.

\*If a student completes one or more specializations for this major, a maximum of 8 units from other departments that are used to satisfy specialization requirements may concurrently satisfy this upper division elective requirement for the major.

*Practicum Requirement (40 hours total)*

A minimum of 40 hours of field experience or research in an education setting, satisfied in one of two ways:

A. Complete 40 hours of field experience or research completed in conjunction with one or more approved UCI courses that include a practicum. Consult the Education Student Affairs Office or School of Education Website for Undergraduate Academic Programs for a current list of approved practicum courses.

B. Or, submit a petition to the Education Student Affairs Office for approval of verifiable hours from courses that are not on the approved practicum course list or hours from educational fieldwork that is not linked to a UCI course (e.g., tutoring experience, instructional experience in a summer program for children, etc.).

**Specializations.** Six optional specializations are offered to students who are completing a B.A. in Education Sciences. Specializations usually include a blend of lower and upper-division courses that also satisfy requirements for the major. In most cases where students select only Education courses to fulfill specialization requirements, they will be able to satisfy requirements for the major and requirements for a specialization concurrently, without exceeding the twelve courses (48 units) needed for the major.

Students in the major may complete more than one specialization; however, a particular course may satisfy requirements for no more than two specializations, and no more than two courses may overlap between two specializations.

Except where noted otherwise in specialization requirements, students may petition to apply up to 4 units of Education 198 or 199 courses or up to 4 units for courses from other departments to meet any of the specialization requirements when they address the topic of the specialization.

**Specialization in Early Childhood Learning and Development**

Four courses (16 units) and a practicum as specified below:

*Lower-Division Requirements (4 units total)*

A. One lower division course: Education 40

*Upper-Division Requirements (12 units total)*

A. Three upper-division courses: Education 106, 107, 149.

*Practicum Requirement (40 hours total)*

A minimum of 40 hours of field experience in an early childhood setting can be satisfied by taking Education 193 or otherwise completing verifiable fieldwork. The 40 hours of fieldwork for this specialization will concurrently satisfy the required 40-hour practicum for the major.

Students should consult the Education Student Affairs Office for information about courses that satisfy state requirements for Child Development Permits needed to teach in an early childhood setting.

## **Specialization in After-School Learning and Development**

Six courses (24 units) and a practicum as specified below:

### *Upper-Division Requirements (24 units total)*

- A. One foundations course (4 units): Education 160
- B. One development and learning course (4 units) from: Education 107, 108, 124, 128.
- C. One or two curricula group 1 courses (4 or 8 units) from: Education 100, 132, 138, 122A-B-C, 161.
- D. One or two curricula group 2 courses (4 or 8 units) from: Education 104D, 131, 137, 190.
- E. A capstone course (4 units): Education 191

### *Practicum Requirement (70 hours total)*

A minimum of 70 hours of field experience in an out-of-school setting is satisfied by taking Education 160 (includes 20 hours of fieldwork at a site approved by the course instructor) and Education 191 (includes 50 hours of fieldwork at a site approved by the course instructor). The 70 hours of fieldwork for this specialization will concurrently satisfy the required 40-hour practicum for the major.

## **Specialization in Children's Learning and Development**

Six courses (24 units) and a practicum as specified below:

### *Lower-Division Requirements (4 units total)*

- A. One lower division course: Education 40

### *Upper-Division Requirements (20 units total)*

- A. Three upper division courses: Education 107, 124, 173.
- B. Two additional upper division courses (8 units) from: Education 122A, 122B, 122C, 128, 130, 132, 137, 138, 151, 152F, 161, 190.

### *Practicum Requirement (40 hours total)*

A minimum of 40 hours of field experience in a children's education setting (e.g., ages 5 through 12) can be satisfied in one of two ways. The 40 hours of fieldwork for this specialization will concurrently satisfy the required 40-hour practicum for the major.

- A. Complete 40 hours of relevant field experience in conjunction with one or more approved UCI courses that include a practicum in a children's education setting. Consult the Education Student Affairs Office or School of Education Website for Undergraduate Academic Programs for a current list of approved UCI courses.

B. Or, submit a petition to the Education Student Affairs Office for approval of verifiable hours from courses that are not on the approved practicum course list or hours from educational fieldwork that is not linked to a UCI course (e.g., tutoring experience, instructional experience in a summer program for children, etc.).

Students should consult the Education Student Affairs Office for information about several courses that offer an early start on requirements for the UCI post-baccalaureate Multiple Subject (elementary) Teaching Credential Program.

### **Specialization in Digital Media and Learning**

Four courses (16 units) as specified below:

#### *Lower-Division and Upper-Division Requirements (16 units total)*

A. Four courses (16 units) selected from: Education 30, 104E, 130, 131, 139; ICS 3, 4, 60, 161. A maximum of 8 units can be for ICS courses.

### **Specialization in English Language Learning**

Five courses (20 units) and a practicum as follows:

#### *Lower-Division Requirements (4 units total)*

A. One lower-division course (4 units): Education 30

#### *Upper-Division Requirements (8 units total)*

A. Two upper-division courses (8 units): Education 134, 151

#### *Additional Lower-Division and Upper Division Elective Requirement (8 units total)*

A. Two additional courses (8 units) selected from: Education 132, 138, 139, 141J, 141K, 141L, 151, 153A, 153B, 179; Linguistics 3, 10, 20, 51, 68, 99, 100, 111, 112, 119, 121, 123, 143, 155, 163B, 172. A maximum of 8 units can be for Linguistics courses.

#### *Practicum Requirement (40 hours total)*

A minimum of 40 hours of field experience in an English language learning setting can be satisfied in one of two ways. The 40 hours of fieldwork for this specialization will concurrently satisfy the required 40-hour practicum for the major.

A. Complete 40 hours of relevant field experience in conjunction with one or more approved UCI courses that include a practicum in an English language learning setting. Consult the Education Student Affairs Office or School of Education Website for Undergraduate Academic Programs for a current list of approved UCI courses.

B. Or, submit a petition to the Education Student Affairs Office for approval of verifiable hours from courses that are not on the approved practicum course list or hours from educational fieldwork that is not

linked to a UCI course (e.g., tutoring experience, instructional experience in a language learning context, etc.).

### **Specialization in Research and Evaluation**

Five courses (20 units) as specified below:

#### *Lower-Division Requirements (8 units total)*

- A. Two lower-division courses : Education 10, 15\*

\*The following statistics courses are approved alternatives for Education 15: SocEcol 13 or Stats 7. The following course sequences are approved alternatives for Education 15 (both courses in the sequence must be completed): Anthro 10A-B; PoliSci 10A-B; Psych 10A-B; SocSci 9A-B; SocSci 10A-B; or Sociol 10A-B.

#### *Upper-Division Requirements (12 units total)*

- A. Three upper-division courses selected from: Education 156, 157, 159, 198\*, Stats 110.

\*A maximum of 4 units of Education 198 may be used to satisfy requirements for this specialization.

### **Sample Program of Study - Education Sciences**

| FALL                         | WINTER                          | SPRING                                    |
|------------------------------|---------------------------------|-------------------------------------------|
| <b>Freshman</b>              |                                 |                                           |
| Education 50                 | Education 40                    | Education 30                              |
| Gen. Ed/Elective             | Gen. Ed/Elective                | Gen. Ed/Elective                          |
| Gen. Ed/Elective             | Gen. Ed/Elective                | Gen. Ed/Elective                          |
|                              |                                 | Gen. Ed/Elective                          |
| <b>Sophomore</b>             |                                 |                                           |
| Education 10                 | Education 15                    | Education Elective                        |
| Gen. Ed/Elective             | Gen. Ed/Elective                | Gen. Ed/Elective                          |
| Gen. Ed/Elective             | Gen. Ed/Elective                | Gen. Ed/Elective                          |
| Gen. Ed/Elective             | Gen. Ed/Elective                | Gen. Ed/Elective                          |
| <b>Junior</b>                |                                 |                                           |
| Education UD Learning Course | Education UD Development Course | Education UD Policy/Social Context Course |

|                    |                                             |                    |
|--------------------|---------------------------------------------|--------------------|
| Gen. Ed/Elective   | Gen. Ed/Elective                            | Gen. Ed/Elective   |
| Gen. Ed/Elective   | Gen. Ed/Elective                            | Gen. Ed/Elective   |
| Gen. Ed/Elective   | Gen. Ed/Elective                            | Gen. Ed/Elective   |
| <b>Senior</b>      |                                             |                    |
| Education Elective | Education UD<br>Communications/Media Course | Education Elective |
| Gen. Ed/Elective   | Gen. Ed/Elective                            | Gen. Ed/Elective   |
| Gen. Ed/Elective   | Gen. Ed/Elective                            | Gen. Ed/Elective   |
| Gen. Ed/Elective   | Gen. Ed/Elective                            | Gen. Ed/Elective   |

## **Course Syllabus Summary**

### **EDUC 156: Introduction to Field Methods in Education**

**Course Description for Catalog (40 words maximum):** Course introduces students to methods for studying human behavior in context. It prepares students for conducting applied educational research, including designing needs assessments; conducting observations, interviews and focus groups; organizing and analyzing data; and synthesizing and presenting research findings.

#### **Course Description**

Students majoring in an education related field will at some point in their careers, be called on to carry out applied research. This includes designing assessments to evaluate programs and services, conducting field-based research (e.g. focus group, interviews, observations), writing grant proposals to obtain funding for new programs and making policy or program recommendations based on observations of human behavior and assessments. To prepare students for these tasks, this course equips students with knowledge and skills to: 1) identify topics suited to field-based investigation; 2) formulate research questions; 3) acquire skills in the method(s) of investigation (field observation, focus group, and interview data) to obtain meaningful data; 4) gather, organize, and evaluate data including the writing and analysis of field notes and interview and focus group transcripts; and 5) organize, synthesize, and clearly present the findings of their research.

**Prerequisite:** EDUC 10 “Educational Research Design”

#### **Representative Readings:**

- Becker, H. (1998). *Tricks of the Trade: How to Think about Your Research While You're Doing It*. Chicago: University of Chicago Press.
- Emerson, Fretz & Shaw (2011). *Writing Ethnographic Fieldnotes*, 2<sup>nd</sup> Edition. Chicago: University of Chicago Press.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press.
- Teddlie, C. & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*. Thousand Oaks, CA: Sage Publications, Inc.

#### **Tentative Course Topics and Schedule**

Week 1: Introduction – Qualitative Research as a Scientific Enterprise

Week 2: Self-Awareness in Qualitative Research

Week 3: Theoretical Frameworks for Studies of Learning and Practice in Context

- Week 4: Investigating Learning and Practice in Context: Constructing a Research Question and Writing a Research Proposal
- Week 5: Conducting Field Observations and Writing Field Notes
- Week 6: Conducting Focus Groups and Interviews
- Week 7: Using Theory to Inform Analyses of Qualitative Data
- Week 8: Analyzing Field Notes
- Week 9: Coding Interview Data
- Week 10: Synthesizing and Reporting Findings

### **Assessment /Grading**

This field-based course consists of several assignments that result in a culminating written project. Students will identify a site on campus or in the local community where they will observe individuals engaged in activity. They will develop skills in class for collecting and analyzing data and will then write a final paper and deliver an oral presentation in which they will present their findings.

- Assignment #1: The Self as Researcher Reflective Essay (5%)
- Assignment #2: Literature Review (10%)
- Assignment #3: Research Action Plan (10%)
- Assignment #4: Data Collection: Field Notes (15%)
- Assignment #5: Data Collection: Interview/ Focus Group (15%)
- Assignment #6: Data Analysis: Coding and Interpreting Data (15%)
- Assignment #7: Final Paper & Oral Presentation (20%)
- Participation and Professionalism (10%)

## **Course Syllabus Summary**

### **EDUC 10: Educational Research Design**

**Course Description for Catalog (40 words maximum):** Designed to help students become intelligent consumers of research and independent researchers, this course provides an introduction to the basic principles of educational research. Topics include research questions, literature reviews, and qualitative and quantitative research designs.

#### **Course Description**

This course will familiarize students with the central concepts of educational research with the goal of helping students become intelligent consumers of educational research and active participants in the educational research enterprise. Students who complete the course will gain understanding of a broad range of methods used in the acquisition of knowledge and the testing of competing theories in the social and behavioral sciences. The course covers the development of research questions; participant selection; educational measurement and data collection; and experimental research designs; and qualitative and quantitative research methods.

**Prerequisites:** none

#### **Potential Course Overlap With Other Courses:**

This course covers many topics addressed in introductory methods courses in both Social Ecology (SocEcol 10) and the School of Social Sciences (SocSci 1A and 2A). Unlike these courses, however, Educ 10 will focus particularly on educational uses of social science research methods. In addition, Educ 10 will provide an introduction to testing in educational settings, an issue that these courses do not address.

#### **Representative Readings:**

McMillan, J. H. (2012), *Educational Research: Fundamentals for the Consumer* (6<sup>th</sup> Ed.). Pearson.

#### **Tentative Course Topics and Schedule**

- Week 1: Introduction to Research in Education
- Week 2: Research Problems, Variables, and Hypotheses
- Week 3: Locating and Reviewing Related Literature
- Week 4: Foundations of Educational Measurement
- Week 5: Data Collection Techniques
- Week 6: Nonexperimental Quantitative Research Designs
- Week 7: Experimental Research Designs
- Week 8: Qualitative Research Designs

Week 9: Mixed-Methods Designs

Week 10: Discussion and Conclusions -- the Intelligent Consumer

### **Assessment /Grading**

#### Assignments

##### A. *Midterm Exams* (2 @ 30% for 60%)

There will be two midterm exams, which will consist of multiple-choice questions, short answers and a short essay question. Please note that the midterm will address issues presented both in the lectures and in the textbook.

##### B. *Final Exam* (30%)

There will be a final exam, which will have the same structure as the midterm (multiple-choice questions, short answers and a short essay question). Although it will be cumulative, the emphasis of the final will be on material covered after the midterm. Please note that the final will address issues presented both in the lectures and in the textbook.

##### C. *Participation and Professionalism* (10%)

## **Course Syllabus Summary**

### **EDUC 15: Statistics for Education Research**

**Course Description for Catalog (40 words maximum):** Provides an introduction to the use of statistics in educational research. Focusing on testing and measurement, the course provides basic tools to read, interpret, and draw conclusions from quantitative educational research.

#### **Course Description**

The purpose of this course is to provide students with the skills necessary to read, evaluate, and interpret quantitative educational research. The course addresses basic topics such as sampling, statistical inference, and measures of central tendency and correlation. In addition, it introduces students to issues related to testing and measurement that are distinctively important in educational settings. This course includes a one-hour weekly TA-led lab session to introduce students to statistical software and their research use.

**Prerequisites:** EDUC 10 Educational Research Design

#### **Potential Course Overlap With Other Courses:**

This course covers many topics addressed in introductory statistics courses in both Social Ecology (SocEcol 13) and the School of Social Sciences (SocSci 10 A-B-C). Unlike these courses, however, EDUC 15 will focus particularly on educational applications for statistical topics. Building on EDUC 10 Educational Research Design, EDUC 15 will provide an opportunity for students to complete an independent educational research project. In addition, EDUC 15 will provide a comprehensive introduction to achievement and ability testing in educational settings, an issue that these courses do not address.

#### **Representative Readings:**

Ravid, R. (2011), *Practical Statistics for Educators (4<sup>th</sup> Ed.)*. Rowman & Littlefield Publishers.

#### **Tentative Course Topics and Schedule**

- Week 1: An Overview of Educational Research
- Week 2: Variables and Measurement Scales
- Week 3: Reliability and Validity
- Week 4: Populations and Samples
- Week 5: Measures of Central Tendency and Variation
- Week 6: The Normal Curve and Standard Scores
- Week 7: Inferential Statistics (t-tests and ANOVA)
- Week 8: Correlation
- Week 9: Regression
- Week 10: Planning and Conducting Educational Research

## **Assessment /Grading**

### Assignments

#### A. *Midterm Exams (2 @ 30% for 60%)*

There will be two midterm exams, which will consist of multiple-choice questions, short answers and a short essay question. Please note that the midterm will address issues presented both in the lectures and in the textbook.

#### B. *Final Exam (30%)*

There will be a final exam, which will have the same structure as the midterm (multiple-choice questions, short answers and a short essay question). Although it will be cumulative, the emphasis of the final will be on material covered after the midterm. Please note that the final will address issues presented both in the lectures and in the textbook.

#### C. *Participation and Professionalism (10%)*

## **Course Syllabus Summary**

### **EDUC 30: 21<sup>st</sup> Century Literacies**

**Course Description for Catalog (40 words maximum):** This course provides an overview of literacies required for academic and career success in the 21<sup>st</sup> century. Issues addressed include reading, writing, academic language, research skills, media and technology skills, scientific literacy, critical thinking, communication, collaboration, and creativity.

#### **Course Description**

The purpose of this course is to provide students with an understanding of the learning skills and literacies required for academic and career success in the 21<sup>st</sup> century. Issues addressed include reading, writing, academic language, research skills, media and technology skills, scientific and content literacy, critical thinking, communication, collaboration, and creativity. The course will cover theoretical perspectives on these issues as well as review research from a number of school and out-of-school settings.

**Prerequisites:** none

#### **Potential Course Overlap With Other Courses:**

None

#### **Representative Reading:**

- Brown, K. R., Cummins, J., & Sayers, D. (2007). *Literacy, technology, and diversity: Teaching for success in changing times*. Boston: Allyn & Bacon.
- Ito, M., et al. (2013). *Connected learning: An agenda for research and design*. Irvine, CA: Digital Media and Learning Research Hub. <http://dmlhub.net/>
- Partnership for 21st Century Skills (2013). *Framework for 21st Century Learning*. <http://www.p21.org/>
- Warschauer, M. (2011). *Learning in the cloud: How (and why) to transform schools with digital media*. New York: Teachers College Press.

#### **Tentative Course Topics and Schedule**

- Week 1: Introduction to Literacies
- Week 2: Reading
- Week 3: Writing
- Week 4: Academic Language
- Week 5: Research Skills
- Week 6: Scientific and Content Literacy
- Week 7: Digital Media and Learning
- Week 8: Games and Learning
- Week 9: Curriculum and Pedagogy
- Week 10: Assessment

## **Assessment /Grading**

### Assignments

#### A. *Midterm Exams (40%)*

There will be one midterm exam, which will consist of multiple-choice questions, short answers and a short essay question. Please note that the midterm will address issues presented both in the lectures and in the reading.

#### B. *Final Exam (40%)*

There will be a final exam, which will have the same structure as the midterm (multiple-choice questions, short answers and a short essay question). Although it will be cumulative, the emphasis of the final will be on material covered after the midterm. Please note that the final will address issues presented both in the lectures and in the textbook.

#### C. *Online Assignments (20%)*

Students will have a variety of online assignments throughout the quarter in which they will be expected to create and post reflective material online, in both textual and multimedia format, and comment on material posted by others.

## **Course Syllabus Summary**

### **EDUC 40: Theories of Development and Learning Applied to Education**

**Course Description for Catalog (40 words maximum):** This course provides an introductory examination of central theories of human development and learning in their application to contemporary educational settings.

#### **Course Description**

The purpose of this course is to provide students with an introduction to theories of human development and learning. The course will focus on foundational and contemporary theories, and how these theories may be applied to education. Students will explore contemporary approaches to education and how they reflect or contradict scientific theories.

**Prerequisites:** none

**Potential Course Overlap With Other Courses:** none

#### **Course Learning Outcomes**

After completing the course, successful students will be able to:

1. Demonstrate knowledge and understanding of the theories, sources and interpretations of human development and learning
2. Demonstrate an understanding of contemporary and historical perspectives on human development and learning in educational contexts.

#### **Representative Readings:**

Course readings will include a textbook and readings from popular periodicals that reflect theories of development.

#### **Sample Readings:**

Miller, P. H. (2011). *Theories of developmental psychology* (5<sup>th</sup> Ed.). New York: Worth Publishers.

(Selections from) Dewey, J. (2007). *Experience and education*. Free Press

Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational researcher*, 32(5), 19-25.

Paul, A. M. (1998). The gene responsibility: Why you don't have total control over how your kids turn out. *Psychology Today*, <http://www.psychologytoday.com/articles/199802/the-gene-responsibility>. Retrieved June 6, 2013.

## **Tentative Course Topics and Schedule**

- |          |                                                                        |
|----------|------------------------------------------------------------------------|
| Week 1:  | Introduction: Why are theories useful?                                 |
| Week 2:  | Enduring Issues: Risk, Resilience, Timing, and Development             |
| Week 3:  | Contextualism: Life Course Theory and Stage-Environmental Fit Theories |
| Week 4:  | Attachment Theory: Teacher-Child Relationships                         |
| Week 5:  | Parents and Peers Socialization Processes                              |
| Week 6:  | Neuroscience and Education                                             |
| Week 7:  | Behavioral Theories of Learning                                        |
| Week 8:  | Progressivism, Constructivism and Child-Centered Learning              |
| Week 9:  | Sociocultural and Situated Learning                                    |
| Week 10: | Cross-cultural Perspectives on Learning and Development                |

## **Assessment /Grading**

### **Assignments**

#### **A. *Midterm Exams* (2 @ 30% for 60%)**

There will be one midterm exam, which will consist of multiple-choice questions, short answers and a short essay question. Please note that the midterm will address issues presented both in the lectures and in the textbook.

#### **B. *Final Exam* (30%)**

There will be a final exam, which will have the same structure as the midterm (multiple-choice questions, short answers and a short essay question). Although it will be cumulative, the emphasis of the final will be on material covered after the midterm. Please note that the final will address issues presented both in the lectures and in the textbook.

#### **C. *Participation and Professionalism* (10%)**

## **Course Syllabus Summary**

### **EDUC 157: Educational Research and Evaluation (Proposed revision to an existing course)**

#### **Course Description for Catalog (40 words):**

This course will cover qualitative and quantitative research methods relevant for the evaluation of educational programs. As part of this course, students will have the opportunity to plan, execute, and write-up a small evaluation project.

#### **Course Description**

The course will introduce students to the logic and methods of educational program evaluation. Since program evaluation is predicated on the belief that programs should have demonstrable effects, and those effects should in some way outweigh the costs of the program, the course will focus on how to measure and evaluate the effect of a program. To do this, we will discuss the use of both qualitative and quantitative methods, with special focus on how to define an evaluation question, design a study that fits that question, analyze those data appropriately, and identify ethical issues that emerge when working with people. This is a “hands on” course requiring active participation. Classes will be used for lectures, group activities, and discussions and students will complete a small evaluation research project, which will be presented to the class.

#### **Learning Objectives:**

Students should leave the course with an understanding of how to:

- Ask empirical questions (questions that lend themselves to answers through research)
- Use research designs to address these questions (both quantitative and qualitative)
- Interpret what is found from empirical investigations
- Present research in a smooth, linear, and concise manner
- Be more critical consumers of educational research

#### **Prerequisites:**

EDUC 10 “Educational Research Design” and EDUC 15 “Statistics for Educational Research”

#### **Potential Course Overlap:**

This course is a more advanced and hands-on follow up to EDUC 10 and EDUC 15, with an emphasis on the practical issues associated with educational program evaluation. No other course provides an overview of qualitative and quantitative methods in educational research. Below are research methods offered in the social sciences but none focus on educational contexts.

**Social Ecology 111** (Advanced research methods) is an advanced level and not focused on educational contexts.

**Psychology 112C** (Research in Experimental Psychology) is limited to experimental designs in psychology.

**Psychology 112F-G** (Behavioral Research) is a more advanced and does not have an educational focus.

**Psychology 112M** (Research Methods in Psychology) is for psychology majors and has a research writing requirement.

**Psychology 112LM** (Research Methods in Psychology Laboratory) is a lab course.

**Psychology 170A** (Research Methods in the Social Sciences) does not cover qualitative methods.

**Sociology 110** (Research Methods) is structured specifically for sociological research.

### **Representative Readings:**

#### **Text:**

Fitzpatrick, J.L., Sander, J.R. & Worthen, B.R. (2010). *Program Evaluation: Alternative Approaches and Practical Guidelines*, 4/E. New York: Pearson.

### **Tentative Course Schedule**

Twice a week- 80 minutes per class.

Given the hands-on research project, class should be capped at 40.

#### **PART I Introduction to Evaluation**

Evaluation's Basic Purposes, Uses, and Conceptual Distinctions  
Origins and Current Trends in Modern Program Evaluation  
Political, Interpersonal, and Ethical Issues in Evaluation

#### **PART II Alternative Approaches To Program Evaluation**

Alternative Views Of Evaluation  
First Approaches: Expertise and Consumer-Oriented Approaches  
Program-Oriented Evaluation Approaches  
Decision-Oriented Evaluation Approaches  
Participant-Oriented Evaluation Approaches  
Other Current Considerations: Cultural Competence and Capacity Building  
A Comparative Analysis Of Approaches

#### **PART III Practical Guidelines for Planning Evaluations**

Clarifying the Evaluation Request and Responsibilities  
Setting Boundaries and Analyzing the Evaluation Context  
Identifying and Selecting the Evaluation Questions and Criteria  
Planning How to Conduct the Evaluation

#### **PART IV Practical Guidelines for Conducting and Using Evaluations**

Collecting Evaluative Information: Design, Sampling, and Cost Choices

Collecting Evaluative Information: Data Sources and Methods, Analysis and Interpretation

Reporting Evaluation Results: Maximizing Use and Understanding

The Future Of Evaluation

**Grading**

Article summary/critique (15%)

Midterm (20%)

Final presentation (20%)

Final Paper (30%)

Class attendance/discussion/participation (15%)

The grading policy adheres to regulations in the UCI Academic Senate manual ([http://www.senate.uci.edu/9\\_IrvineManual/2ASMRegulations/R1GenRq/RegA345.html](http://www.senate.uci.edu/9_IrvineManual/2ASMRegulations/R1GenRq/RegA345.html)), and letter grades correspond to the following percentages: A = 95-100%, A- = 90-94%, B+ = 85-89%, B = 80-84%, B- = 79 and below. This percentage is based on a simple formula: points earned / possible points on all assignments.

## **Course Syllabus Summary**

### **EDUC 159: Experimental Research Methods**

**Course Description for Catalog (40 words maximum):** Designed to help students to develop the ability to think critically about research, and to develop an understanding of how to design and conduct experiments. The overall goal is to prepare students to independently plan and implement a research study.

#### **Course Description**

This course will provide students with an introduction to the experimental methods used in conducting research in education.

Upon completion of this course, students should:

- understand the logic of causality in research;
- be able to think critically about research;
- be familiar with the practical and ethical issues associated with conducting research; and most importantly,
- be prepared to plan and implement a research study from start to finish, including:
  - specifying research questions and problems;
  - translating research problems into empirically testable, theory-based hypotheses;
  - formulating research designs to test these hypotheses; and
  - evaluating the effectiveness of these methods in addressing the original research question(s).

**Prerequisites:** EDUC 10 Educational Research Design; EDUC 15: Statistics for Educational Research

#### **Potential Course Overlap With Other Courses:**

This course shares several topics with the School of Social Sciences' Experimental Psychology course sequence (PSYCH 112A, BW, and C). Unlike these courses, however, ED 159 will focus particularly the use of experimental research methods in educational settings.

#### **Representative Readings:**

Field, A & Hole, G. (2003). How To Design and Report Experiments. Thousand Oaks, CA: Sage.

## **Tentative Course Topics and Schedule**

- Week 1: Introduction to Research in Education (the logic of research design and the nature of causation)
- Week 2: Research Problems, Variables, and Hypotheses
- Week 3: Operationalization and Measurement (validity, reliability)
- Week 4: Experimental Research Designs I
- Week 5: Experimental Research Designs II
- Week 6: Correlational Research
- Week 7: Quasi-Experimental Designs and Small N Designs
- Week 8: Observational and Survey Research Methods
- Week 9: Sampling, Effect Sizes and Statistical Power
- Week 10: Ethics in Educational Research

## **Assessment /Grading**

### **Assignments**

#### **A. Weekly Quizzes (20% total, but your lowest two quiz grades will be dropped)**

There will be weekly quizzes that will consist of multiple-choice questions. Each quiz will have six questions based on the lecture material (lectures and textbook).

#### **B. Midterm Exam (30%)**

There will be one midterm exam, which will consist of multiple-choice questions and two short essay questions. Please note that the midterm will address issues presented both in the lectures and in the textbook.

#### **C. Final Exam (40%)**

There will be a final exam, which will have the same structure as the midterm (multiple-choice questions, and two short essay questions). This exam will be cumulative. Please note that the final will address issues presented both in the lectures and in the textbook.

#### **D. Participation and Professionalism (10%)**



School of Education

3200 Education  
 Irvine, CA 92697-5500  
 (949) 824-5118

October 6, 2013

**PETER KRAPPE, SENATE CHAIR  
 AND ACADEMIC SENATE MEMBERS**

**RE: Proposal for New Undergraduate Education Sciences Major, Resources**

The proposal to establish an undergraduate major in Education Sciences in the School of Education has my strongest support. The proposed major addresses many of the objectives of the UC Irvine Strategic Plan, including strengthening the University's undergraduate programs, increasing the number of majors across campus, expanding contributions to the region, state, and nation in the area of public education, and increasing the number of out-of-state students on campus. The proposed major has been met with great enthusiasm by other units at UC Irvine and by other UC campuses because of its interdisciplinary approach to the study of education. Currently, there are no undergraduate majors in the Education Sciences in the UC system, so the proposed major will fill an important need. Moreover, the School has the resources necessary to launch and sustain the program. No new financial, personnel, or space resources will be requested in the foreseeable future.

The School of Education is fiscally sound. Given the recent sharp growth in the School of Education (nine new tenure-line faculty hired in the last three years), we do not require any new faculty FTE to launch the program. The School has the instructional capacity to meet the needs of the major, and faculty release time is not needed. No additional teaching assistantships are required to launch the program as we will place greater focus on starting lower division courses in the first two years, and make adjustments to number of size of upper division courses as necessary. Future teacher assistant requests would depend on the growth of course enrollment.

The School has a Student Affairs unit with a Director, five Student Affairs Officers, and an undergraduate peer advisor, who have provided undergraduate advising for the minor in educational studies. The Student Services unit will build on its existing staff team that supports the minor in educational studies; it is anticipated that 1.0 new support staff member will be needed to launch the major in fall 2014, with future growth of staff commensurate with growth of the major. The new student affairs officer will assist both with program administration and academic advising in the new major.

Likewise in the area of instructional support, no new technology, equipment, or library acquisitions will be required. Almost all of the current undergraduate Education courses offered will meet the requirements for the major; therefore, there will not be a demand for additional classroom space on campus.

The development of this proposal involved a broad and inclusive group of faculty, students, and administrators. We are confident in our ability to fully support the major in Education Sciences.

Thank you for your consideration,

A handwritten signature in black ink that reads "Deborah Lowe Vandell".

Deborah Lowe Vandell  
 Professor and Founding Dean

C: Provost and Executive Vice Chancellor Gillman  
 Senior Vice Provost Clark  
 Associate Dean Warschauer  
 Assistant Dean Molidor



**OFFICE OF THE PROVOST AND EXECUTIVE VICE CHANCELLOR**  
UNIVERSITY of CALIFORNIA • IRVINE

October 7, 2013

**DEBORAH VANDELL, DEAN  
SCHOOL OF EDUCATION**

**RE: Proposal for a B.A. in Education Sciences**

My office has reviewed the proposal for a new undergraduate degree program in Education Sciences, which is to be housed in the School of Education. This program is consistent with the standards and scope of campuswide academic planning and is a valuable addition to our general portfolio of undergraduate degrees.

The projected enrollment in this program falls within the general parameters currently projected for the school as we proceed toward our more general target of 32,000 students in approximately 2020.

If approved by the Senate, the proposed program will be administered by the Dean of Education, who will be expected to support it at a level comparable to that of similar programs in the school without additional resources from the Provost. If plans for the program change significantly in the future, the dean can address those changes as part of the school's more general budget requests.

Howard Gillman  
Provost and Executive Vice Chancellor

C:     Senior Vice Provost Clark  
         Senate Chair Krapp  
         Assistant Dean Molidor

**UNIVERSITY OF CALIFORNIA, IRVINE  
UC IRVINE LIBRARIES**

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**July 12, 2013**

**TO:** Dean Deborah Vandell, School of Education, UCI

**FROM:** Lorelei Tanji, University Librarian

**RE:** B.A. Education and Human Development Proposal

**cc:** Prof. Mark Warschauer, Associate Dean  
Dana Peterman, Acting Head, Collection Development

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The UCI Libraries reviewed the draft proposal for an undergraduate Education and Human Development major and envisions no difficulty in meeting the initial collections, space, and service needs to make its proposal successful.

We currently support the Education School's Ph.D., its other graduate programs, credential programs, and the Education minor, UCI's largest. The courses identified as key to this new Education major are offered by existing faculty in the School of Education. The proposal reconfigures pre-existing courses by mirroring some of its core graduate offerings in the undergraduate curriculum. Because the proposal does not request hiring new faculty at this time, nor introduce new courses requiring more library resources than those that currently exist, there should be no impact to library resources.

In terms of research resources, the UCI Libraries owns most of the core journals and databases in Education, and has an existing monograph collection that will satisfactorily support this Education major. Access to other collections via Interlibrary Loan services will also supplement faculty teaching and research needs.

While no new library resources will be required for this new major during its initial years, we may need additional funding to support the program as it grows to its projected 500 undergraduate students due to the requests for additional library collections and the organic expansion of classes that come from a maturing program. In addition, our current reference and library instruction services will be sufficient to support this new major.

# UNIVERSITY OF CALIFORNIA

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SANTA BARBARA • SANTA CRUZ

OFFICE OF THE DEAN  
SCHOOL OF SOCIAL ECOLOGY

UNIVERSITY OF CALIFORNIA, IRVINE  
5300 SOCIAL & BEHAVIORAL SCIENCES  
GATEWAY UNIVERSITY OF CALIFORNIA  
IRVINE, CALIFORNIA 92697-7050

September 21, 2013

Deborah Vandell, Dean  
School of Education  
University of California, Irvine  
92697-5500

## **RE: Proposal for a Major in Education Sciences**

Dear Dean Vandell:

Thank you for sharing with me the proposal from the School of Education to establish a new undergraduate major in Education Sciences. I have read it several times and each time my conclusion is the same: I enthusiastically support the development of the major as proposed and commend you and your faculty for developing such a thoughtful and convincing proposal.

This is an intellectually strong proposal on several counts. First and foremost, it makes a compelling case for a major in Education Sciences at UCI by delineating how such a major addresses larger trends in higher education and dovetails nicely with other curriculum at UCI, including that which is offered in the Department of Psychology and Social Behavior in the School of Social Ecology. Indeed, I am particularly pleased that the proposed major will augment and strengthen educational opportunities for undergraduate students at UC Irvine, as well as enhance the already strong collaborations between the faculty in the Schools of Education and Social Ecology. Second, I appreciate how the major is organized around a commitment to interdisciplinarity, with a creative eye toward both convention and innovation in curriculum development. It is, at once, in sync with the times and ahead of the times. Third, and finally, the proposal makes a convincing case for how the establishment of a major in Education Sciences advances the scientific understanding of the field of education. The proposed major in Education Sciences is, clearly, the next logical and substantive step in the School of Education's continued ascendency in research and teaching.

Education Sciences Major  
Proposal Endorsement  
Page 2

For these reasons this proposal has my full support. I look forward to doing what I can to support the establishment of the major and thereafter enjoy watching it prosper. I have no doubt our students, and thus the campus, will benefit as a result.

Sincerely,



Valerie Jenness  
Dean

xc: Linda Levine, Chair, Department of Psychology and Social Behavior

James Meeker, Associate Dean, School of Social Ecology

Susan Egan, Assistant Dean, School of Social Ecology



Bill Maurer  
Dean and Professor of Anthropology & Law

School of Social Sciences  
3151 Social Science Plaza  
Irvine, CA 92697-5100  
(949) 824-6802  
wmmaurer@uci.edu

August 30, 2013

Dear Dean Vandell,

I write in support of your proposal for the UC Irvine School of Education to establish an undergraduate major leading to a Bachelor of Arts in Education and Human Development. The proposed major will add another academic degree to the menu of choices currently offered UC Irvine undergraduates. Rather than leading to a teaching credential, this proposed degree fosters understanding of the relationship between education and human psychological and social development as an area of academic research. Students completing the degree should be well placed to pursue graduate study in education, social sciences and other fields. They will also gain a solid grounding in evidence-based research on education that will prepare them for future careers in policy, program evaluation and assessment, compliance and other fields that involve education.

The proposed degree also has the potential to launch an important salvo in your field: by being the only Bachelor's level degree focused on education as an academic discipline in the UC system, this innovative program may help change the conversation in education about its role in the university curriculum, and not just in teacher training and preparation. Of course, this focus also capitalizes on your school's very strong research profile, and so the development of a major emphasizing education as an academic discipline is fitting and an excellent use of the talent you have assembled. The four content areas and the six optional specializations also leverage the distinctive research strengths in your school as well as plant UC Irvine's flag in emerging cross-disciplinary areas of research, such as digital learning and media.

The potential for cross-school collaboration is high. I welcome future conversations about cross-listing courses in Social Sciences for this new major, allowing Education and Human Development majors to participate in our various field courses and activities (such as HABLA, our English language learning program, and Global Connect, our educational partnership with

high schools that creates and implements international studies / global citizenship curricula). I look forward to exploring other connections between this major and our curricular offerings. Planned cross-school pedagogical (and credit allocation) experiments like the proposed communications major currently in development between the Schools of Social Sciences, Humanities, and Information and Computer Sciences, may align nicely with your digital media and learning focus.

As you note, other top universities outside the UC system do offer a major in Education. At those institutions, the relationship between those majors and social sciences majors is generally mutually supportive and in some instances strong synergies have developed between Education and one or two other social science programs (such as the relationship between Chicago's Anthropology program and its Human Development program). I hope the same will obtain here. There may be minor reshuffling of majors between the proposed degree and our Psychology or Sociology majors, for example. Some, as you indicate, will likely opt to double major, and your proposal provides for this. I expect that cross-listing of courses from social sciences and regular review of our offerings for your program will help offset with additional student credit hours any negative impact on the numbers of students pursuing Social Sciences majors. Regardless, the campus' new opening to cross-school collaborations will hopefully mean that any such reshuffling's negative resource consequences will be minimized by the central administration's rewarding of those willing to reach across our silos to create exciting new programs individually, in collaboration, or with each other's support.

On these bases I am very pleased to offer my strong support of your proposal. Please let me know if I, or my staff can be of any further assistance.



Bill Maurer  
Dean

IRVINE: SCHOOL OF SOCIAL ECOLOGY  
PSYCHOLOGY & SOCIAL BEHAVIOR

September 23, 2013

Deborah Vandell, Dean  
School of Education  
University of California, Irvine

RE: Proposed Undergraduate Major in Education Sciences

Dear Dean Vandell:

Thank you for sharing your proposal for a new undergraduate major in Education Sciences. I think the major will be a strong addition to our campus offerings. This carefully-designed program of study provides an excellent opportunity for students interested in a research-focused major in education. The major will also create increased opportunities for collaboration between the faculty in the Department of Psychology and Social Behavior and the School of Education. We welcome discussions with you about the possibilities for cross-listed courses and other ways our Department can collaborate with your School in this effort.

Sincerely,



Linda J. Levine  
Chair

cc: Valerie Jenness, Dean, School of Social Ecology  
James Meeker, Associate Dean, School of Social Ecology  
Ellen O'Bryant, Department Administrator, Psychology and Social Behavior



Hal Stern  
Ted and Janice Smith Family Foundation Dean  
and Professor of Statistics  
Donald Bren School of Information and Computer Sciences

6215 Bren Hall  
University of California, Irvine  
Irvine, CA 92697-3425

September 24, 2013

Dean Deborah Vandell  
School of Education  
University of California, Irvine

Dear Dean Vandell:

I am pleased to write in support of the School of Information's proposal to establish an undergraduate major in Education Sciences. I have reviewed the proposal with great interest and believe it will be attractive to UC Irvine undergraduates. I am especially excited about your inclusion of a specialization in Digital Media and Learning. We believe this specialization will create important new opportunities for collaboration with the Bren School of ICS. We will welcome students from your major who wish to take relevant ICS undergraduate courses in pursuit of this specialization.

In summary, I support the proposal. Please don't hesitate to contact me if I can provide any additional assistance.

Sincerely,

A handwritten signature in black ink that reads "Hal Stern".

Hal S. Stern  
Ted and Janice Smith Family Foundation Dean  
and Professor of Statistics

UNIVERSITY OF CALIFORNIA, LOS ANGELES



UCLA

Graduate School of Education and Information Studies

MARCELO M. SUÁREZ-OROZCO

Dean, Graduate School of Education and Information Studies

Distinguished Professor of Education

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August 26, 2013

Deborah Vandell  
Dean  
UC Irvine School of Education  
Irvine, CA 92697-5500

Dear Dean Vandell,

I am writing to you in the matter of the proposal from the UC Irvine School of Education to establish a new undergraduate major in *Education and Human Development*. As you know this is an area of scholarship of special interest to me – *inter alia*, I am the former Victor S. Thomas Professor Education and Culture in Human Development and Psychology at Harvard.

The UCI document you shared with me is an exemplary proposal. It is intellectually rigorous, conceptually robust, and administratively reasonable. Indeed, it represents an innovative addition to the educational offerings in the University of California system. I predict that once it is up and running, your new major will enhance and strengthen educational opportunities for a variety of undergraduate students in our state. I commend you and your colleagues for undertaking this ambitious and highly needed initiative.

The proposal's Rationale is coherent, thorough, and balanced. The proposed Curricular Structure is well conceived and intelligently articulated. The proposed six domains of specialization (1) Early Childhood Learning and Development; (2) After-School Learning and Development; (3) Children's Learning and Development; (4) Digital Media and Learning; (5) English Language Learning; and (6) Educational Research and Evaluation are highly relevant and will attract, I predict, a broad and diverse group of students.

Again, congratulations and thank you for developing this important opportunity for undergraduate students at UCI. More broadly, I think our University, as a system will be better of because of it.

All the best,

A handwritten signature in black ink, appearing to read "Marcelo M. Suárez-Orozco".

Marcelo M. Suárez-Orozco  
Dean and Distinguished Professor